

Lethbridge School Division

Board of Trustees Regular Meeting Agenda

September 24, 2024

1:00 p.m.

Board Room / Microsoft Teams



- 1:00 p.m. **1. Move to In-Camera**
- 2:30 p.m. **2. Territorial Acknowledgement**
- 3. Approval of Agenda**
- 2:32 p.m. **4. Approval of Minutes**
If there are no errors or omissions in the minutes of the Regular Meeting of June 25, 2024, it is recommended that the minutes be approved by the Board and signed by the Chair.

If there are no errors or omissions in the minutes of the Organizational Meeting of September 10, 2024, it is recommended that the minutes be approved by the Board and signed by the Chair.
- 2:35 p.m. **5. Business Arising from the Minutes**
- 2:40 p.m. **6. Associate Superintendent Reports**
- | | | |
|-----|-------------------------|---------------|
| 6.1 | Business and Operations | Enclosure 6.1 |
| 6.2 | Instructional Services | Enclosure 6.2 |
| 6.3 | Human Resources | Enclosure 6.3 |
- 3:00 p.m. **7. Superintendents Report**
- | | | |
|-----|--|---------------|
| 7.1 | Board Priorities Report | Enclosure 7.1 |
| 7.2 | World Teachers' Day | Enclosure 7.2 |
| 7.3 | Calendar of Events | Enclosure 7.3 |
| 7.4 | School Showcase/ Acknowledgement of Excellence | Enclosure 7.4 |
- 3:20 p.m. **8. Presentations**
- | | | |
|-----|---|---------------|
| 8.1 | Sital Parekh | Enclosure 8.1 |
| 8.2 | West Elementary School Boundary Changes | Enclosure 8.2 |
- 3:50 p.m. **9. Action Items**
- | | | |
|-----|--------------------------------|---------------|
| 9.1 | H.S. Locally Developed Courses | Enclosure 9.1 |
| 9.2 | Natural Gas Contract | Enclosure 9.2 |
| 9.3 | Review of Grade Configuration | Enclosure 9.3 |

9.4	Zone 6 Nomination- ASBA Representation	Enclosure 9.4
9.5	Policy 607.4	Enclosure 9.5
9.6	Second Reading: Bylaw 2024-01	Enclosure 9.6
9.7	Year-end Committee Reports and Terms of References	
	Board Audit Committee	Enclosure 9.8
	Board Budget Committee	Enclosure 9.9
	Community Engagement Committee	Enclosure 9.10
	Division Wellness Committee	Enclosure 9.11
	Facilities Committee	Enclosure 9.12
	Indigenous Education Committee	Enclosure 9.13
	Policy Advisory Committee	Enclosure 9.14
	Poverty Intervention Committee	Enclosure 9.15
	School Boundary Alignment Committee	Enclosure 9.16
	Spirit of 51 Committee	Enclosure 9.17
	Superintendent Evaluation Committee	Enclosure 9.18
	Audit Committee Report	Enclosure 9.19
	School Boundary Alignment Committee	Enclosure 9.20
9.21	Trustee Code of Conduct	Enclosure 9.21

4:30 p.m. **10. Division Highlights**

4:45 p.m. **11. Information Items**

11.1	ATA Local 41 Meeting Dates	Enclosure 11.1
11.2	FGM Submission Amendment	Enclosure 11.2
11.3	PSBAA Summer Meeting	Enclosure 11.3

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

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

12. Correspondence Received - None

14. Correspondence Sent- None

5:15 p.m. **Adjournment**

MINUTES FROM THE MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD June 25, 2024.

In Attendance:

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

Administrators: Mike Nightingale, Christine Lee, Robbie Charlebois, Morag Asquith

Via Teams: Tyler Demers

Trustee Allison Purcell called the meeting to order at 1:00 p.m.

1. Move to In-Camera

Trustee Christine Light moved:
“that the Board move to In-Camera.”

*Move to In-Camera
7308/24*

CARRIED UNANIMOUSLY

Genny Steed arrived at 1:11 p.m.
Tyler Demers left the meeting at 2:40 p.m.

Trustee Christine Light moved to come out of the in-camera meeting at 2:43 p.m. with a short recess.

Reconvene Meeting

Tyler Demers joined the meeting on Teams at 2:50 p.m.

Allison Purcell reconvened the meeting at 2:56 p.m.

2. Territorial Acknowledgement

A territorial acknowledgement was read.

*Territorial
Acknowledgement*

3. Consent Agenda

Committee Reports:

- 3.1 Policy Advisory Committee
- 3.2 Wellness Committee
- 3.3 Community Engagement Committee
- 3.4 Indigenous Education Committee
- 3.5 ATA Meeting Report

Consent Agenda

Item 3.2 Wellness Committee will be moved to 12.4 under Board Chair Report. As there were no objections, the consent agenda was approved as amended.

4. Approval of Agenda

Additions to the Agenda:

- 10.8 Creation of Alternate Rotating Vice Chair
- 10.9 Whoop Up Days Float

Trustee Andrea Andreachuk moved:
“to approve the agenda, as amended.”

*Approval of the
Agenda
7309/24*

CARRIED UNANIMOUSLY

5. Approval of Minutes

- Move motion number 7275/24 from Genny Steed below the motion 7274/24 to go into camera in the May 27, 2024 minutes.

Trustee Christine Light moved:

“The minutes of the budget meeting of May 27, 2024 be approved as amended and signed by the chair”

*Approval of Minutes
from May 27, 2024
7310/24*

CARRIED UNANIMOUSLY

Trustee Kristina Larkin moved:

“The minutes of the regular meeting of May 28, 2024 be approved as presented and signed by the chair”

*Approval of Minutes
from May 27, 2024
7311/24*

CARRIED UNANIMOUSLY

Tyler Demers joined the meeting on Teams at 2:50 p.m.

*Business Arising from
the Minutes*

6. Business Arising from the Minutes

*Associate
Superintendent
Reports
Business and
Operations*

7. Associate Superintendent Reports

7.1 Business and Operations

Associate Superintendent Christine Lee provided a written report.

Instructional Services

7.2 Instructional Services

Associate Superintendent Morag Asquith provided a written report.

Human Resources

7.3 Human Resources

Associate Superintendent Robbie Charlebois provided a written report.

*Superintendents
Report
Board Priority Report*

8. Superintendents Report

8.1 Board Priorities Report

Board Priorities were included in the agenda.

Donations and Support

8.2 Donations and Support

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

*Acknowledgement of
Excellence*

8.3 Acknowledgement of Excellence

Acknowledgements of excellence and reports showcasing the accomplishments of Westminster Elementary School, Fleetwood-Bawden Elementary School and Immanuel Christian Secondary School are included in the agenda.

*L. H. Bussard Award
Winners*

8.4 L. H Bussard Award Winners

A memo listing all L.H. Bussard winners were included in the agenda.

*Administrative
Appointments*

8.5 Administrative Appointments

A memo outlining all new administrative appointments for 2024-2025 was included in the agenda.

Calendar of Events

8.6 Calendar of Events

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

- September 10th Committee of the Whole following Organizational Meeting.

*Personal Device
Update*

8.7 Personal Device Update

Superintendent Mike Nightingale provided a memo regarding the Provincial government personal mobile device announcement.

Presentations

9 Presentations

9.1 Provincial Rugby Champions

The board congratulated the Winston Churchill Boys Rugby and the Lethbridge Collegiate Institute Girls Rugby Provincial Gold Medal Winners.

*Provincial Rugby
Champions*

*ICE Scholarship
Winners*

9.2 ICE Scholarship Winners

The board congratulated the 2024 ICE Scholarship Winners.

WCHS Drama Winners

9.3 WCHS Drama Winners

The board congratulated the Winston Churchill High School students for their One Act Play and acting awards.

Skills Canada Winner

9.4 Skills Canada Winner

The board congratulated Tate McGarry for his Gold medal at the 2024 Skills Canada National Competition.

10 Action items

10.1 International Trip Approval LCI

Trustee Christine Light moved:

“That the Lethbridge Collegiate Institute trip to Moscow, Idaho, USA in October of 2024 be approved by the Board, on the condition that all Division policies and procedures are strictly followed and with the understanding that future travel advisories and/or vaccination requirements may affect the trip’s ability to proceed.”

*International Trip
Approval LCI
7312/24*

CARRIED UNANIMOUSLY

Public Forum

Public Forum: None

10.2 609.2 Report Card Policy Review

Trustee Genny Steed moved:

“That the board accept the policy 609.2 Reporting Student Progress as amended.”

*Policy 609.2
7314/24*

CARRIED UNANIMOUSLY

10.3 802.2 School Fee Policy

Trustee Christine Light moved:

“That the board adopt the revisions to policy 802.2 School Fees as amended.”

*Policy 802.2
7315/24*

CARRIED UNANIMOUSLY

10.4 Third Quarter Financial Report

Trustee Craig Whitehead moved:

“That the Board accept the 2023-2024 Third Quarter Financial Report as presented.”

*Third Quarter
Financial
7313/24*

CARRIED UNANIMOUSLY

10.5 West Coulee Station School Code Request

Trustee Christine Light moved:

“That Lethbridge School Division send a request, in writing, for a new School Code to Alberta Education Field Services for the opening of the new K-5 Elementary School in Garry Station, named West Coulee Station Elementary School, with the school opening in September 2025 for the 2025-2026 school year.”

*West Coulee Station
School Code
7316/24*

CARRIED UNANIMOUSLY

*Electoral Boundary
Bylaw
7317/24*

10.6 Electoral Boundary Bylaw

Trustee Craig Whitehead moved:

“That Bylaw No. 2024-01, A bylaw to establish electoral boundaries for trustee general election and authority for joint election be approved for first reading.”

CARRIED UNANIMOUSLY

10.7 Superintendent Evaluation

Trustee Christine Light moved:

“That the Board accept and approve the Superintendent Evaluation report as developed throughout the Superintendent Evaluation Process, as an accurate accounting of the Superintendent’s performance for the period of August 1, 2023, to June 2024; and further that the Board authorize the Chair to sign the report on the Board’s behalf.”

*Superintendent
Evaluation
7318/24*

CARRIED UNANIMOUSLY

10.8 Creation of Alternate Rotating Vice Chair

Trustee Craig Whitehead moved:

“Provide a proposal for an alternative rotating vice chair position to be brought to the September 10th organizational meeting that will include all the details required for the position.”

*Alternate Rotating
Vice Chair
7319/24*

CARRIED UNANIMOUSLY

10.9 Whoop Up Days Parade Float

Trustee Craig Whitehead moved:

“That we investigate the possibility of having an annual float in the Whoop Up Days Parade.”

*Whoop Up days
Parade Float
7320/24*

CARRIED UNANIMOUSLY

Division Highlights

11 Division Highlights

Allison- Pride Parade, ICES School Council, Coalbanks year-end celebration, General Stewart Community Evening Event, Lip Dub.

Christine- Graduations, Emma the musical at Chinook High School, Indigenous Awards Night.

Andrea- Pride Parade, Under the Sea at General Stewart, Judging ICE Scholarships, Grade 5 and Grade 8 and LCI Grad, courage awards at

Senator Buchanan, ATA and Division Retirement banquets and 5 personal retirement celebrations, Immanuel Christian year end concert.

Kristina- Celebrating accomplishments and work well done throughout the year, Pride Parade.

Genny- Graduations and Final events like games, school council etc.

Craig- Friends of 51 for Nicholas Sheran and Lakie, JV Rugby, Victoria Park Graduation, ATA retirement, WCHS Long Service, Division Retirement banquet, Lakie Guitar, Indigenous Grad.

12 Board Chair Report

*Board Chair Report
Standing Committees*

12.1 Standing Committee

Allison Purcell provided a memo regarding the Standing Committees terms of reference and year end reports due in September. Craig Whitehead requested to add the Boundary Review Committee to the Standing Committee list.

12.2 Retirement Congratulations

The board congratulated all 2024 retirees. A list was included in the agenda.

*Retirement
Congratulations*

12.3 Division School Council Meeting Report

Genny Steed provided an oral report of the Division School Council Meeting.

*Division School Council
Meeting Report*

12.4 Wellness Committee Report

Allison Requested that the Mental Health Capacity Building events calendar be promoted through division communication channels throughout the summer.

Wellness Committee

Trustee Craig Whitehead moved:

“To extend the meeting past 6:00 p.m.”

*Extend the Meeting
7321/24*

CARRIED UNANIMOUSLY

13 Correspondence Sent

None

Correspondence Sent

14 Adjournment

Trustee Christine Light moved:

“To move to in-camera at 5:57p.m.”

*Move to in-camera
7322/24*

CARRIED UNANIMOUSLY

Reconvene Meeting

Allison Purcell moved to return to the regular meeting at 7:01p.m.

Tyler Demers moved:

“The Board has received a professional improvement leave request pursuant to Article 9.3 of the ATA collective agreement. After consideration of the application I move that the board not approve this leave application”

*Professional
Improvement Leave
Request
7323/24*

CARRIED UNANIMOUSLY

Trustee Allison Purcell moved:

“To adjourn the meeting at 7:17 p.m.”

*Adjournment
7324/24*

CARRIED UNANIMOUSLY

Allison Purcell,
Chair

Christine Lee,
Associate Superintendent
Business and Operations

MINUTES FROM THE ORGANIZATIONAL MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD SEPTEMBER 10, 2024.

IN ATTENDANCE:

- Trustees: Andrea Andreachuk, Tyler Demers, Kristina Larkin, Christine Light, Allison Purcell, Genny Steed, Craig Whitehead
- Administrators: Mike Nightingale; Robbie Charlebois, Christine Lee, Morag Asquith Tina Carnegie (Recorder)

The Superintendent, Mike Nightingale called the meeting to order at 2:07 p.m.

- 1. Welcome and Territorial Acknowledgement *Welcome and Territorial Acknowledgement*
Superintendent Mike Nightingale read a territorial acknowledgement.

- 2. Election of Chair *Election of Chair*
Superintendent Mike Nightingale called for nominations for Chair to hold office during the pleasure of the Board.

Trustee Andrea Andreachuk nominated Trustee Allison Purcell for the position of Chair for the 2024-2025 term.

Trustee Genny Steed nominated Trustee Craig Whitehead for the position of Chair for the 2024-2025 term.

Trustee Kristina Larkin nominated Trustee Christine Light for the position of Chair for the 2024-2025 term.

Superintendent Mike Nightingale called three times for further nominations and there were none. The nominees were each given an opportunity to speak before voting. Associate Superintendent Christine Lee and Superintendent Mike Nightingale took the votes to be counted. As no candidate had a majority after the first ballot, procedure as per Policy 204.6 was followed to break the tie and held a second ballot.

Superintendent Mike Nightingale declared Christine Light the Chair of the Board for the 2024-2025 school year. Congratulations to Christine Light.

Christine Light assumed the Chair's position.

Trustee Andrea Andreachuk moved:
"to destroy the ballots".

CARRIED UNANIMOUSLY

*Destroy the ballots
7155/24*

2. Approval of Agenda

Trustee Kristina Larkin moved:
"that the agenda be approved, as presented."

CARRIED UNANIMOUSLY

*Approval of Agenda
7156/24*

3. Election of Vice-Chair

The Chair called for nominations for the position of Vice-Chair to hold office during the pleasure of the Board.

Election of Vice-Chair

Trustee Tyler Demers nominated Kristina Larkin for the position of Vice-Chair for the 2024-2025 term.

Trustee Andrea Andreachuk nominated Allison Purcell for the position of Vice-Chair for the 2024-2025 term.

Trustee Craig Whitehead nominated Genny Steed for the position of Vice-Chair for the 2024-2025 term.

Chair Christine Light called three times for further nominations and there were none. Associate Superintendent Christine Lee and Superintendent Mike Nightingale took the votes to be counted. As no candidate had a majority after the first ballot, procedure as per Policy 204.6 was followed to break the tie and held a second ballot.

Superintendent Mike Nightingale declared Trustee Genny Steed as Vice-Chair for the 2024-2025 school year. Congratulations to Genny Steed.

Trustee Craig Whitehead moved:
"to destroy the ballots."

CARRIED UNANIMOUSLY

*Destroy the ballots
7157/24*

4. Creation of Alternate Vice Chair

Motion moved by Craig Whitehead to create the position of Alternate Vice-Chair
FOR: Christine Light, Allison Purcell, Tyler Demers, Craig Whitehead, Genny Steed, Andrea Andreachuk
AGAINST: Kristina Larkin
CARRIED

Creation of Alternate Vice-Chair

5. Approval of Bank Borrowing Resolution

Trustee Kristina Larkin moved:
“that the Board approve the 2024-2025 bank borrowing resolution in the amount of \$500,000 to finance the operation of the school division as required, pending receipt of government funding, and that a copy of this resolution be appended to the minutes of this meeting.”
CARRIED UNANIMOUSLY

*Approval of Bank Borrowing Resolution
7158/24*

6. Approval of Signing Authority

Trustee Kristina Larkin moved:
“that the bank signing authority be the Board Chair or the Vice-Chair and the Secretary-Treasurer or, in their absence, the Director of Finance, with the exception that for the purpose of signing cheques, the signing authority shall be the Superintendent of Schools and/or the Secretary-Treasurer and/or Director of Finance and further, that the Board authorize the bank to establish an overdraft lending agreement which has been duly executed by the proper officers of the Board when loans are required.”
CARRIED UNANIMOUSLY

*Approval of Signing Authority
7159/24*

7. Committee Reports and Terms of Reference

All Committee reports and Terms of Reference will be reviewed at the September 2024 regular board meeting.

Committee Reports and Terms of Reference

8. Appointments to Committees

*Denotes Chair

7.1 Standing Committees

- 7.1.1 Board Audit Committee
*Tyler Demers, Genny Steed
- 7.1.2 Board Budget Committee
*Kristina Larkin, Andrea Andreachuk
- 7.1.3 Community Engagement Committee
*Andrea Andreachuk, Christine Light
- 7.1.5 Division Wellness Committee
*Andrea Andreachuk, Kristina Larkin

Appointments to Committees

- 7.1.6 Facilities Committee
 - *Tyler Demers, Allison Purcell
- 7.1.7 Indigenous Education Committee
 - *Christine Light, Andrea Andreachuk
- 7.1.8 Policy Advisory Committee
 - *Kristina Larkin, Genny Steed
- 7.1.9 Poverty Intervention Committee
 - *Kristina Larkin, Christine Light
- 1.1.10 School Boundary Alignment Committee
 - *Craig Whitehead, Christine Light, Allison Purcell
- 1.1.11 Spirit of 51 Committee
 - *Andrea Andreachuk, Tyler Demers
- 1.1.12 Superintendent Evaluation Committee
 - Christine Light, Craig Whitehead, Genny Steed

7.2 Special (ad hoc) Committees

- 7.2.1 ATA Negotiating Committee
 - *Craig Whitehead, Allison Purcell
- 7.2.2 CUPE (Local 290) Negotiating Committee
 - *Kristina Larkin, Andrea Andreachuk
- 7.2.3 CUPE (Local 2843) Negotiating Committee
 - *Christine Light, Tyler Demers
- 7.2.4 Expulsion Committee – Two trustees as needed
- 7.2.5 Non-Union Staff Committee
 - *Craig Whitehead, Genny Steed
- 7.2.6 Policy Review Committee -Entire Board

7.3 Joint Committees

- 7.3.1 ATA Working Conditions Committee
 - *Allison Purcell, Andrea Andreachuk
- 7.3.2 City/School Boards Committee
 - *Christine Light, Allison Purcell, Kristina Larkin
- 7.3.3 Economic Development
 - Education Seat has been passed to Holy Spirit for their 2-year term

7.4 Appointment of Board Representatives:

- 7.4.1 ASBA Zone 6
 - Craig Whitehead, Christine Light (alternate)
- 7.4.2 Division School Council
 - Genny Steed, Craig Whitehead, (alternate)

Further discussion about assigning
a rotating role for the alternate on September 24

7.4.3 Division Student Leadership
Kristina Larkin

7.4.4 TEBA
Allison Purcell

7.4.5 Team Lethbridge
Christine Light, Allison Purcell

7.4.6 Public School Boards Association of Alberta
Craig Whitehead, Allison Purcell (Alternate)

Adjournment at 4:07

Trustee Christine Light moved:
“to adjourn the Organizational Meeting.”

CARRIED UNANIMOUSLY

Adjournment
7161/24

Christine Light
Chair

Christine Lee
Associate Superintendent
Business and Operations

MEMORANDUM

September 24, 2024

To: Board of Trustees

From: Christine Lee
Associate Superintendent, Business and Operations

Re: Business and Operations Report

Background

The September 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

REPORT

BUSINESS AND OPERATIONS

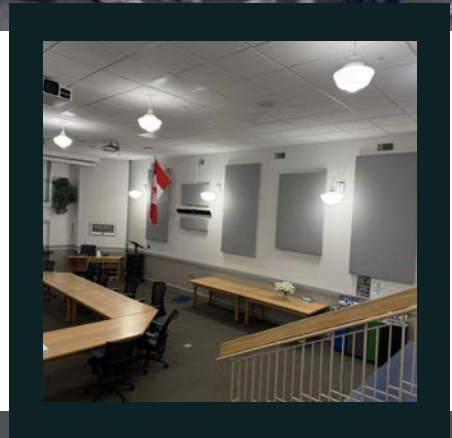
Back to School



Trustees and Education Centre Staff shown above, showing their support at the Welcome Back Breakfast for the Division's staff.

Fresh Paint

A small amount of paint can make a significant difference in brightening a room! This summer, the Education Centre entrance, reception area, and Board Room were refreshed with a fresh coat of paint to enhance the space.



Victoria Park Upgrade

In the summer, a new generator was installed to enhance the ventilation system at Victoria Park. In the photo on the left, you can see the air handling units being carefully positioned at the school. The ventilation system and distribution systems will be installed floor by floor over the coming year.

PROJECT UPDATE

WEST COULEE STATION

Construction of West Coulee Station Elementary School is proceeding as planned for the school's scheduled opening in September 2025.

This month, the installation of windows is underway, and progress can be seen in the photo showing the staircase leading from the gathering space to the learning commons. Outside the school, brick cladding is currently being put in place.

An aerial image of the school site, taken on August 28th by Mike Harris of Lethbridge Headshots, is provided below for reference.



GALBRAITH MODERNIZATION

In June, Galbraith Elementary School staff revisited ideas developed by GAA Architects from a visioning session in May. Alberta Infrastructure issued a Request for Proposal for design architects for the modernization project over the summer. Once the design architect is selected by Alberta Infrastructure, the school's design process will begin in preparation for construction drawings. Insights from the two visioning sessions will guide the modernization design.





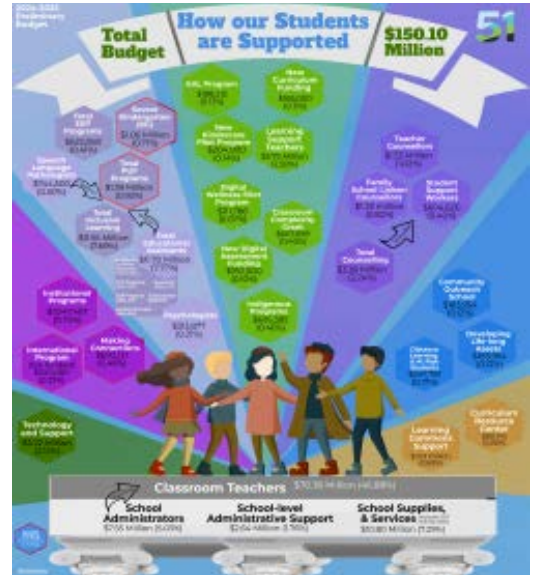
19 Years

FINANCE

For several years in a row, the Division has been honored with ASBO International's Meritorious Budget Award (MBA) for outstanding budget reporting. Congratulations to Avice DeKaveler, Director of Finance, for earning the MBA for the 2024-2025 Budget. To see this amazing document, go to the Division's website.

The Finance Department is currently wrapping up the financial details for the upcoming school year of 2023-2024 and getting ready for the Division's financial records to be audited by BDO Canada LLP. The Audit Committee has convened to plan for this year's audit.

The new year kicks off with a review of current enrollments and the preliminary budget approved in May. Adjustments to the budget will be determined by the September 30th enrolment numbers, necessary staffing changes, and the spending priorities of schools and programs.



[Click to see infographic](#)



Buster Bus

Early Learning team of two educational assistants, Janet, Denise and an amazing bus driver Lorne.

TRANSPORTATION

On August 17th, Lethbridge School Division and Holy Spirit Catholic School Division along with Southland Transportation hosted the 4th Annual, 1st Ride Event.

MYBUSSTOP APP

WHAT IS MYBUSSTOP?

MyBusStop is a GPS tracking service, which delivers real-time information on a subscriber's bus location, route stops, route traffic, route schedule, route progress, and possible bus delays.

As easy as 1 – 2 – 3:

1. Get your School Code & Register
2. Choose your Route & Stop
3. Start tracking!

[Click here for more information](#)

TECHNOLOGY

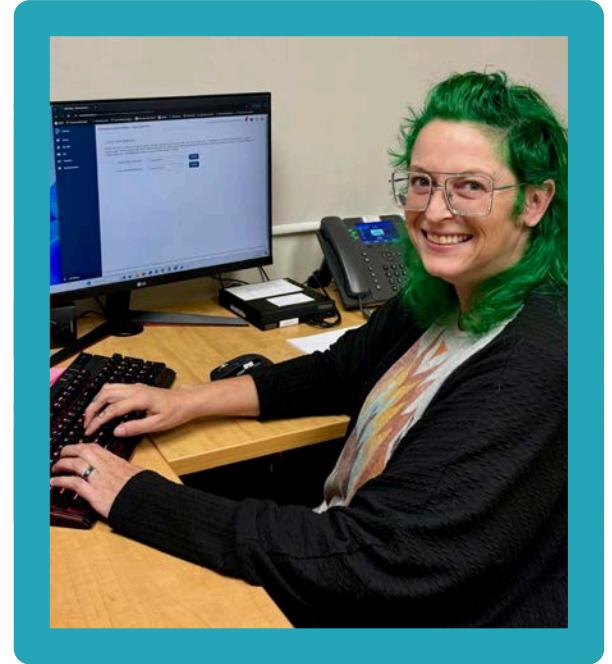
Jill Wilson has joined the technology team to assist the Technology team while Tina Carnegie is supporting the Superintendent's office this year. Jill will be responsible for providing technology support to the schools, focusing on the Division's student information system.

What has the team been up to this summer?

During the recent months, the team revamped all Internet Protocol (IP) addresses to simplify the identification of device locations. Each school now has a unique naming system, making troubleshooting more straightforward.

The team aided Victoria Park in resuming operations after the installation of a new generator and rerouting the school's wiring.

Fourteen (14) servers were replaced at the elementary school during the summer. Additionally, the team cleaned the server rooms to enhance accessibility and prolong the equipment's lifespan by maintaining a dust-free environment.



NEW!

The school division is forming an AI Committee and seeking diverse members with expertise or interest in AI practices and ethics in education. The committee will influence AI integration in schools to enhance learning responsibly. Individuals with an interest in the ethical use of AI in education are encouraged to apply. For more information see the [website](#).

PERSONAL MOBILE DEVICE AND SOCIAL MEDIA USE IN SCHOOLS

ELEMENTARY SCHOOL:

Kindergarten to Grade 5 - Personal mobile device use is not permitted during the entirety of the school day. This includes instructional time and non-instructional time. Use of social media platforms on Division networks is restricted to educational use only.

MIDDLE SCHOOL:

Grade 6 to Grade 8 - Personal mobile device use is not permitted during instructional time. During non-instructional time, the use of personal mobile devices is discouraged and will be limited and subject to responsible use. Use of social media platforms on Division networks is restricted to educational use only.

HIGH SCHOOL:

Grade 9 to Grade 12 - Personal mobile device use is not permitted during instructional time. The use of personal mobile devices during non-instructional time is permitted subject to responsible use. Use of social media platforms on Division networks is restricted to educational use only.



Our annual cyber security assessment for the Division's insurance broker, Marsh, has been finalized. Introducing the Security Analyst position has not only enhanced our security rating and position but has also enabled us to maintain our status as a security pioneer.

In response to the updated *Personal Mobile Device and Social Media Use in Schools* policy, the technology department is currently reconfiguring firewall settings to enforce the intended blocking of social media. Although the Division might face some challenges during this transition, the technology team is proactively adjusting settings to ensure the network adheres to the policy regarding social media access.

OCCUPATIONAL HEALTH AND SAFETY

At the start of the school year, we are dedicated to prioritizing health and safety within the Lethbridge School Division. Here, school and building sites will involve staff in establishing site-based health and safety committees. These committees play a vital role in the Division's internal safety responsibility system. They will advocate for health and safety in the workplace, perform site inspections to pinpoint safety risks, address safety issues on-site, report safety concerns to the Division Workplace Health and Safety Committee, and act as safety watchdogs at the site level.

The first Division Workplace Health and Safety Committee meeting was held on September 23rd. At this meeting, roles and responsibilities of safety committees are reviewed.



My First Ride

August 17th, 2024

MEETINGS AND EVENTS

- My First Ride Event, August 17th
- Administrator's Committee meeting
- Occupational Health and Safety Management Committee meeting
- Leadership team meeting
- School Boundary Alignment Committee meeting
- Welcome Back Breakfast
- West Coulee Station Elementary Construction meetings
- Education Centre staff meeting
- Elementary, Middle, and High School principal meetings
- Urban School Insurance Consortia (USIC) Risk Management and Claims Committee meeting
- Special Meeting of the Board and Committee of the Whole
- USIC marketing meeting preparation meetings
- City of Lethbridge and Holy Spirit management meetings/Joint Use Committee
- Audit Committee meeting
- 51-25 Club Banquet
- Admin Committee Symposium
- Division Workplace Health and Safety Committee meeting

MEMORANDUM

September 24, 2024

To: Board of Trustees

From: Morag Asquith
Associate Superintendent, Instructional Services

Re: Instructional Services Report

Background

The September 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

Instructional Services

September 2024

September	
5	Field Trip Review
5	Complex Case - SWCSS
6	TIP (Teacher Induction) Early Years Assessment
10	Healthy Lethbridge Meeting
12	Wellness Team Meeting (Counselling)
13	Immigrant Youth Community Conversation
13	SWCSS Leadership Meeting
17	Alberta Education Meeting
18	51-25 Banquet
19-20	Admin Committee Symposium
25	Indigenous Education Committee
26-27	CASSIX Pallier
30	National Day for Truth and Reconciliation
October	
1	Division Placement Committee
1	Literacy Working Group
4	PPSA (Pathways Partnership of SA)
7	Wellness Committee
10	Chinook CYAC Leadership Advisory Meeting
18	TIP (Teacher Induction) ISP/EAL Benchmarking
21	Learning Commons Facilitator Meeting
23	PL for Elementary and Middle Schools
28	Health Champs Meeting #1

Welcome Back!

It is great to see you all welcome back, and welcome to our newbies!!!! A special welcome to our new ESL Student Support Worker who has joined our ESL team- Richard Sallah!!

We are very lucky to have Tracy Taylor join our Off-Campus Team as the administrative assistant there, welcome back to Taunie Magnusson who has returned from maternity leave.

This summer, Carley Campbell and Morag were working on developing and reviewing various processes and school letter templates to ensure consistency and common language for schools there will be some sharing via email in the next couple of weeks. Instructional Services has also been reviewing the Managing Health Procedures and Field Trip forms as the field trip request process has moved from electronic to paper, since the division no longer is holding the Permission Click license. We appreciate everyone's patience returning to paper in a time when everything is so electronic.....we understand the frustration.

A super exciting "first" for Lethbridge School Division- we welcome Candelaria Belen Minguez Fernandez to Lethbridge! She is our first teacher ever hired from Spain through the Spanish Embassy and Alberta Education agreement. "Bienvenidos/welcome" Candelaria and "gracias/thank you" to the team over at Coalbanks who has been so welcoming and supportive!!



Inclusive Education

Director of Inclusive Education - Jackie Fletcher
Coordinator of Inclusive Education - Rebecca Adamson

Jackie Fletcher (Inclusive Education Director) and Rebecca Adamson (Inclusive Education Coordinator) have been busy working diligently alongside Rhonda Aos in HR with EA placements and student needs being met at schools. They are continuing to work with EAL Community Connections meetings this year and hosting conversations around how best to support out newcomer students. The Inclusive Education team is starting the process of revamping our ISPs integrating feedback from parent inclusive education round table and they are starting the process of discussing Knowledge and Employability in our schools.

Wellness Grant

Sixteen schools are receiving wellness grants this year. These grants will support a variety of initiatives from outdoor play equipment, playground enhancements, outdoor field trips, outdoor clothing, self-regulation equipment, recreational spaces to support more face-to-face connection/socialization. These grants range from \$1000 - \$2000 dollars. Schools receiving wellness grants may be required to present to the Wellness Committee throughout the school year on their initiative.



Nutrition Grant

Carley Campbell (Executive Assistant) has shared out the amounts each school will be receiving from Alberta Education in support of Nutrition funding. We have over 15 schools who will be utilizing the grants to hire staff and/or to support breakfast and lunch programming. Recently, Mindful Munchies has announced that funding to their program has been impacted and they are looking for support to continue services after December. We will continue to have conversations with Mindful Munchies and update schools when more information is available. We recognize the level of support and service Mindful Munchies provides.

Learning and Instruction

Director of Learning - Erin Hurkett



Erin Hurkett got out of the gates running with the Early Years Assessment announcement from Alberta Education. She has connected with Principals and determined a new assessment schedule so that Lethbridge School Division can adhere to the timeline expectations of Alberta Education. Grades 1-2 will not be administering F and P given the September and January mandatory assessments and May (at risk only). Grades 3-5 will be doing F and P, only grade 3 also has Alberta Ed Early years assessments that must be completed. Erin is also working on the Professional Learning for Administrators (in tandem with Jodi Babki and Michaela Demers) September 2.

Mental Health Capacity Building

Coordinator of MHCB - DeeAnna Presley-Roberts

In June, Mental Health Capacity Building (MHCB)/Wellness Committee delivered a whopping 1921 postcards division wide on behalf of Connect4Wellness. This is the highest amount of postcards sent and received through this initiative since its conception in 2021. Notes of appreciation, gratitude, connection and heart felt messages filled LethSD staff's mailboxes from June 1-June 16.

Also in June, MHCB opened bookings for mental health programming in schools for the fall. Schools jumped on these opportunities and booked the team until March of 2025, when more bookings for Spring will be released. This year the team is offering programming focusing on building confidence in ones self, navigating friendships, brain science and self care.

Over the summer, the MHCB team stayed busy, organizing 36 community play pop-ups, a free 6-week CASA Family Art Class, Fit Kids fitness classes at the YMCA, and three free family events, including a movie night, mini golf, and swimming. All these programs were designed to emphasize the importance of mental well-being and fostering strong, positive connections.

As of September 1, the MHCB grant transitioned from AHS to the newly formed organization of Recovery Alberta. We have been affirmed that this transition will not impact current Mental Health Capacity Building grants.

In July, the Family Support program applied to the City of Lethbridge for continued funding for the next two years. The team is eager to learn whether the application was successful, as this funding is crucial for maintaining their current level of support throughout this school year and the next. Last year, the program helped more than 184 families connect with community resources and services, and responded to over 427 requests for essential needs through the Poverty Intervention Committee.

Indigenous Education

Coordinator of Indigenous Education - Joel Tail Feathers

Joel Tail Feathers and the Indigenous Education Team will be working on supporting schools through Truth and Reconciliation events for the month of September. The Indigenous Education Committee is happening on September 25th and the Indigenous Education Assurance Plan will be posted on our website first week of October.

Off Campus Education

Coordinator of Off Campus - Andrew Krul

The Off Campus Education team will be focusing on finalizing hours and credits for the 250 plus students who worked or volunteered this summer. This is year three of summer school off campus education in which AB Ed. funds \$143/CEU, up to 10 credits. We are still waiting to hear news of whether the Division of Instructional Services will receive the Dual Credit Grant opportunity that was released by Alberta Education in April/May for 50,000 in support of Dual Credit learning opportunities. We welcome Sarah Roncin back who is our Careers Student Support who is working with students in all our high schools assisting them with resumes, finding work and accessing community services.

Early Learning Education

Coordinator of ELE - Rochelle Neville

We have 10 Early Education Programs (EEP) operating out of 7 schools this school year. With some early September movement, we are working to fill the few available spaces from our current waitlist. Early Learning, Lethbridge School Division has partnered with Helen Schuler to offer a Nature Pop Up Loose Parts Outdoor Play on September 20 and October 11.

Our pilot KinderCare programs have begun and are operating at Senator Buchanan School and Nicholas Sheran School. This is an optional program available at a fee that allows for all day programming. Space is still available for children currently enrolled in kindergarten at these two schools.

MEMORANDUM

September 24, 2024

To: Board of Trustees

From: Robbie Charlebois
Associate Superintendent, Human Resources

Re: Human Resources Report

Background

The September 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

Associate Superintendent, Human Resources Report to the Board of Trustees September 24, 2024



Welcome Back to School!

Human Resources

Our Human Resources department plays a crucial role in cultivating healthy, supportive and productive workplaces by managing recruitment, hiring, professional development and employee relations. Our efforts ensure that our staff are well-supported, enabling them to focus on delivering high-quality education and fostering student success.

Updates: August 13 – September 13, 2024

Onboarding

- Support Staff/Casual: 28
- Teacher/TOCS: 14

ATA

- Teacher contracts extended : 2
- Teacher hires : 11
- Teachers added to the sub list: 9
- Total number of teachers on the sub list: 155

CUPE 290

- Caretakers : 3
- Labourer : 1
- Total CUPE 290 Contracts : 4

CUPE 2843

- Educational Assistant contracts : 44 (July – September 13)
- Learning Commons : 1
- Administrative Support : 1
- Student Support Worker : 1
- EA's added to the casual list: 5

Non-Union

- Early Learning Educator – 1 (Temporary)



Enrollment

We are in the process of compiling enrollment data from all our schools. This data collection is critical for understanding our current student population and for making informed decisions about class sizes and staffing.

Enrollment Data: We will have our enrollment numbers finalized by September 30. Preliminary indications suggest growth; however, the rate of increase is expected to be lower compared to the growth experienced in recent years.

Class Size Data: In parallel, we are gathering detailed data on class sizes. This information will enable us to address any discrepancies and ensure that class sizes are optimal for effective teaching and learning.

Staffing Considerations: We are actively working with schools to identify and address staffing needs. This involves assessing staffing “hot spots” across the division and implementing strategies to manage these challenges.

Elementary Class Size Averages – September 13, 2024

Grade	2023	2024
KG	17.1	18.9
Grade 1	19.1	19.5
Grade 2	18.5	19.5
Grade 3	22	19.2
Grade 4	22.4	21.4
Grade 5	22.3	21.6
Combined Classes		
Grade 1&2	18	20
Grade 2&3	22.5	21.6
Grade 3&4	22	23.5
Grade 4&5	22.1	23.8

Wellness

- Lethbridge School Division **Send Before 6** Initiative – to support staff, students and families with a healthy work-life balance, encouraging non-emergent communication to the hours between 7 am and 6 pm. Send Before 6 is designed to provide staff and families with uninterrupted personal time and reduce the risk of burnout. By adhering to these guidelines, we aim to promote a more sustainable and productive learning environment, where staff and families can recharge outside of working hours and return each day ready to contribute their best.
- [Staff Wellness Newsletter](#) – this strategic initiative is designed to enhance employee well-being and engagement. The newsletter will serve as a vital resource, offering valuable resources, links and insights into health and well-being, wellness events and activities, and promotion of available benefits. By incorporating expert advice, celebrating division-wide events, and providing practical tips, the newsletter aims to foster a culture of health and resilience within our organization, contributing to a positive and effective work environment.

- **Staff/Workplace Wellness Administrator Advisory Committee** – comprised of elementary, middle and high school principals, the committee will meet four times in 2024-2025 to address, discuss and plan topics, issues and gaps related to staff/workplace wellness. The first meeting will take place on October 10, 2024.

Noteworthy

Social Media Sponsored Ad Campaign

We recently conducted a sponsored social media ad campaign aimed at recruiting educational assistant staff. The campaign was designed to attract potential candidates by showcasing our job opportunities and directing them to our employment page.

- Reach and Engagement
 - o Facebook: The ad reached 6,701 individuals and garnered 454 clicks. The regular Facebook post associated with the campaign achieved 57 shares and 848 engagements (including reactions, comments, shares and clicks).
 - o X (formerly Twitter): The post was seen 226 times.
 - o Instagram: the ad received 259 views
- The campaign successfully expanded our reach and engaged a significant audience, particularly on Facebook, where the highest level of interaction was noted. The cost-effectiveness of the campaign, with a total spend of \$44.84, is reflective of its targeted nature and the specific goal of driving traffic to our employment page for educational assistant positions.

51/25Club Banquet on September 18, 2024

- Congratulations to the 16 employees who will be inducted into the 51/25 Club, having reached their 25 years of service milestone this school year.

Lethbridge SCHOOL DIVISION

SEND BEFORE 6

SUPPORTING WELL-BEING FOR STAFF, STUDENTS AND FAMILIES IN THE LETHBRIDGE SCHOOL DIVISION

KEEPING OUR EVENINGS AND WEEKENDS FREE FROM NON-EMERGENCY EMAILS AND TEXTS

CLICK HERE TO LEARN MORE

TOGETHER IN WELLNESS

LETHBRIDGE SCHOOL DIVISION IS COMMITTED TO ALL STAFF HEALTH AND WELL-BEING. WE HONOUR YOUR PERSONAL TIME AND THE IMPORTANT ROLES THAT YOU PLAY OUTSIDE OF THE WORK DAY.

THE WHY:
OUR HOPE IS THAT **SEND BEFORE 6** WILL SUPPORT EVERYONE IN THE LETHBRIDGE SCHOOL DIVISION TO ENJOY HEALTHY WORK/LIFE BALANCE ALLOWING EVENINGS AND WEEKENDS TO BE SPENT ON ACTIVITIES THAT BRING RENEWAL AND REST.

WHAT IT MEANS:
SEND BEFORE 6 MEANS THAT ALL NON-EMERGENCY EMAILS AND TEXTS WILL ONLY BE SENT BEFORE 6 PM ON WEEKDAYS. AFTER HOURS AND WEEKENDS CAN WAIT UNTIL REGULAR WORK HOURS. (NOT BEFORE 7 AM OR AFTER 6 PM).

MEMORANDUM

September 24, 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. An update on progress will be provided in the form of a report each month starting in the September Board meeting.

Recommendation

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

Respectfully submitted,

Mike Nightingale
Superintendent

2024-2025 DIVISION PRIORITIES

REPORT TO THE BOARD

PRIORITY: GOVERNANCE

Engagement with Stakeholders

Collaboration with other School Authorities, Municipalities, and Community Agencies

- The Off Campus Education team will be focussing on finalizing hours and credits for the 250 plus students who worked or volunteered this summer.
- Sarah Roncin, our Careers Student Support (partly funded by Next Generation) is working with students in all our high schools assisting them with resumes, finding work and accessing community services
- The Southern Alberta Collegiate Institute (SACI) has been working diligently over the summer to create meaningful hands-on learning opportunities for grade 7-9 students. Our middle schools are working with Wayne Pallett, Division Principal, and the teachers of the SACI to facilitate these opportunities for our students.
- Jackie Fletcher, Director of Inclusive Education and our EAL team at the Ed Centre facilitated the 2nd Immigrant Youth Community Conversations meeting with a number of organizations throughout the city on Friday, September 13th. This was extremely successful, and the next meeting will consist of creating working groups with city partners to address challenges that our immigrant youth/students are facing.
- In August, the Division submitted its request for funding of projects under the 2025-2026 Capital Maintenance and Renewal (CMR) program. These projects included continuing to fund the Victoria Park Upgrade, Elevators for Senator Buchanan and Westminster Elementary Schools, a variety of mechanical projects at LCI, Gilbert Paterson, Mike Mountain Horse, Dr. Probe, Galbraith, Wilson and Nicholas Sheran. Also included was funding to address accessibility concerns at LCI and gym floor replacement. It is a tall list with the hope that additional money may be invested by Alberta Education in CMR funding.
- The Technology Department has been working with the Calgary Board of Education over the summer to test SuperNet 2.0 services. Last year, the Lethbridge School Division transitioned all schools to the new Bell SuperNet 2.0 service, and we are now conducting tests to ensure the service is working as intended.
- Jesse Sadlowski, Director of Technology, recently met with Trent Androschuk, the Director of Operations for the Children's Autism Services of Education. They have just opened a new school in Edmonton, and we have supported them by donating some of our old equipment that was removed from our schools over the summer. The meeting was not only to thank the Lethbridge School Division for their support but also to extend an invitation for anyone in our division to visit the school and learn about what

they are doing to support students with autism. Read more about the school. [School for Autistic Children | Jim Jiwani Autism Academy \(childrensautism.ca\)](#)

- Erin Hurkett, Director of Learning, continues to work with Lethbridge Polytechnic with the Science, Technology, Engineering, Math (STEM) materials that are available to classroom teachers to support math and science instruction.
- Erin Hurkett is communicating with a director from Calgary Board of Education (CBE) to learn more about high school assessment and reporting practices within their school division. CBE personnel have offered to support some information sessions on outcomes-based gradebooks with PowerSchool.

PRIORITY: GROWING LEARNING AND ACHIEVEMENT

Report Cards

On August 28th, 29th, and 30th Erin Hurkett, Director of Learning, met with the 7 schools that will be piloting the elementary report card for the 2024/2025 school year. Teachers and administrators reviewed the report card template, the teacher support document, and questions about the pilot were clarified.

Literacy

Jodie Babkie, Curriculum Support Teacher, has provided several professional learning sessions for Dr. Probe and Coalbanks Elementary. Jodie has also been working with G.S. Lakie and Gilbert Paterson on creating outcomes-based gradebooks and aligning Language Arts and Literature (ELAL) rubrics with classroom projects she has supported them in creating. Jodie has provided literacy intervention training for teachers at Wilson Middle School and has supported them with initial intervention assessment and analysis of results. Jodie will be developing intervention materials with teachers at Wilson and guiding the implementation of effective intervention.

Jodie Babkie and Erin Hurkett provided teachers within the Teacher Induction Program (TIP) and introduction to literacy structures within the classroom. This took place within the Learning Lab at Dr. Plaxton Elementary where teachers could see the resources and materials that can be utilized for literacy instruction.

Jodie and Erin provided a training session for Teacher Induction Program (TIP) teachers on the Early Years Assessments that are mandated by Alberta Education, along with instruction in how to implement Fountas & Pinnell Benchmarking.

Numeracy

Michaela Demers, Curriculum Support Teacher, has provided professional learning sessions for General Stewart, Galbraith, Nicholas Sheran, Lakeview, and Immanuel Christian Elementary. The focus for these schools was new curriculum implementation, manipulatives, and math workshop. Michaela provided a follow-up session with Lakeview Elementary on the resource, Math Up.

Michaela has supported a new high school Learning Support Teacher (LST) with numeracy intervention and support and has supported Instructional Support Plan (ISP) goal setting in the area of numeracy.

Science

Michaela Demers, Curriculum Support Teacher, has created a Science Curriculum Highlight document that can be utilized by K-6 teachers implementing new science curriculum.

Social Studies

34 teachers will be piloting the new Social Studies Curriculum for grades K-5. Alberta Education is providing up to 5 release days for these teachers to collaborate and develop materials for instruction. Several meetings with Alberta Education will be held throughout the year, and opportunities for teacher feedback will be provided.

Innovation and Technology

- Over the summer Carley Campbell (Executive Assistant in Instructional Services) worked with the School Division Permission Click workflows that were no longer available in the fall to create a “paper only” process for 2024-25. Instructional Services is working closely with the Tech team to explore other options for trips and forms moving forward.
- In June, the Technology Department received feedback from school administrators on some of the new features and settings that we can now apply to Microsoft Teams. Over the summer, we adjusted settings in Teams to limit unwanted chats between students in schools. Moving forward, students will not be able to create chats with students who are not in a team assigned by a teacher. We also applied other settings to limit students’ abilities to create teams. We hope these new settings will help reduce online conflict and non-instructional communication happening on the app.
- The Technology Department, along with the Superintendent’s Office, has been working to apply new firewall rules to comply with the new cell phone and social media procedure directive from the provincial government. We have successfully blocked popular social media sites on our network, such as Snapchat and TikTok, along with a plethora of other social media apps. We have also blocked all social media on our guest network. Some customizations have been put in place, such as creating a special network connection in the boardroom to allow presenters to access some social media during presentations.
- Over the summer, the Technology Department introduced new workflows to allow students writing diploma exams in the Alberta Education exam platform a seamless experience. Currently, the Alberta education system does not support some accommodation features, which will require students to use more traditional methods of writing government exams this year. We have also formed a committee to support

teachers and administrators in using the new government tool to help create a seamless experience.

- The Technology Department has been piloting virtual machines with high school computer science teachers over the last year. After meeting with the computer science teachers, they are very happy with the virtual machines. The Lethbridge School Division Tech Department will be doing a presentation at this year's ATLE Convergence Conference on the pilot and its success.

Early Learning

- We have Early Education Programs in 7 of our elementary schools. There are currently 172 children enrolled across the division, with 138 accessing supports through Program Unit Funding (PUF) and mild/moderate or English Second Language. We are working to fill the few available spaces from our current waitlist.
- Our pilot KinderCare programs have begun and are operating at Senator Buchanan School and Nicholas Sheran School. Space is still available for children currently enrolled in kindergarten at these two schools.
- Rochelle Neville, Early Education Coordinator, attended a Parents as Teacher Board Meeting on September 16, Building Brain Together Meeting with University of Lethbridge on Sept. 16 and will meet with Alberta Health Services on Sept. 20.
- Early Learning, Lethbridge School Division has partnered with Helen Schuler to offer a Nature Pop Up Loose Parts Outdoor Play on September 20 and October 11.

Indigenous Education

- Joel TailFeathers, Coordinator, Indigenous Education, and the Indigenous Education Team will be working on supporting schools through Truth and Reconciliation events for the month of September. The first Indigenous Education Committee is happening on September 25th

Wellness

- The Mental Health Capacity Building (MHCB) Team worked closely with parents and community over the summer to offer summer programming that was highly subscribed- there were 36 community play pop-ups. All these programs were designed to emphasize the importance of mental well-being and fostering positive connections.
- Human Resources is providing a Staff Well Being newsletter monthly to all staff. The newsletter will focus on health and well-being information.
- Human Resources shared our "Send Before 6" initiative to all staff
- In July, the Family Support program applied to the City of Lethbridge for continued funding for the next two years.

Diversity

- Jackie Fletcher, Director Inclusive Education, and the Inclusive Ed team have begun work with the Learning Support Teacher (LST)/Admin group to consider and implement changes to our Instructional Support Plans in schools, weaving the feedback gathered at the Spring Inclusive Ed Parent Night
- Jackie Fletcher, Director Inclusive Education and Rebecca Adamson, Inclusive Education Coordinator continue working to ensure appropriate supports are in place for students; Rebecca has spent considerable time at schools during start up to support student needs
- Our English as an Additional Language (EAL) Team (Carmen Carvalho, English as a Second Language (ESL) Support Teacher, Richard Sallah, Student Support worker, and Lucie Panchoo, Administrative Professional) continue to complete intake interviews for families that have newly arrived in Lethbridge
- Carmen Carvalho continues to support our teachers with Benchmark 2.0 documentation and has presented at General Stewart's staff meeting on English as an Additional Language (EAL) Support Strategies
- Jim Kerr, Student Engagement Consultant, provided Success-in-Schools in-service to the point people within our Division, working with students in care.

PRIORITY: LEADING LEARNING AND CAPACITY BUILDING

Administrator Professional Learning

The Administrator's Professional Learning Committee will be engaging administrators in a learning opportunity regarding assessment on September 20th at the Administrator's Symposium. Administrator's will receive an update on the elementary report card pilot, learn about outcomes-based gradebooks and implementation at the middle school level, and hear from a middle school teacher about assessment and learning occurring within her classroom.

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

Parabytes Update for 2024-2025:

- For any EA who has not yet attended these sessions, Parabytes: Foundations 1-8 will be presented by the Inclusive Education Team on future dates.
- Self-Directed learning modules for **Parabytes: Behaviors** will be rolled out prior to the October Professional Learning days.
- Human Resources shared registration information for Division wide First Aid training to all staff. Training will take place evenings or weekends in October and/or November in the Victoria Park gym through Nosh Safety.
- Human Resources has been busy providing New Hire Orientations to new staff.
- A cohort of support staff including our Indigenous Education Team, and some HR staff attended a Mental Health First Aid session that was offered August 27th, it was very well received and provided a lot of reflection for the staff who attended

- The Technology Department will once again be offering several learning opportunities in the South through ARPDC to support different innovations in the classroom. Currently, we have a STEAM workshop that will focus on the new 1-5 Science curriculum, a 3D printing workshop geared for all levels, and a drone flying workshop geared towards high school and middle school CTS teachers.
- On September 27th, Carmen Carvahlo will be providing a professional learning session titled “Pathways to Proficiency” for teachers who require learning to support their English as an Additional Language (EAL) students. The session will take place at the Learning Lab at Dr. Plaxton Elementary.

PRIORITY: SUPPORTING LEARNING AND WELLBEING

Building Staff Capacity to Meet the Needs of all Learners

- Jackie Fletcher, Director Inclusive Education, has introduced the capacity building model that includes Learning Support Teacher (LST) Nadia Britton who has expertise in working with students with complex medical needs. This has allowed students to remain in their neighborhood schools for their learning and will build capacity within our buildings to meet with the needs of medically complex students.
- The Behavior Support Team has begun their work in our schools, led by Mackenzie Penner, Behaviour Support Teacher. Our team consists of 4 advanced educational assistants that support elementary schools across the Division with visuals, strategies, and accommodations. Mackenzie Penner has also supported our students and schools by visiting students new to our Division who have complex learning needs and reviewing student support plans.

Cross-Ministry Initiatives

Jesse Sadlowski, Director of Technology and David Harmon, Technology Security Analyst have been invited to attend the first in-person Cybera Alberta meeting, which will be held in Edmonton on September 25, 2024. The Lethbridge School Division has been active participants with the Minister of Technology and Innovation. We look forward to attending and learning on the future of cybersecurity in the province.

MEMORANDUM

September 24, 2024

To: Board of Trustees

From: Mike Nightingale
Superintendent of Schools

RE: World Teachers' Day

Background

World Teachers' Day is held annually on October 5th since 1994 to celebrate the essential role of teachers in providing quality education at all levels. As outlined on the UNESCO website, the aim of World Teachers' Day is to ensure that the needs of future generations will continue to be met by teachers. It also commemorates the anniversary of the 1966 signature of the UNESCO/ILO Recommendation Concerning the Status of Teachers.

The strength of Lethbridge School Division has historically been its staff members, who are committed to providing outstanding learning opportunities for all students while ensuring that each young person feels valued and supported.

Division teachers are recognized across the province for their expertise, with a number serving on regional and provincial curriculum and professional learning committees.

Recommendation

It is recommended that the Board receive this report as information and take the opportunity to publicly acknowledge the commitment to excellence that teachers, and all staff members, demonstrate for the benefit of students.

Respectfully submitted,
Mike Nightingale

Calendar of Events for Board of Trustees

September	27	Orange Shirt Day
October	7	Division School Council 6:00 pm, Education Centre / Microsoft Teams
	7	Wellness Committee 1:15 pm, Education Centre
	8	Committee of the Whole
	9	Policy Advisory Committee 12:00 pm, Education Centre
	14	Thanksgiving Day – NO SCHOOL
	16/17/18	PSBAA Fall Conference & AGM
	22	Board Meeting 1:00 pm, Education Centre, Board Room

MEMORANDUM

September 24, 2024

To: Board of Trustees

From: Mike Nightingale
Superintendent of Schools

Re: **School Showcase/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.

General Stewart Elementary:

Welcome to General Stewart Elementary School! Our lovely little community school sits nestled on the southside of Lethbridge. Our population is just around 100 students, and we enjoy being able to know each one of our learners well.

Our staff started the year with time spent planning, learning and growing alongside our English as an Additional Language Support Teacher, Carmen Carvalho. Carmen provided great suggestions for supporting all our learners. Michaela Demers, Numeracy Support Teacher also provided training for our teachers around numeracy resources and supports to navigate the updated curriculum.

Our school start also included a Meet the Teacher Night allowing parents and guardians to meet the staff and tour the building. It was a great night of community building, and we look forward to more ways of connecting throughout the year.

We took part in the annual Terry Fox Run on September 13. We had a goal to raise \$500 as a school community and we surpassed that goal by raising over \$800. WOW! Our students listened to School Board Trustee Andrea Andreachuk speak on her journey as a cancer survivor and learned so much about her vast knowledge of Terry Fox.

We look forward to an amazing month ahead which will include Feed the Bug food drive, Halloween celebrations as well as the start of the Grade 5 Volleyball season.

Mike Mountain Horse Elementary School

September is such an exciting time of year for students, families and staff. Meeting new students and families, preparing for another or a first year of teaching and learning, and reconnecting with colleagues makes for an eventful beginning. It has been an eventful start up at Mike Mountain Horse as we continue to focus on high quality teaching and learning. Supporting a continued focus on building capacity of teachers in developing a deep understanding of the new K-6 curriculum, staff engaged in a deep dive into the literacy, numeracy and science curriculums. A grade level teams, teachers spent 3 days collaborating, planning developing new Inquiry-Based Learning Projects for their students.

As with all elementary schools in Lethbridge, MMH students enjoyed a soft start with staggered entry on September third and fourth. Staff welcomed parents and caregivers to join their children in classrooms during the first week of school. It was wonderful to see families interacting with their children in the classrooms and experience their excitement. Our first school wide activity took place on September 6th with our first blue and yellow spirit day and annual Welcome Back Assembly. Our Meet the Teacher open house evening was absolutely packed, with our gym overflowing with smiling faces. This year we invited the Kona Ice truck to park in front of the school, supporting our first school-based fundraiser of the year. The support was overwhelming Kona Ice donated \$505.00 to our school!

Students are currently preparing to participate in the westside elementary schools Terry Fox Walk around Nicholas Sheran Lake on September 20. Staff continue to engage students in meaningful acts of reconciliation including a focus on continuing to learn the Blackfoot language, engage in quality literature and create art projects to celebrate and honor Buffalo Treaty Day, Orange Shirt Day and National Day for Truth and Reconciliation. And as always, we continue to engage all members of our school community in a focus on kindness and empathy. BOOST notes are completed whenever a student does something kind, notes are turned into the office and read each day over the announcements and then posted on a bulletin board for all to see.

Recommendation:

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

Respectfully submitted,
Mike Nightingale



MEMORANDUM

September 24th, 2024

To: Board of Trustees

From: Christine Lee, Associate Superintendent, Business and Operations

RE: Presentation: Proposed West Lethbridge Elementary School Boundary Changes Background

Christine Lee, Associate Superintendent of Business and Operations, will present the *Proposed Boundary Changes for West Lethbridge Elementary Schools* report to the Board on behalf of the School Boundary Alignment Committee.

Over the past year, the Committee has collected data and engaged with the community through various in-person and online opportunities to develop new elementary school boundaries for West Lethbridge.

The presentation will include the Committee's recommendations for the Board's consideration, answers to frequently asked questions, and the full survey results from the April 30th Open House. After the presentation, the report will be posted on the Division's website, along with a feedback form for community comments, which will be open until October 18th, 2024.

The Board will hold a Special Meeting at 7 p.m. on October 29th, 2024, to review the proposed boundary changes and the online feedback, with a decision on whether to approve the changes for the 2025-2026 school year.

Recommendation

It is recommended the Board of Trustees receive the School Boundary Alignment Committee report and presentation, *Proposed West Lethbridge Elementary School Boundary Changes*, as presented.

Respectfully submitted,
Christine Lee, Associate Superintendent, Business and Operations



Lethbridge
SCHOOL DIVISION

**PROPOSED BOUNDARY
CHANGES
FOR
WEST LETHBRIDGE
ELEMENTARY SCHOOLS**

2025-2026 SCHOOL YEAR

School Boundary Alignment Committee Report
to
The Board of Trustees
September 24, 2024

This report details the suggested changes to the West Lethbridge Elementary School boundaries, set to take effect in the 2025-2026 school year.



TABLE OF CONTENTS

1 About the Boundary Review Page 2

This section discusses the rationale behind boundary adjustments, sets out the principles for the review, and offers key details on capacity and usage. These are vital aspects to consider when redefining school boundaries.

2 Community Engagement Page 4

This section offers a concise overview of community feedback collected from in-person interactions or surveys. The insights gathered from community engagement sessions play a crucial role in shaping the School Boundary Alignment Committee's recommendations.

3 Committee Recommendation Page 6

This section outlines the School Boundary Realignment Committee's recommendation to modify boundaries for the 2025–2026 school year. It discusses the potential consequences and additional considerations related to the Committee's chosen option.

4 Frequently Asked Questions Page 9

This section addresses inquiries regarding the boundary review, potential choices, and the upcoming steps in the process.

5 Appendices Page 12






- Current West Lethbridge Elementary School Boundaries
- Option 1: Copperwood Split
- Option 2: Moving the Spanish Bilingual Program to Nicholas Sheran School
- Option 3: Moving the Spanish Bilingual Program to the new school (West Coulee Station Elementary School)
- Survey Results regarding the options introduced at the Open House on April 30th

1 About the Boundary Review

Why we are adjusting West Lethbridge Elementary School boundaries:

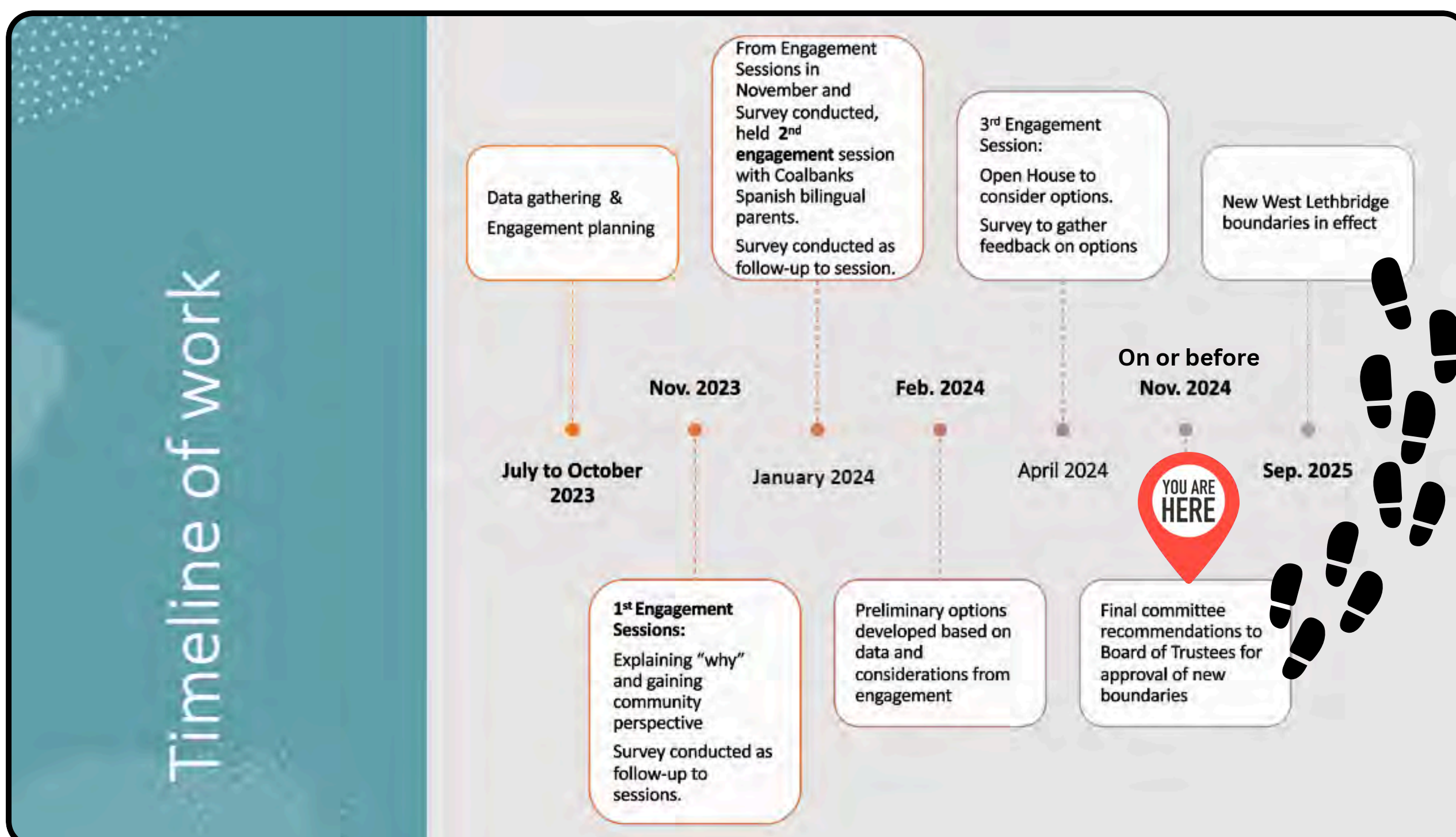
- Designate areas of west Lethbridge as **attendance areas** for the new K-5 Elementary School in Garry Station for September 2025.
- Address **capacity concerns** at Coalbanks and Mike Mountain Horse Elementary Schools. For example: Coalbanks has 13 modular classrooms and is currently at **105%** utilization/ **218%** core utilization in an area of future residential development. Mike Mountain Horse Elementary School has 21 modular classrooms with capacity at **77%** utilization/ **169%** core utilization.

Why do we change boundaries?

 <p>New Schools</p> <p>When a new school is built it is necessary to redraw boundaries, due to new community and relieving pressure in an existing school</p>	 <p>Facility Capacity</p> <p>A school may be considered at or above capacity and there may be space in another school in the sector</p>	 <p>Future Residential Growth</p> <p>Future growth of a community in an area where a school is reaching capacity may require boundary adjustments</p>	 <p>Program Alignment</p> <p>Due to several other factors, it may be necessary to facilitate programming</p>	 <p>Functional Realignment</p> <p>Due to growth in a sector the current configuration may not be functional, and boundaries may require realignment</p>
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Guiding Principles for the review:

- To support the **successful opening** of the new elementary school in Garry Station.
- To address **capacity concerns** at Mike Mountain Horse and Coalbanks elementary schools.
- To **balance out enrolment** at westside elementary schools with the goal of ensuring that enrolment at schools is neither too low or too full.
- Try to **limit disruptions** to students, families, staff and school communities created by boundary changes.
- To minimize the short term need for additional boundary changes for westside elementary schools .



The Board of Trustees will review the package information to assess the acceptability of the Committee's recommendations or ascertain if further details are necessary. Subsequently, upon the Board's approval of the new boundaries, the process of creating new boundary maps commences, marking the initiation of preparations for the 2025-2026 academic year to accommodate the forthcoming changes. These modifications will extend to adjustments in transportation and informing staffing decisions.

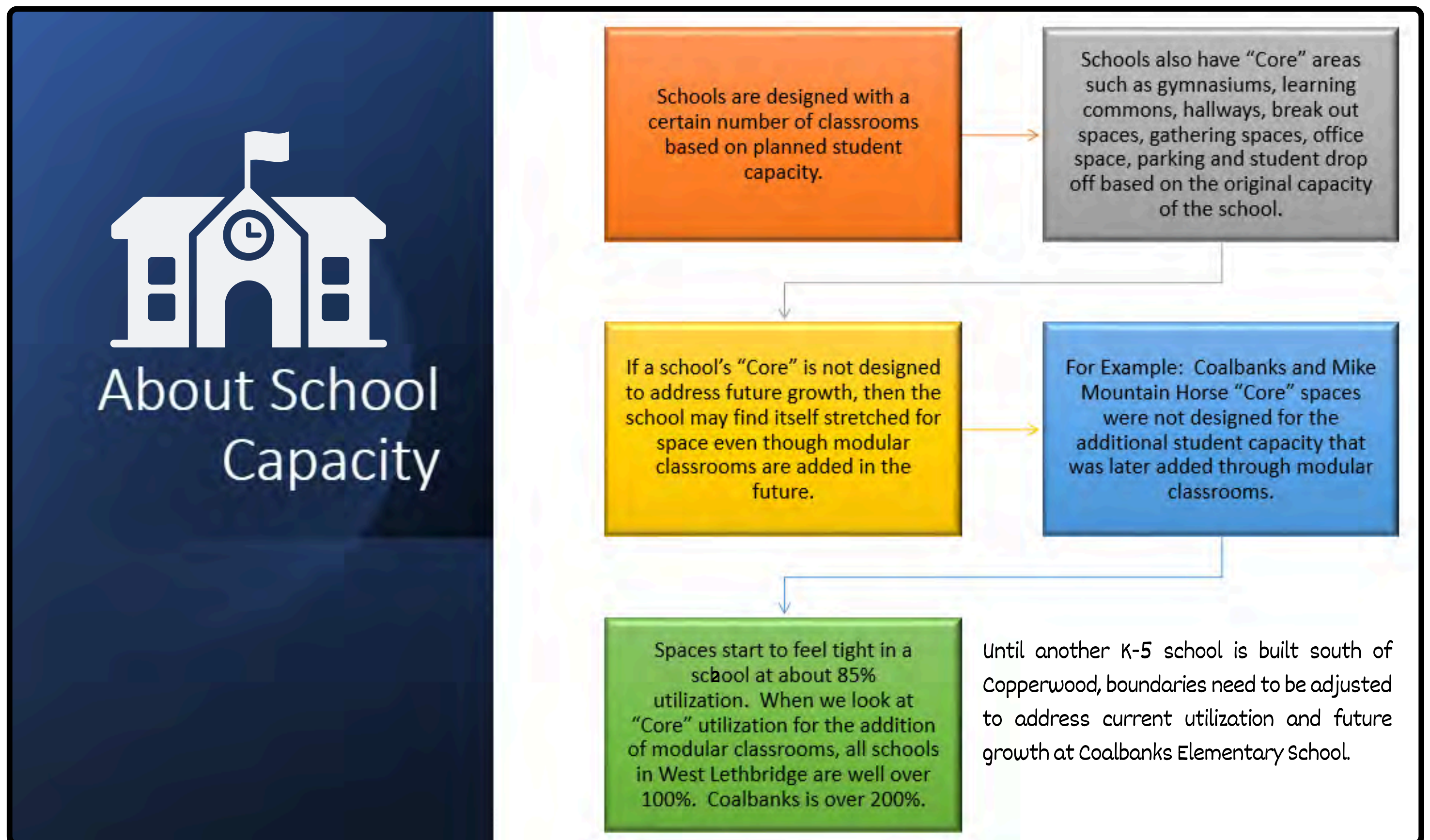
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West Lethbridge Elementary School Capacity and Utilization

School	Enrolment Capacity and Utilization (as of the 2023-2024 school year)				Enrolment
	Enrolment *Core Area Only	Enrolment Total Area	Utilization % Core Area Only	Utilization % Total Area	2023-2024
Coalbanks Elementary School	300	632	221%	105%	664
Dr. Gerald B. Probe Elementary School	325	668	145%	71%	471
Nicholas Sheran Elementary School	300	727	131%	54%	392
Mike Mountain Horse Elementary School	350	771	169%	77%	593

* Core utilization does not include modular facility additions

The new K-5 School in Garry Station, opening September 2025 is built to reduce utilization, reduce over crowding, and address future growth at the only elementary school in the north end of west Lethbridge.



How many modular classrooms are at the schools?

DID
YOU
KNOW?

21

Mike Mountain Horse

14

Nicholas Sheran

13

Dr Probe

13

Coalbanks

+ 2

Approved
March 2024

2

Community Engagement

In order to gather as much information and community input as possible, the Committee held four engagement sessions and provided a number of survey opportunities to gather differing perspectives in considering which option to choose. Below and in the following pages outlines a little bit about those engagement opportunities and what was heard.

The Division held two engagement evenings in **November 2023** to present **“Why”** west Lethbridge elementary school boundaries needed to change. A video presentation was posted on the Division’s website and a survey was conducted as follow-up to these sessions.

What we heard:



1

To address growth and capacity concerns:

- Relocate the Spanish bilingual program and involve the community
- Address overcrowding and equalize school areas
- Proactive planning and use of modular classrooms
- Transparent communication and long-term planning
- Transportation solutions need to be provided



2

Neighbourhood factors to consider:

- Program and community cohesion
- Proximity to school (walking distance)
- Community and friendship continuity
- Diversity of school community



3

To Minimize disruption to students and families:

- Phased implementation
- Siblings' enrolment
- Early transparent communication
- Community involvement
- Transportation solutions
- Long-term solutions



Based on information received from the November 2023 engagement, there was a need to further engage with families of students enrolled in the Spanish bilingual program at Coalbanks Elementary School. An engagement session was held in **January 2024**, followed by a survey to all families in the program.

What we heard:

Students are enrolled in the Spanish bilingual program because:

- Language and cultural enrichment
- Benefits of bilingual education
- Alignment of program values and aspirations
- Cognitive benefits
- Community and peer interactions
- Family background



Factors that would influence continued enrolment in Spanish bilingual program if relocated:

- Location, proximity and convenience
- Westside location preference
- Transportation solution provided
- Program integrity
- Commitment to Spanish bilingual program
- Family schedules and complexity

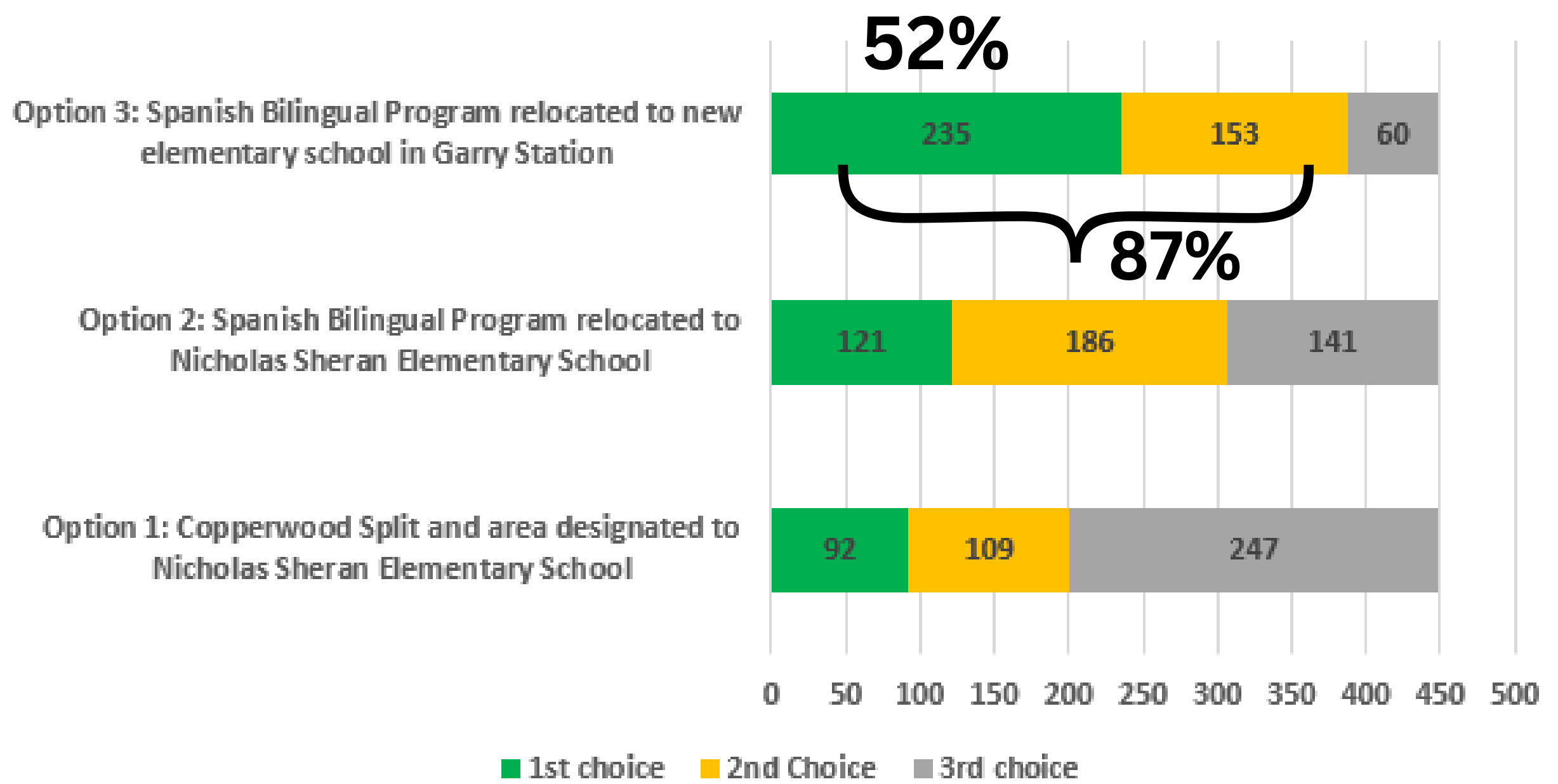
Out of **135** respondents:

2 Community Engagement

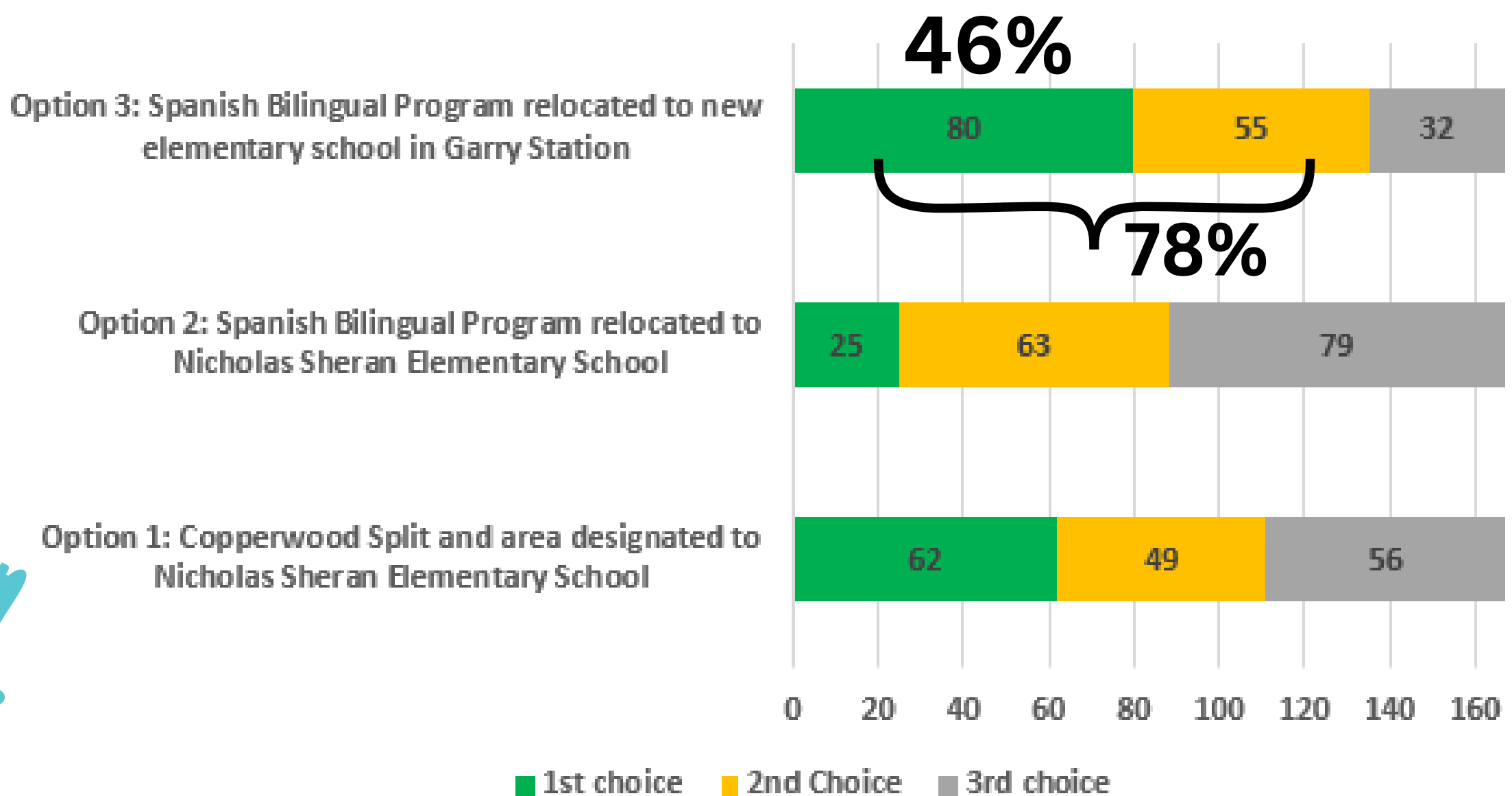
An Open House was held on April 30th at G.S. Lakie Middle School to present potential boundary realignment options for elementary schools in west Lethbridge starting in the 2025-2026 school year. Three alternatives were proposed to tackle growth and capacity issues at Mike Mountain Horse Elementary School and Coalbanks Elementary School, while establishing a new enrollment catchment for the upcoming K-5 Elementary School, West Coulee Station Elementary, in Garry Station. Attendees and the public were urged to participate in a survey to provide feedback on the options. Option 3, relocating the Spanish Bilingual Program to the new elementary school, emerged as the top choice overall and among participants in the Spanish Bilingual Program. However, it is recognized that most families in both programs would prefer the option to not change and remain at Coalbanks Elementary School. Detailed survey results can be found at the end of the document, outlining the preference for Option 3.

Respondents
448

Overall:



Spanish Bilingual Program:



64% said NO to phasing in the relocation of the Spanish Bilingual Program
81% would like some consideration for students to remain at current school until finished grade 5

3

Recommendations

Committee Recommendation

The School Boundary Alignment Committee recommends the following changes based on community feedback and the outlined principles:

- Approval of the new boundaries under Option 3, including relocating the Spanish Bilingual Program to West Coulee Station Elementary School for the 2025-2026 school year.
- Providing a transportation solution for eligible students in the Spanish Bilingual Program.
- Allowing grade 4 students from Mike Mountain Horse or Nicholas Sheran Elementary Schools in the 2024-2025 school year to choose to remain at their current school for the 2025-2026 academic year for grade 5. (Exemption Option)

How does Option 3 address the following guiding principles?

- **To support the successful opening of the new elementary school in Garry Station.** The new boundaries and addition of the Spanish Bilingual Program will ensure that West Coulee Station Elementary School opens with sufficient enrolment. West Coulee Station has the capacity to grow beyond 600 students to 900 students in the future as the school has been built with a core capacity of 900. Twelve modular classrooms may be added to provide an additional 300 spaces beyond the 600 the school will open with in 2025-2026.
- **To address capacity concerns at Mike Mountain Horse and Coalbanks elementary schools.** The new boundary for Mike Mountain Horse Elementary School will draw down enrolment significantly and will allow for the removal of 10 relocatable classrooms that have reached end of life. This will bring the school to a reasonable capacity. With the relocation of the Spanish Bilingual Program, Coalbanks will have some breathing room for a few years until a new elementary school can be funded by Alberta Education and built in the south end of West Lethbridge. Should growth occur faster than anticipated or more Spanish Bilingual Program families than anticipated switch to the English program at the school, then an overflow school may need to be designated in the future. See the chart on the next page illustrating Option 3 impact on utilization.
- **To balance out enrolment at westside elementary schools with the goal of ensuring that enrolment at schools is neither too low nor too full.** Option 3 provides the best balance for enrolment.
- **Try to limit disruptions to students, families, staff and school communities created by boundary changes.** Although all boundary changes will cause some disruption, Option 3 is the least disruptive by designating communities, where possible, closest to the boundary school and by moving a specialized program that attracts enrolment from all areas of the city. Transportation is also a key consideration in easing disruption. An exemption option for some students going into grade 5 is considered to limit disruption.
- **To minimize the short-term need for additional boundary changes for westside elementary schools.** West Lethbridge has had the fastest population growth in Lethbridge for a number of years and it is anticipated to continue to outpace North and South Lethbridge. There are a number of developing and proposed new communities for West Lethbridge. The pace of this development is influenced by a variety of factors such as migration, immigration, and economic conditions. It is anticipated that Option 3, provides for the greatest flexibility to address growth until a new school is built in the south end of West Lethbridge.

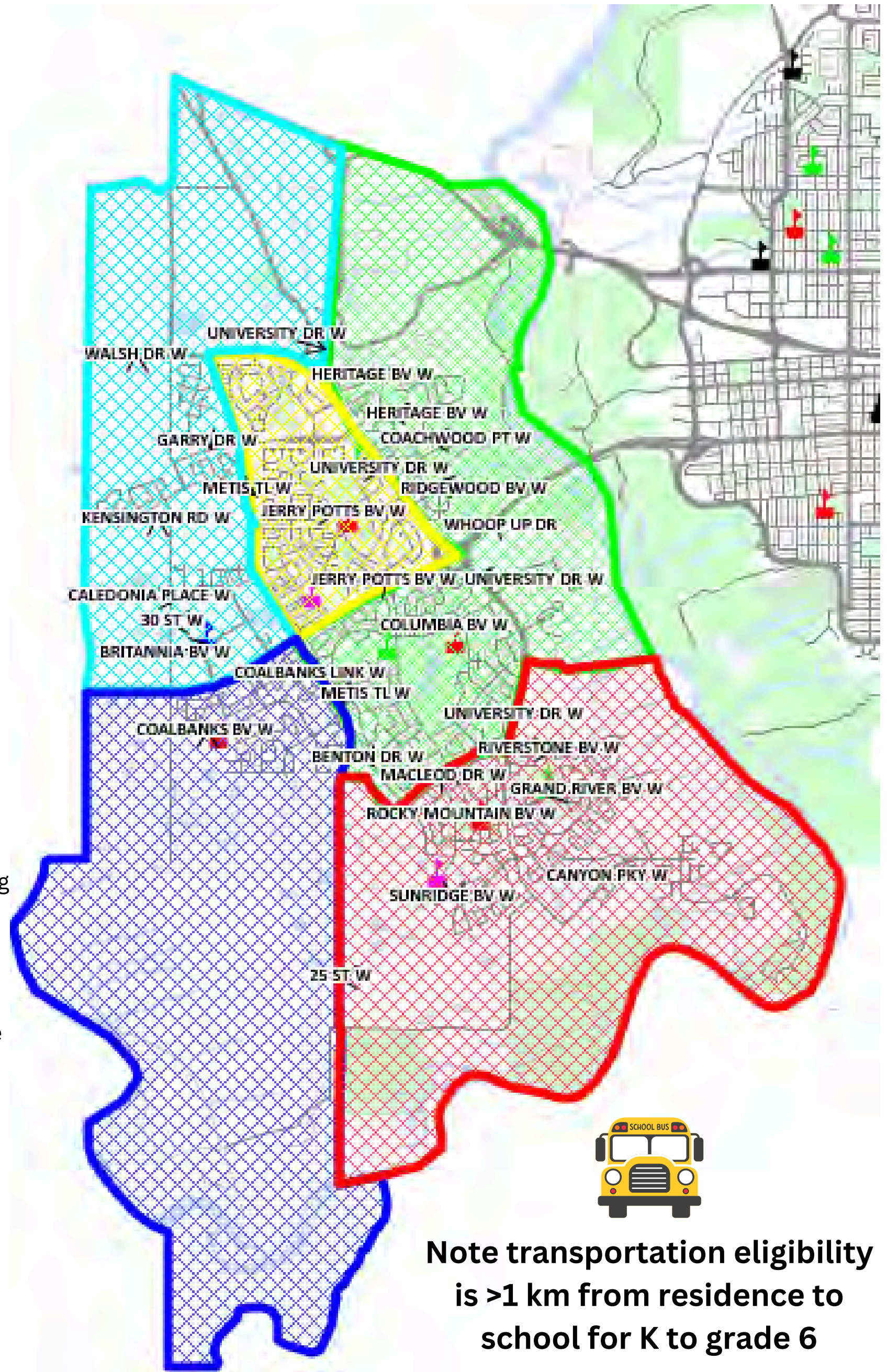
3

Option 3:

Relocate Spanish Bilingual Program to New K-5 Elementary School (West Coulee Station) in Garry Station

About this option:

- Spanish bilingual program at Coalbanks Elementary School will be relocated to the new K-5 Elementary School in Garry Station. Spanish bilingual program enrolment is 41% of Coalbanks.
- A **transportation solution** will be provided to all eligible students attending the Spanish bilingual program at the new school.
- **Moved from Nicholas Sheran Boundary:** Crossings to new K-5 School.
- **Moved from Mike Mountain Horse boundary to new school in Garry Station:** Mountain Meadows, Garry Station.
- No change to Dr. Probe boundary.
- No change to Coalbanks Elementary School Boundary.



Option 3

Pros
Cons

- | | |
|---|---|
| <ul style="list-style-type: none"> • Balances enrolment amongst the elementary schools. • Significantly reduces Coalbanks utilization to allow for future growth. • Allows regular program at Coalbanks to remain unaffected. • Alleviates capacity concern at Mike Mountain Horse. | <ul style="list-style-type: none"> • Means disruption to Spanish bilingual program families by moving to a new school, however transportation solutions will be provided for eligible students. • New school in Garry Station will open at significant utilization. There is the ability to request up to 12 modular classrooms for this school to accommodate future growth without impacting core spaces. Under this option, these modular classrooms may need to be requested sooner than anticipated. |
|---|---|

Approximately 275 students in the Spanish Bilingual Program could be relocated under this option.

Impact on Utilization:

Option 3

School	Current Capacity	Current Enrolment	Current Utilization%	Enrolment	Utilization %
Coalbanks	632	664	105%	392	62%
Mike Mountain Horse	771	593	77%	451	58%
Garry Station	0/600 (complete)	0	0	441	74%
Nicholas Sheran	727	392	54%	365	50%
Dr. Probe	668	471	71%	471	71%
Total	2798/3398	2120	76%	2120	62%

Notes:
 ** Mike Mountain Horse has 10 relocatable classrooms that need to be removed. This eliminates 250 student spaces and will increase utilization by 24%.

3

Potential Consequences and Other Considerations

Potential Consequences of Option 3

What if Cooperwood residents attending the Spanish Bilingual Program at Coalbanks decide to not move and enroll in the English program to stay at Coalbanks? The chart below illustrates the impact on Option 3 utilization at the schools based on a variety of scenarios. In 2023-2024 there were approximately **167 students** in the Spanish Bilingual Program that live in the community of Copperwood.

School	1			2			3			4		
	20% Remain English / 80% Spanish move			40% Remain English / 60% Spanish move			60% Remain English / 40% Spanish move			80% Remain English / 20% Spanish move		
	Enrolment	Capacity	Utilization %	Enrolment	Capacity	Utilization %	Enrolment	Capacity	Utilization %	Enrolment	Capacity	Utilization %
Coalbanks	425	632	67.25%	459	632	72.63%	492	632	77.85%	526	632	83.23%
West Coulee Station	403	600	67.17%	369	600	61.50%	336	600	56.00%	302	600	50.33%
Mike Mountain Horse	451	771	58.50%	451	771	58.50%	451	771	58.50%	451	771	58.50%
Nicholas Sheran	370	727	50.89%	370	727	50.89%	370	727	50.89%	370	727	50.89%
Probe	471	668	70.51%	471	668	70.51%	471	668	70.51%	471	668	70.51%
	2120	3398	62.39%	2120	3398	62.39%	2120	3398	62.39%	2120	3398	62.39%

Note the above scenarios are using 2023-2024 enrolment data and do not assume any future growth. Analysis also assumes that Spanish Bilingual Program enrolment from areas outside of the Copperwood Community would move to the new school.

In scenarios 1, 2, and 3, the objectives of balanced enrollment and facilitating growth in all schools would be met. However, scenario 3 offers limited space for comfortable expansion at Coalbanks. In scenario 4, with 80% remaining in the English program, Coalbanks is already operating at full capacity and lacks room for future growth. Both scenarios 3 and 4 increase the likelihood of needing an overflow school designated for Coalbanks to accommodate future expansion.

Other Considerations

What is the impact of students who are going into grade 4 or 5 at Mike Mountain Horse or Nicholas Sheran and they are allowed to remain in their current school? Exemption consideration will not be available for the Spanish Bilingual Program as the program will no longer be offered at Coalbanks Elementary School.

Assuming scenario 2 above with 60% of Spanish Bilingual Students moving to West Coulee Station to remain in Spanish Bilingual programming, the chart below shows the impact of allowing grade 4 and 5 or just grade 5 students the option to remain at the school they are enrolled in 2024-2025 for the 2025-2026 school year.

School	Enrolment before legacy option	Attended Mike Mountain Horse in 2023-2024		Attended Nicholas Sheran in 2023-2024		New Total if current gr 2 and 3 legacy (gr 4's and 5's)	Utilization	New Total if only current gr 3 legacy (GR 5's)	Utilization
		Grade 2 (be gr 4) and moved to new school	Grade 3 (grade 5) and moved to new school	Grade 2 (be gr 4) and moved to new school	Grade 3 (grade 5) and moved to new school				
Coalbanks	459	NA	NA	NA	NA	459	72.63%	459	72.63%
West Coulee Station	369	-19	-21	-3	-3	323	53.83%	345	57.50%
Mike Mountain Horse	451	19	21	NA	NA	491	63.68%	472	61.22%
Nicholas Sheran	370	NA	NA	3	3	376	51.72%	373	51.31%
Probe	471	NA	NA	NA	NA	471	70.51%	471	70.51%
Total	2120					2120		2120	

According to the chart, providing exemption consideration to students at Mike Mountain Horse or Nicholas Sheran Elementary Schools due to the boundary adjustment shows minimal impact. The proposal recommends that students entering grade 5 in the 2025-2026 academic year have the option to remain at their 2024-2025 school, excluding those joining the Spanish Bilingual Program, which will not be available at Coalbanks in 2025-2026.

4

Frequently Asked Questions

- **Decision Timeline and next steps:**
 - **When will a final decision be made regarding the school boundaries and program changes?** The Board of Trustees will make a decision on or before November 30th, 2024. This decision will be communicated to the community and parents of impacted schools and programs.
 - **What are the next steps after the Board of Trustees approve a new boundary change?** New school boundary maps will be created, and families impacted by the change in boundaries will receive notification. The new boundary maps will be used to determine transportation eligibility and the Division will work with our transportation provider to coordinate busing. This will also include determining the best transportation solutions for Spanish Bilingual families (see Transportation and Access below).
- **Student Stay Duration: Can current students remain at Coalbanks Elementary until Grade 5, or will they have to move schools in 2025?** Students who continue enrolment in the Spanish Bilingual Program will be required to move to West Coulee Station Elementary School for the 2025-2026 school year. The Spanish Bilingual Program will no longer be offered at Coalbanks Elementary School, and it is not feasible to host the program at two locations and maintain program cohesion. For students in Nicholas Sheran or Mike Mountain Horse, see Exemption Option on next page.
- **Consideration of Future Schools: How does the school board consider future schools to avoid frequent boundary adjustments?** The Division reviews city planning and development information, census data and demographic data to consider areas of growth that may impact one of more schools. The Division prepares a business case for a new school(s) in the Three-Year Capital Plan and submits a request to Alberta Education to fund the requested new school(s). The Province of Alberta through Alberta Education and Alberta Infrastructure review all capital requests within the province and determine funding priorities. Capital announcements are normally made by the Province with the spring budget, in February or March.
- **Staffing for Spanish Program: How will the Spanish bilingual program be staffed if it is moved to another school?** There will be no change to the current staffing process. The Human Resources department has a process in which they collaborate with school administration to find staff to meet a school's programming needs. These staffing needs may be addressed by current staff within the Division or when required, other recruitment efforts to find staff for a school.
- **Transportation and Access: Will transportation be provided for students who are attending the Spanish Bilingual Program at West Coulee Station Elementary School in West Lethbridge as well as from the south or north side if there is interest in the Spanish Bilingual program?** A transportation solution will be provided for all students attending the Spanish Bilingual Program at West Coulee Station Elementary School and G.S. Lakie Middle School beginning in 2025-2026, who meet the distance requirements to be eligible for transportation, which is 1 Km or greater at kindergarten to grade 6 and 2 km for grades 7 - 8. Where feasible a yellow school bus will be provided as the transportation solution. Where there may not be enough ridership for a yellow school bus, such as North or South Lethbridge, another solution may be available such as a City of Lethbridge Transit pass or a parent provided transportation arrangement.



4

Frequently Asked Questions

- **Capacity and Infrastructure: Why doesn't the school board build larger schools to accommodate future growth instead of adding portables?** The school division has recently been able to advocate for schools that have a larger core capacity and have the ability to accommodate additional students as the school grows through modular classrooms. This is the case with the new elementary school in West Lethbridge, West Coulee Station Elementary School. This school is built to a core capacity of 900 students, which means that the gymnasium, learning commons, gathering space, hallways etc., are constructed to support 900 students. The school will open with classrooms to support 600 students with the ability to add 12 modular classrooms as enrolment grows to support 900 students. In the Division's Three-Year Capital Plan, another 900-student elementary school has been requested for the south end of West Lethbridge and a 1500 student high school.
- **Exemption Option: What is the exemption option in the proposal and how does that impact my child?** An exemption option considers providing the option for a student that is impacted by the boundary changes to complete a grade(s) at their current school rather than changing to the new boundary school. In the case of the proposed boundary changes, students who will be going into grade 5 at either Nicholas Sheran or Mike Mountain Horse, and impacted by the boundary changes, will have the option to remain at their current school. If a parent wishes to keep their child in the school for grade 5 and not move to the new designated boundary school, they do this with the understanding that transportation will not be provided. Parents will be notified of the process to register students in their new designated boundary school or to request to enroll under the exemption option with their current school. There will be no exemption option for the Spanish Bilingual Program as the program is relocating to West Coulee Station Elementary School.
- **Spanish Bilingual Program Viability: Will the Spanish Bilingual Program remain a viable program if families living in Copperwood choose to switch to the English program?** Approximately 61% of the students in the Spanish Bilingual Program reside in the Coalbanks Boundary which is the community of Copperwood. Certainly, there will be families that may choose to switch to the English Program and not move to West Coulee Station Elementary School for the Spanish Bilingual Program. It is possible that there may be a dip in enrolment in the program in 2025-2026. The Spanish Bilingual Program has been a program that has attracted students from west, north, and south Lethbridge. It is our belief that even with some families choosing to remain at Coalbanks, due to the quality teaching and cultural programs provided in the program, the Spanish Bilingual Program will continue to be viable into the future.
- **I have a child with exceptionalities and would have to transfer to a new elementary school. I am worried that this transition will be difficult for them. What can I do?** The school will have the same support levels as any other elementary school (Learning Support Teacher, EA support, access to special services and counselling). Because an Instructional Support Program is individualized, your child's program will continue at the new site. If you have any concerns or questions please book a meeting with the Principal (or the Inclusive Education department) and they can support you and your child in this transition. It is important to note that West Coulee Elementary is a two level building and has an elevator that students with mobility challenges will be able to access.

4

Frequently Asked Questions

- **Middle School Zoning Impact: How will changes to elementary school boundaries affect middle school zoning and student transitions?** Middle School Boundaries will not change. The change in boundaries has minimal impact on transition to middle school. Spanish Bilingual students regardless of residence will attend G.S. Lakie Middle School for the middle school Spanish Bilingual Program. See the chart below to see how elementary schools feed to middle school.

Elementary School Boundary	Middle School	Notes
Coalbanks	Senator Joyce Fairbairn	
Dr. Probe	Senator Joyce Fairbairn	
Nicholas Sheran	Senator Joyce Fairbairn	*Varsity Village south of Columbia Blvd
	G.S. Lakie	*Varsity Village north of Columbia Blvd, Heritage Heights and Ridgewood
Mike Mountain Horse	G. S. Lakie	
West Coulee Station	G. S. Lakie	Spanish Bilingual will also attend G.S. Lakie

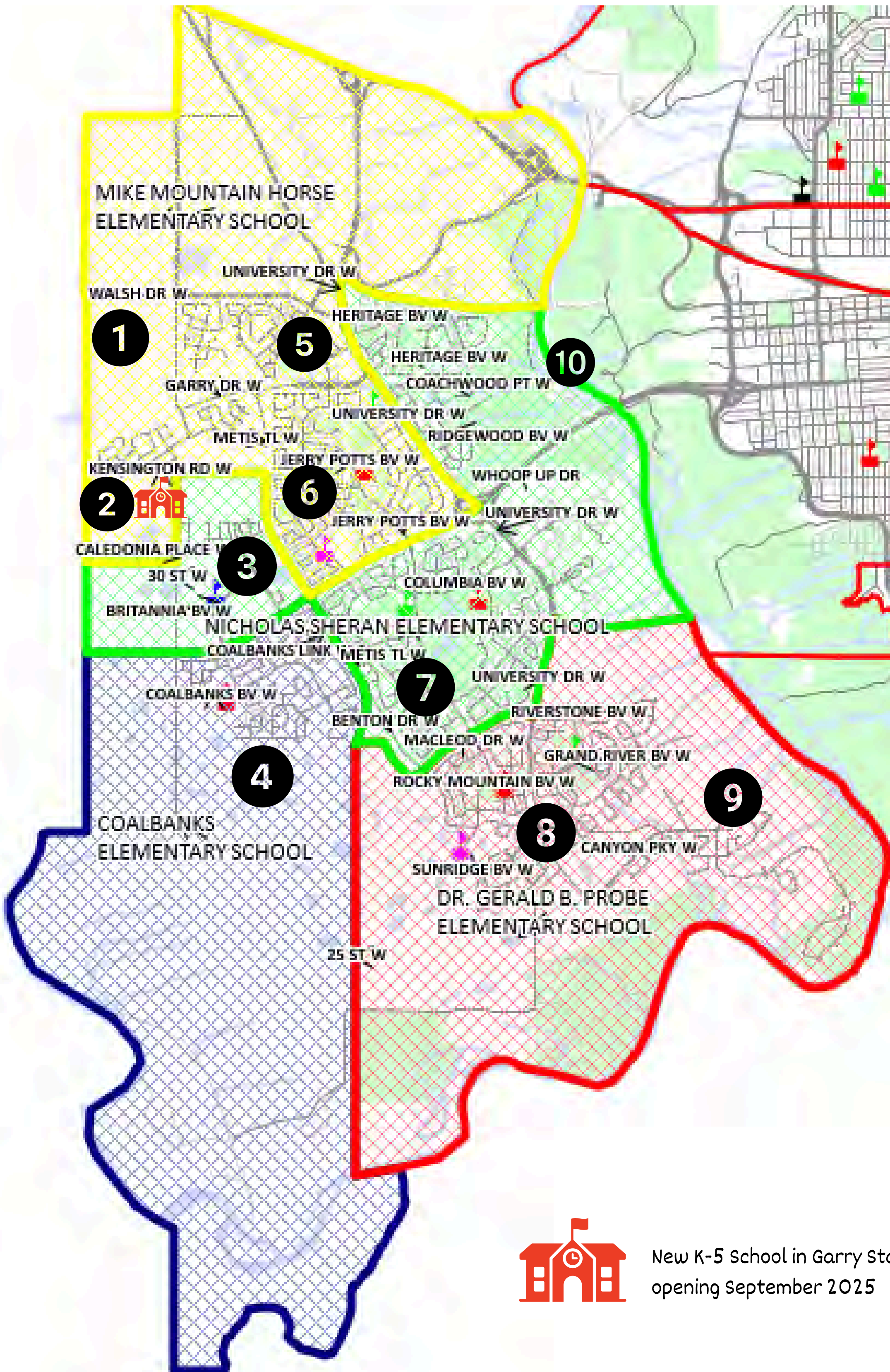
*refer to middle school boundary map for exact street transition

- **Options and Alternatives:**
 - **Why was the option (option 1) to split up the Coalbanks boundary not recommended instead of moving the Spanish Bilingual Program?** The survey and community feedback clearly indicated that moving a specialized program was preferable to splitting a community.
 - **Why was the option (Option 2) to move the Spanish Bilingual Program to Nicholas Sheran Elementary School not chosen?** The survey and community feedback indicated that moving the Spanish Bilingual Program to the new school, West Coulee Station Elementary School was preferable. Also, Nicholas Sheran School has had to go through a significant number of changes over the last seven years. The school became a dual track French Immersion school in 2017-2018 then back to a single track school when French Immersion moved to Agnes Davidson in 2021-2022. This has been difficult on the school staff and community.
- **School Choice: What if I would like to enroll my child in a school that is not considered our boundary school?** Requests being made to attend a school outside of the designated attendance area is referred to as school choice. Fair and just consideration shall be made for requests by parents/guardians to have their child(ren) enrolled in a school outside of their attendance area. Factors that will be considered in allowing a student to enroll in an out of boundary school, included ability to provide resources and programming and enrolment in the school. It is important to note that transportation may not be provided if a child is enrolled in a school outside their attendance area (except for specialized programs such as the Spanish Bilingual Program). Please refer to *Policy 501.3.1 School Choice*.

5

Current

West Lethbridge Elementary School Boundaries



Neighbourhoods

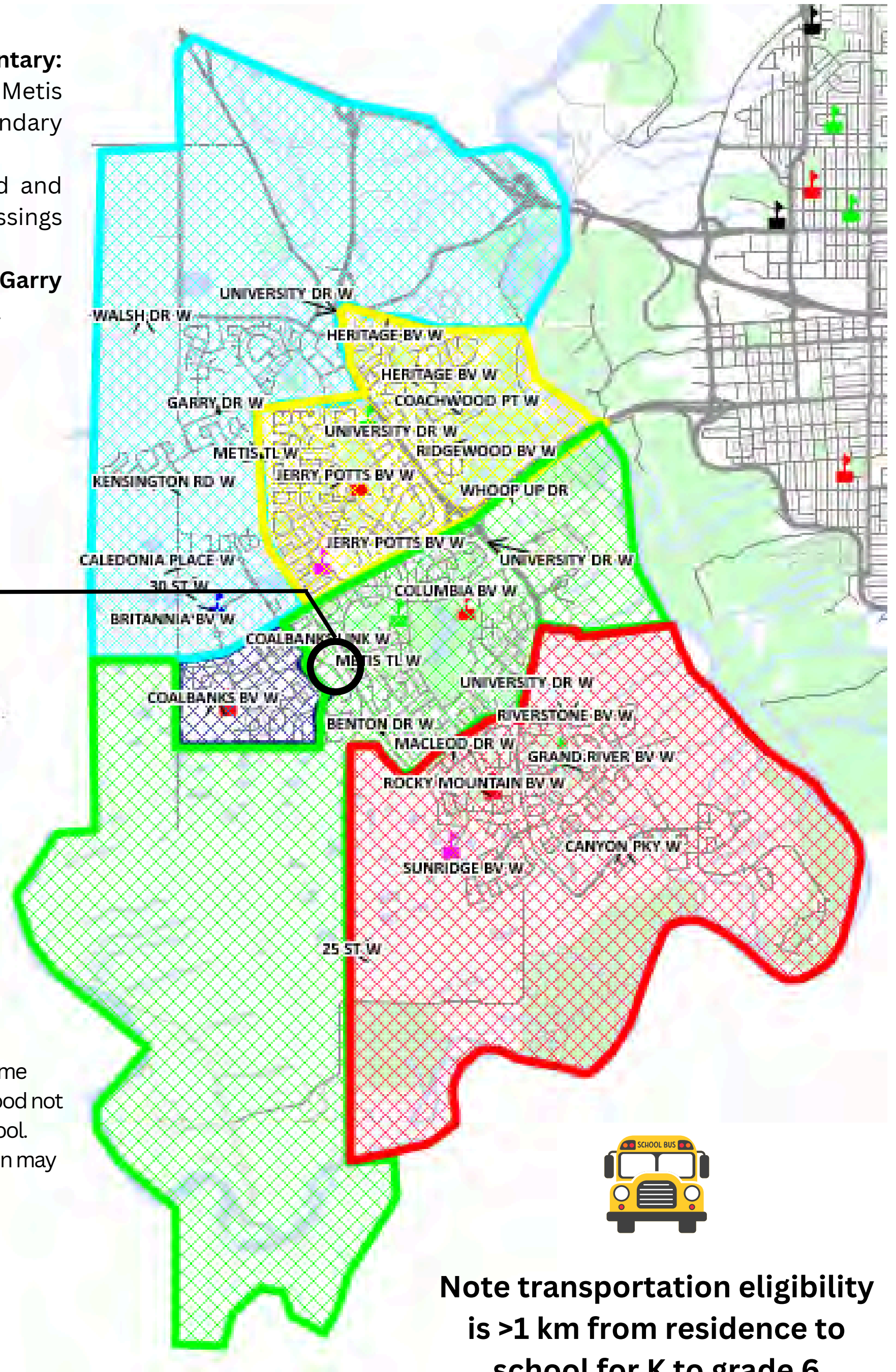
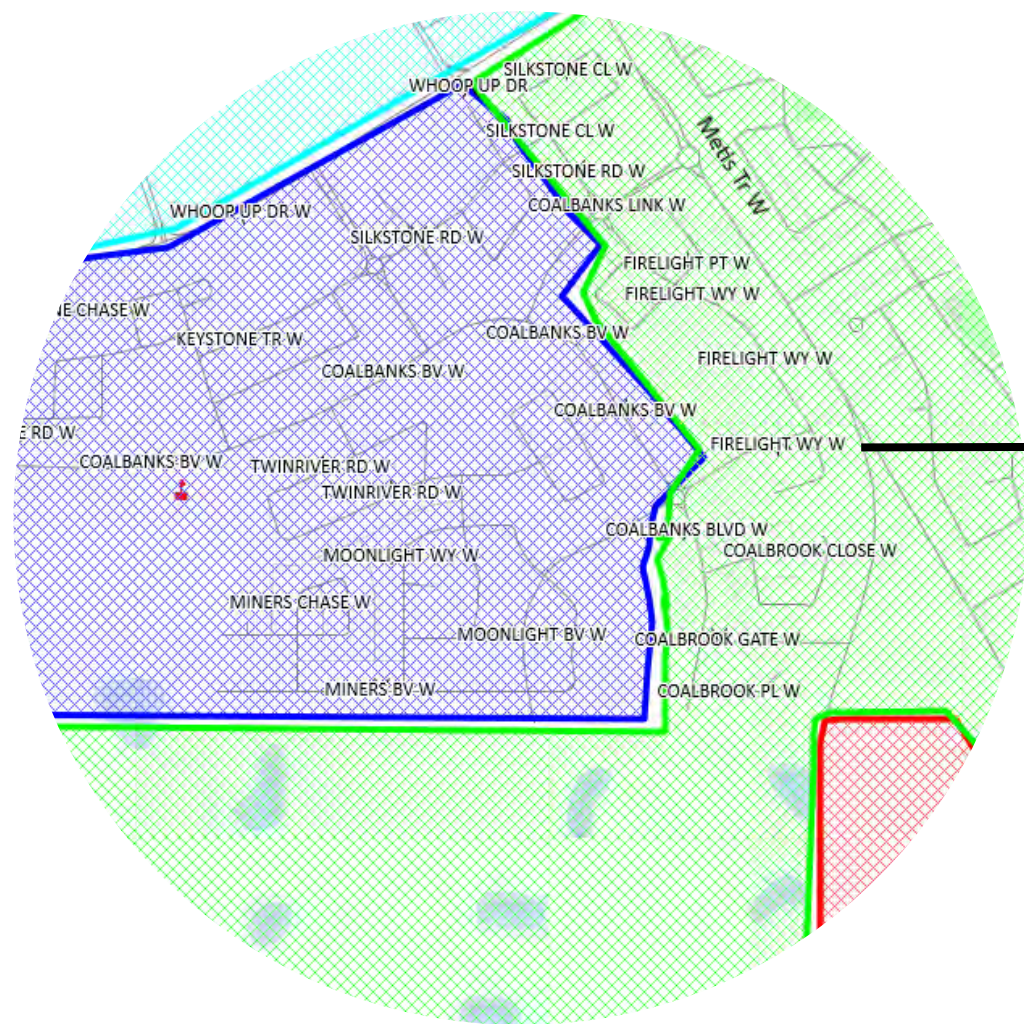
- 1 Country Meadows
- 2 Garry Station
- 3 Crossings
- 4 Copperwood
- 5 West Highlands
- 6 Indian Battle Heights/
Willow Brook
- 7 Varsity Village
- 8 Mountain Heights/
Sunridge
- 9 Riverstone/
The Canyons
- 10 Ridgewood/
Heritage Heights

5

Option 1: Copperwood Split

About this option:

- **Moved from Coalbanks Elementary to Nicholas Sheran Elementary:** Area east of Coalbanks Link and Coalbanks Blvd W and west of Metis Trail will be redesignated as part of the Nicholas Sheran boundary (see detail below). This area will be eligible for transportation.
- **Moved from Nicholas Sheran Boundary:** Heritage, Ridgewood and designated to Mike Mountain Horse Elementary. Crossings designated to new school in Garry Station.
- **Moved from Mike Mountain Horse boundary to new school in Garry Station:** Mountain Meadows, Garry Station, and West Highlands.
- No Change to Dr. Probe boundary.



Option 1

Pros

- Allows for future growth at new school in Garry Station.
- Reduces Coalbanks capacity slightly with all new growth south of Coalbanks going to Nicholas Sheran Elementary.
- Alleviates capacity concerns at Mike Mountain Horse.
- The two new modular classrooms approved for Coalbanks, may allow for the ability to reclaim flex space.

Cons

- This option will result in some families living in Copperwood not attending community school.
- New school in Garry Station may open lower than 50%.

Note transportation eligibility is >1 km from residence to school for K to grade 6

Impact on Utilization:

Option 1

School	Current Capacity	Current Enrolment	Current Utilization%	Enrolment	Utilization %
Coalbanks	632	664	105%	569	90%
Mike Mountain Horse	771	593	77%	450	58%**
Garry Station	0/600 (complete)	0	0	236	39%
Nicholas Sheran	727	392	54%	394	54%
Dr. Probe	668	471	71%	471	71%
Total	2798/3398	2120	76%	2120	62%

Notes:
** Mike Mountain Horse has 10 relocatable classrooms that need to be removed. This eliminates 250 student spaces and will increase utilization by 24%.

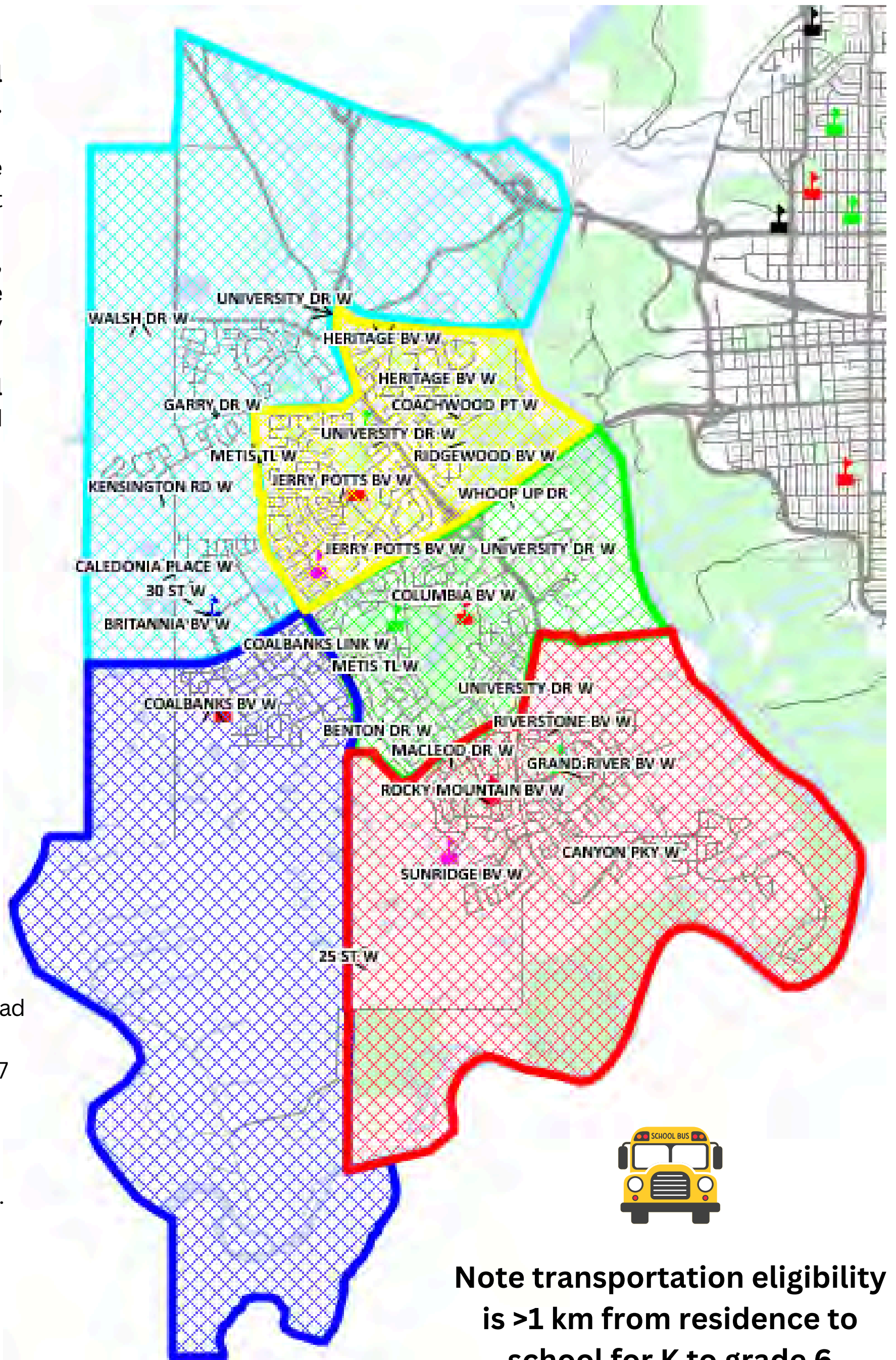
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Option 2:

Relocate Spanish Bilingual Program to Nicholas Sheran Elementary School

About this option:

- Spanish bilingual program at Coalbanks Elementary School will be relocated to Nicholas Sheran Elementary school. Spanish bilingual program enrolment is 41% of Coalbanks.
- A **transportation solution** will be provided to all eligible students attending the Spanish bilingual program at Nicholas Sheran.
- **Moved from Nicholas Sheran Boundary:** Heritage, Ridgewood and designated to Mike Mountain Horse Elementary. Crossings designated to new school in Garry Station.
- **Moved from Mike Mountain Horse boundary to new school in Garry Station:** Mountain Meadows, Garry Station, and West Highlands.
- No change to Dr. Probe boundary.
- No change to Coalbanks Elementary School Boundary.



Note transportation eligibility is >1 km from residence to school for K to grade 6

Option 2

Pros

Cons

- Balances enrolment amongst the elementary schools.
 - Significantly reduces Coalbanks utilization to allow for future growth.
 - Allows regular program at Coalbanks to remain unaffected.
 - Alleviates capacity concern at Mike Mountain Horse.

- Means disruption to Spanish bilingual program families by moving to a new school, however transportation solutions will be provided for eligible students.
 - Nicholas Sheran School has had to go through a significant number of cultural shifts last 7 years. Became French Immersion in 2017-2018 then French Immersion moved to Agnes Davidson in 2021-2022. This has been difficult on the school staff and community.

Approximately 275 students in the Spanish Bilingual Program could be relocated under this option.

Impact on Utilization:

Option 2

School	Current Capacity	Current Enrolment	Current Utilization%	Enrolment	Utilization %
Coalbanks	632	664	105%	392	62%
Mike Mountain Horse	771	593	77%	384	50%
Garry Station	0/600 (complete)	0	0	302	50%
Nicholas Sheran	727	392	54%	571	79%
Dr. Probe	668	471	71%	471	71%
Total	2798/3398	2120	76%	2120	62%

Notes:
 ** Mike Mountain Horse has 10 relocatable classrooms that need to be removed. This eliminates 250 student spaces and will increase utilization by 24%.

5

Option 3:

Relocate Spanish Bilingual Program to New K-5 Elementary School (West Coulee Station) in Garry Station

About this option:

- Spanish bilingual program at Coalbanks Elementary School will be relocated to the new K-5 Elementary School in Garry Station. Spanish bilingual program enrolment is 41% of Coalbanks.
- A **transportation solution** will be provided to all eligible students attending the Spanish bilingual program at the new school.
- Moved from Nicholas Sheran Boundary:** Crossings to new K-5 School.
- Moved from Mike Mountain Horse boundary to new school in Garry Station:** Mountain Meadows, Garry Station.
- No change to Dr. Probe boundary.
- No change to Coalbanks Elementary School Boundary.



Option 3

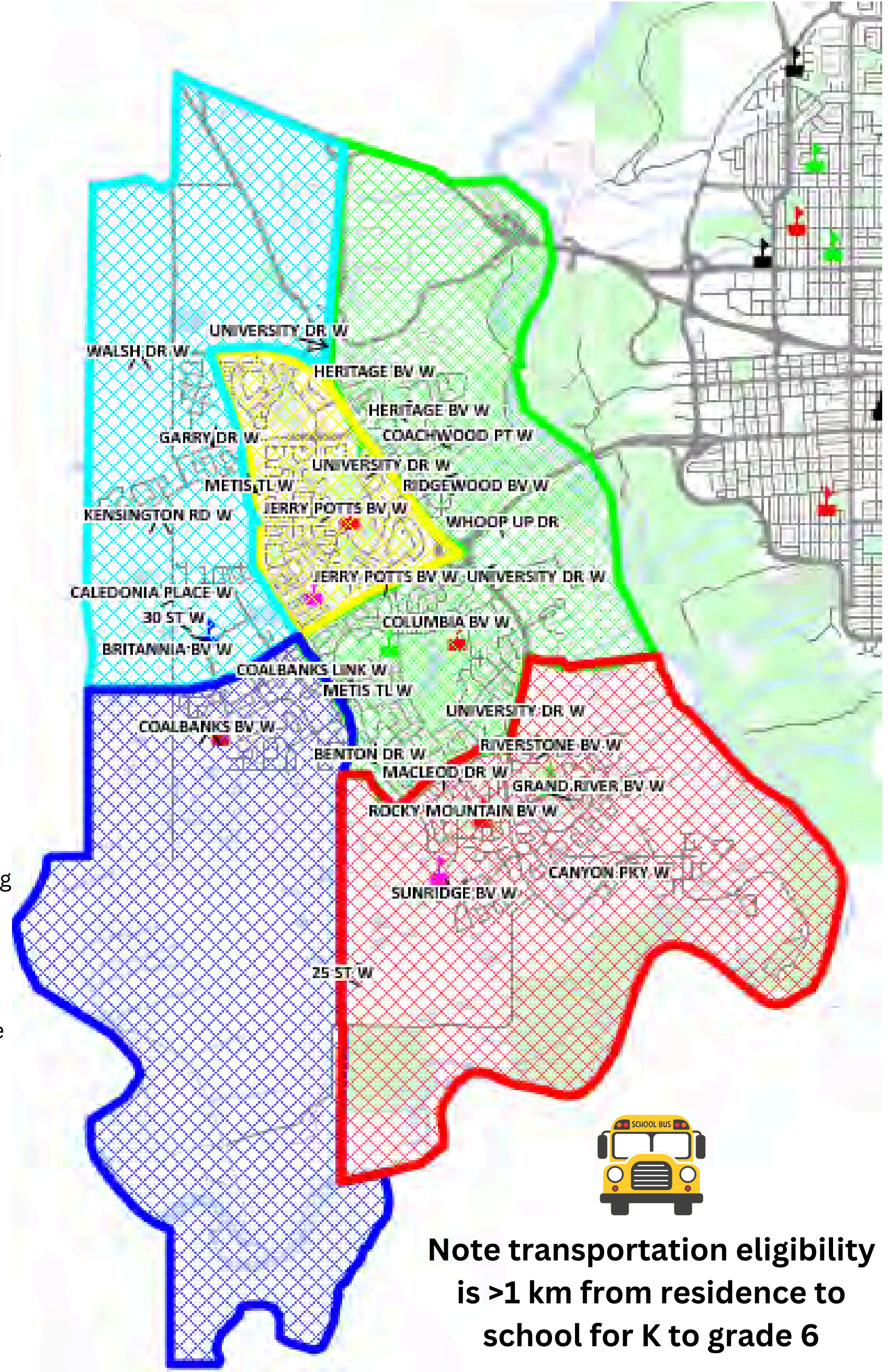
Pros

- Balances enrolment amongst the elementary schools.
- Significantly reduces Coalbanks utilization to allow for future growth.
- Allows regular program at Coalbanks to remain unaffected.
- Alleviates capacity concern at Mike Mountain Horse.

Cons

- Means disruption to Spanish bilingual program families by moving to a new school, however transportation solutions will be provided for eligible students.
- New school in Garry Station will open at significant utilization. There is the ability to request up to 12 modular classrooms for this school to accommodate future growth without impacting core spaces. Under this option, these modular classrooms may need to be requested sooner than anticipated.

Approximately 275 students in the Spanish Bilingual Program could be relocated under this option.



Impact on Utilization:

Option 3

School	Current Capacity	Current Enrolment	Current Utilization%	Enrolment	Utilization %
Coalbanks	632	664	105%	392	62%
Mike Mountain Horse	771	593	77%	451	58%
Garry Station	0/600 (complete)	0	0	441	74%
Nicholas Sheran	727	392	54%	365	50%
Dr. Probe	668	471	71%	471	71%
Total	2798/3398	2120	76%	2120	62%

Notes:
 ** Mike Mountain Horse has 10 relocatable classrooms that need to be removed. This eliminates 250 student spaces and will increase utilization by 24%.

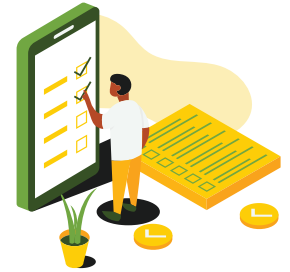
COMMUNITY ENGAGEMENT



WEST LETHBRIDGE ELEMENTARY SCHOOL BOUNDARY REALIGNMENT SURVEY

Respondents
448

SURVEY RESULTS



An Open House was held on April 30th at G.S. Lakie Middle School to invite members of the public to view potential options to realign boundaries for elementary schools in west Lethbridge beginning the 2025-2026 school year. There were three options presented that may address growth and capacity concerns at Mike Mountain Horse Elementary School and Coalbanks Elementary School while creating a new enrolment catchment for the new K-5 Elementary School in Garry Station. Participants at the Open House and the public were asked to complete a survey to provide feedback on the options. The survey closed on May 16th. The results of the survey are below.

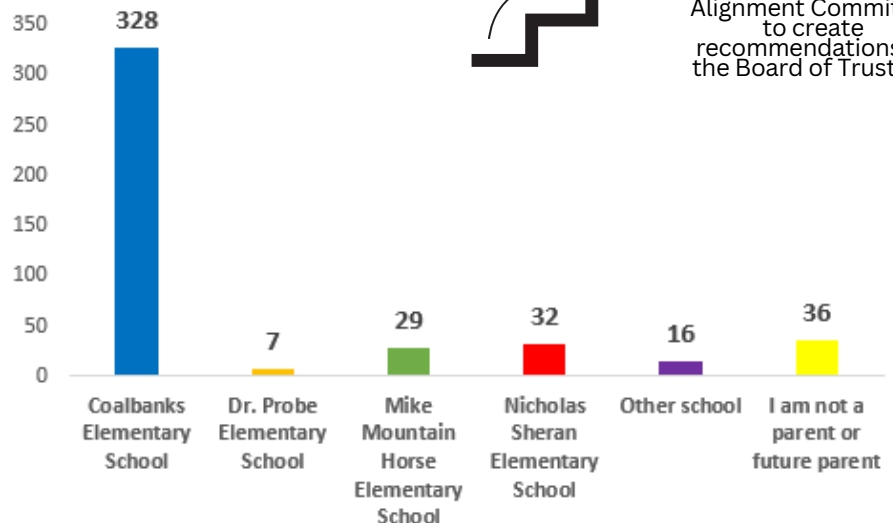
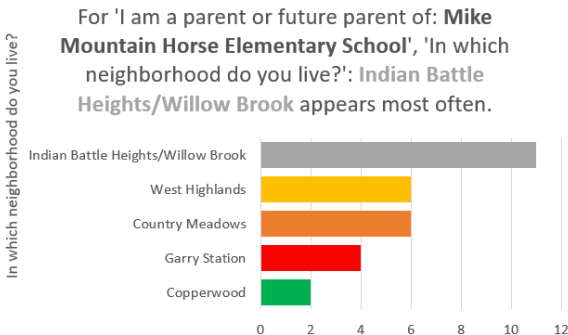
We Asked: I am a parent or future parent of:

You Answered:



Next Steps

The information from this survey will be carefully reviewed by the School Boundary Alignment Committee to create recommendations to the Board of Trustees



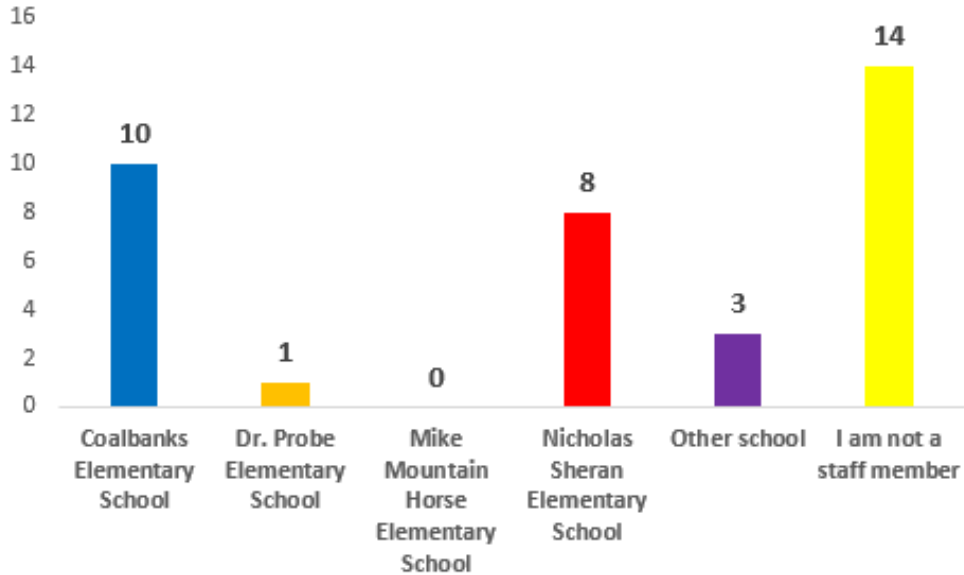
THANK YOU TO EVERYONE WHO TOOK THE TIME TO COMPLETE THE SURVEY. WE APPRECIATE YOUR PERSPECTIVE AND IDEAS!

WEST LETHBRIDGE ELEMENTARY SCHOOL BOUNDARY REALIGNMENT SURVEY

We Asked:

I am a staff member of:

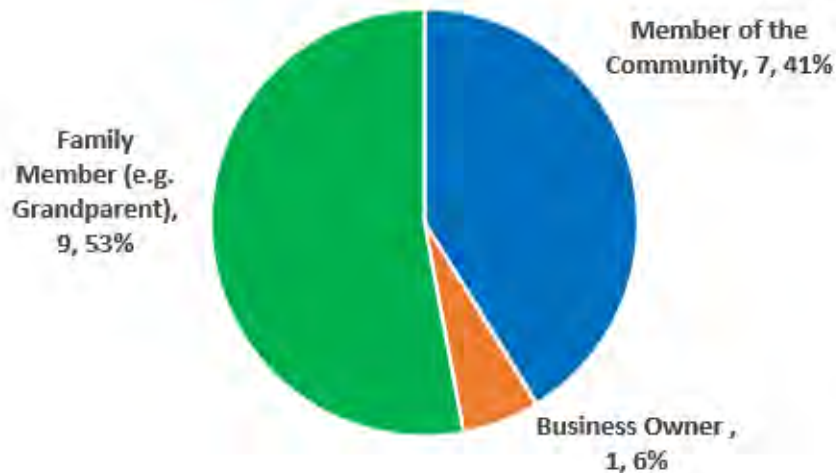
You Answered:



We Asked:

I am not a parent or a staff member, but I am:

You Answered:

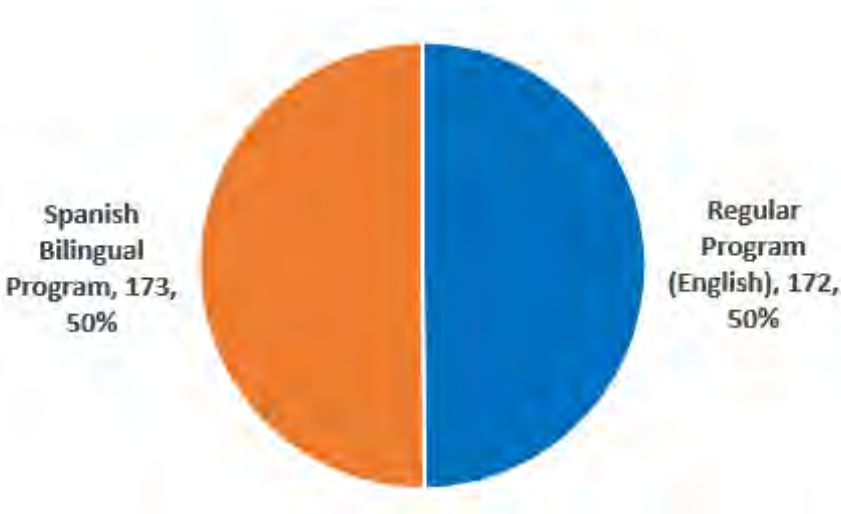


WEST LETHBRIDGE ELEMENTARY SCHOOL BOUNDARY REALIGNMENT SURVEY

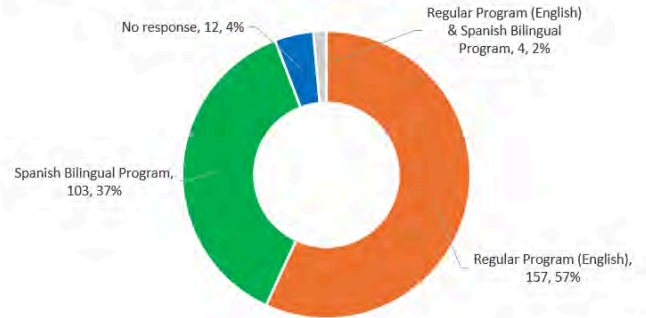
We Asked:

If your school is Coalbanks Elementary School, please indicate which program:

You Answered:



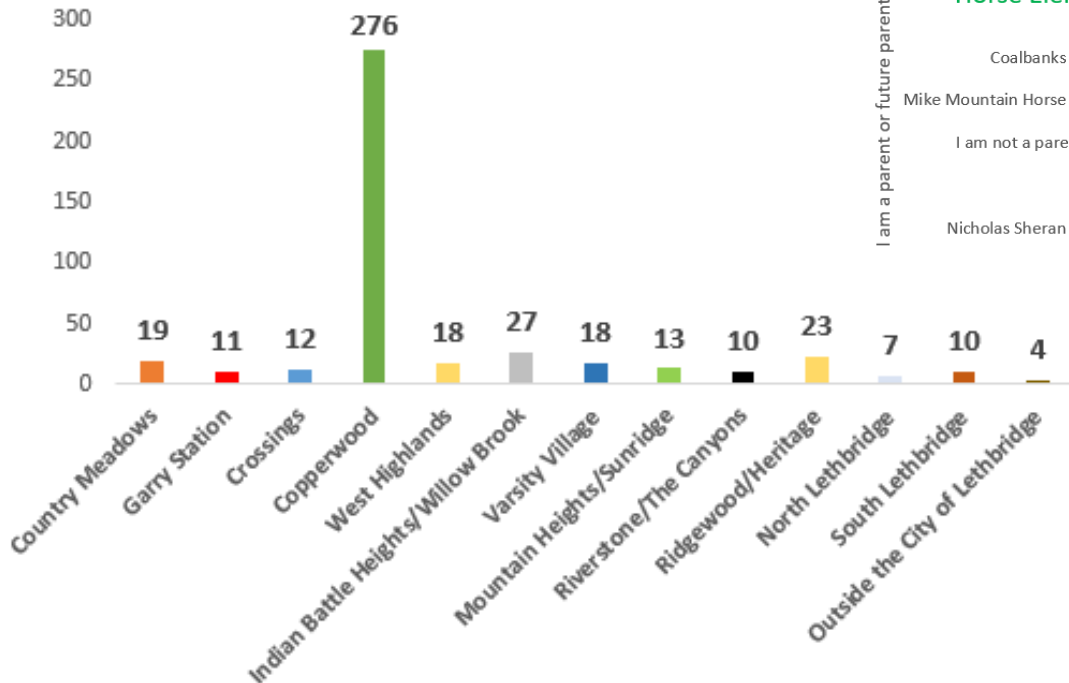
For 'In which neighborhood do you live?: Copperwood', Regular Program (English); accounts for the majority of 'If your school is Coalbanks Elementary School, please indicate which program:'.



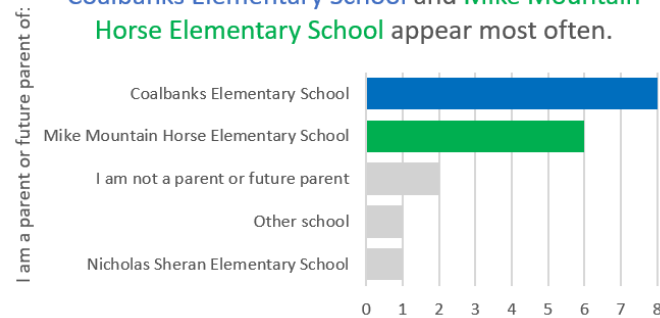
We Asked:

In which neighborhood do you live

You Answered:



For 'In which neighborhood do you live?: West Highlands', 'I am a parent or future parent of:': Coalbanks Elementary School and Mike Mountain Horse Elementary School appear most often.



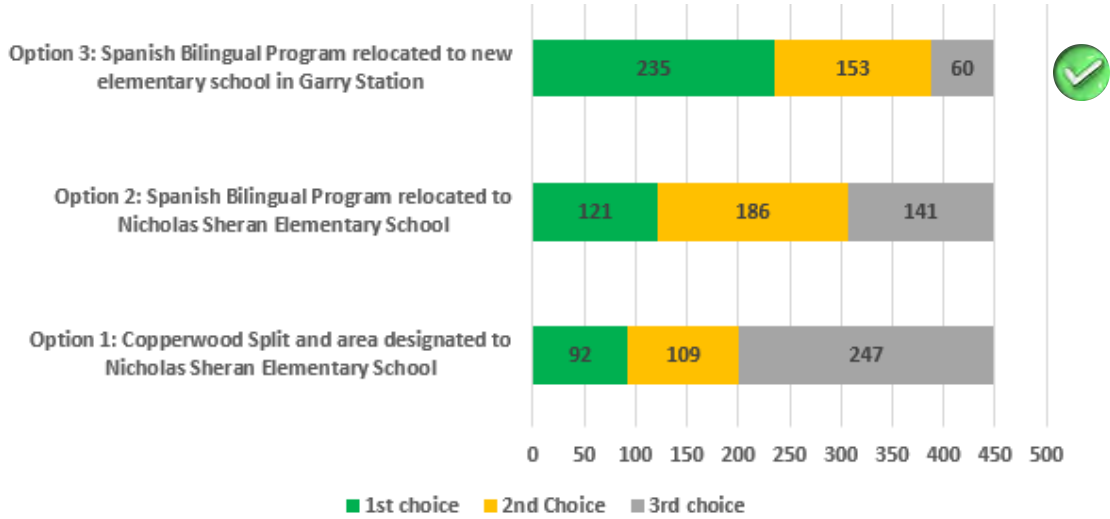
WEST LETHBRIDGE ELEMENTARY SCHOOL BOUNDARY REALIGNMENT SURVEY

We Asked:

Based on the three boundary options presented at the Open House, please rank them in order of preference.

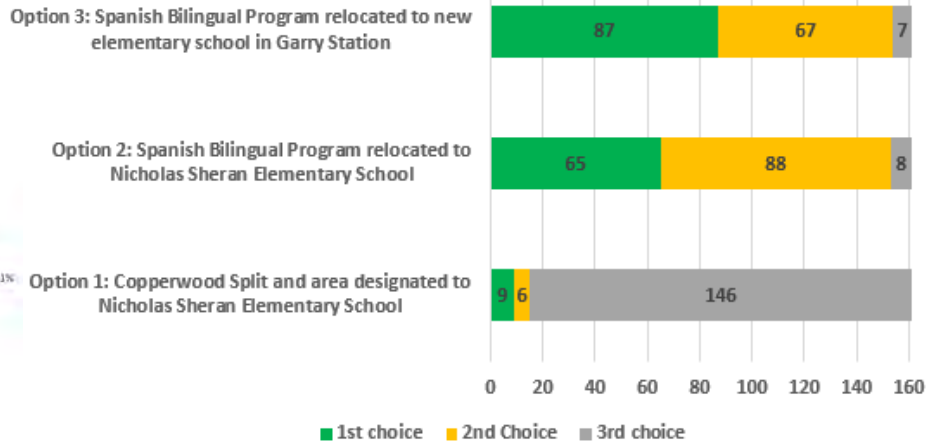
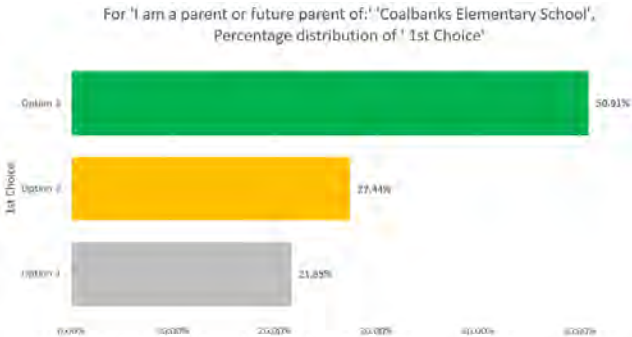
You Answered:

Overall:

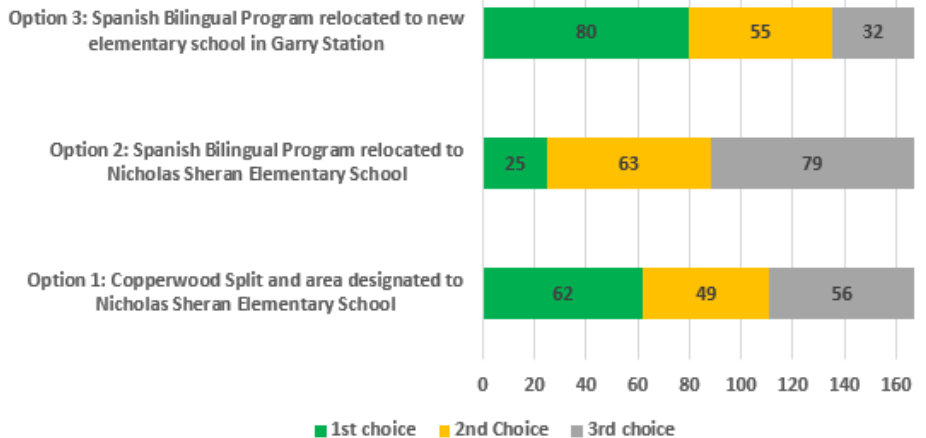


By Parents, School, Program

Coalbanks - Regular



Coalbanks - Spanish Bilingual Program



WEST LETHBRIDGE ELEMENTARY SCHOOL BOUNDARY REALIGNMENT SURVEY

We Asked:

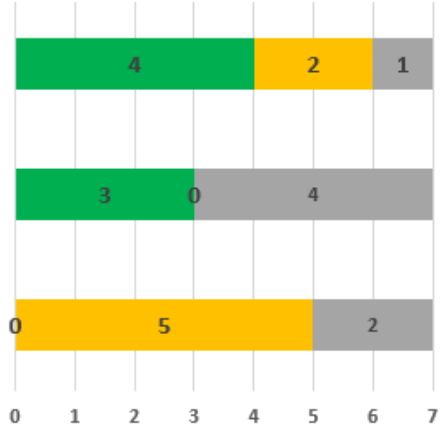
Based on the three boundary options presented at the Open House, please rank them in order of preference.

You Answered:

Dr. Probe



Option 3: Spanish Bilingual Program relocated to new elementary school in Garry Station

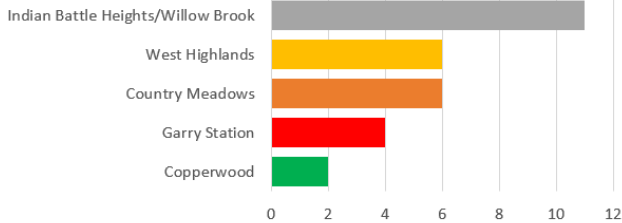


■ 1st choice ■ 2nd Choice ■ 3rd choice

Mike Mountain Horse

For 'I am a parent or future parent of: Mike Mountain Horse Elementary School', 'In which neighborhood do you live?': Indian Battle Heights/Willow Brook appears most often.

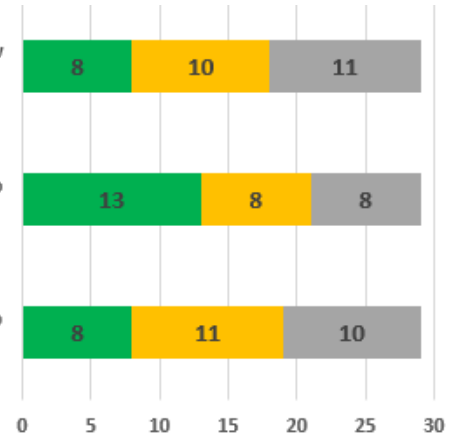
In which neighborhood do you live?



Option 3: Spanish Bilingual Program relocated to new elementary school in Garry Station

Option 2: Spanish Bilingual Program relocated to Nicholas Sheran Elementary School

Option 1: Copperwood Split and area designated to Nicholas Sheran Elementary School



■ 1st choice ■ 2nd Choice ■ 3rd choice

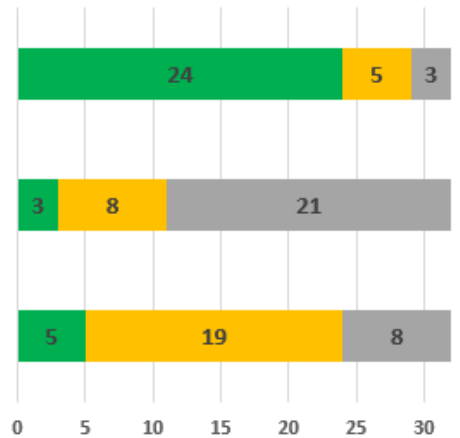
Nicholas Sheran



Option 3: Spanish Bilingual Program relocated to new elementary school in Garry Station

Option 2: Spanish Bilingual Program relocated to Nicholas Sheran Elementary School

Option 1: Copperwood Split and area designated to Nicholas Sheran Elementary School



■ 1st choice ■ 2nd Choice ■ 3rd choice

WEST LETHBRIDGE ELEMENTARY SCHOOL BOUNDARY REALIGNMENT SURVEY

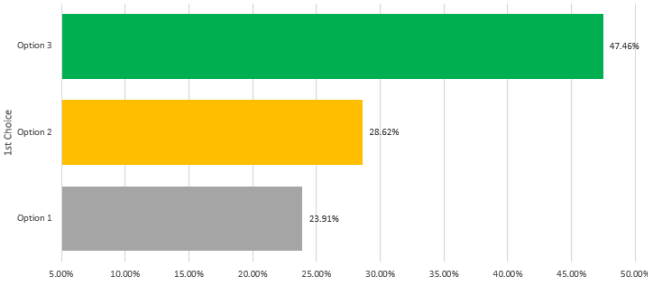
We Asked:

Based on the three boundary options presented at the Open House, please rank them in order of preference.

You Answered: By Neighborhood

Copperwood

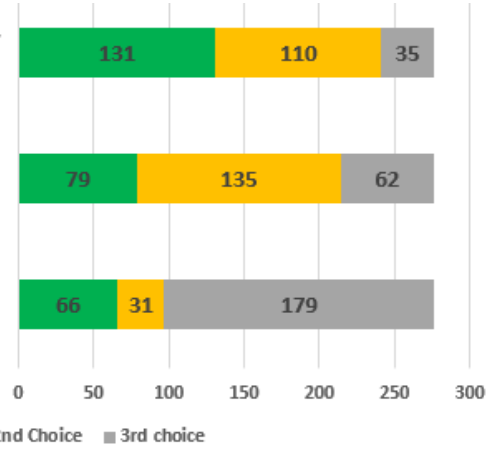
For 'In which neighborhood do you live?' 'Copperwood', Percentage distribution of '1st Choice'



Option 3: Spanish Bilingual Program relocated to new elementary school in Garry Station

Option 2: Spanish Bilingual Program relocated to Nicholas Sheran Elementary School

Option 1: Copperwood Split and area designated to Nicholas Sheran Elementary School



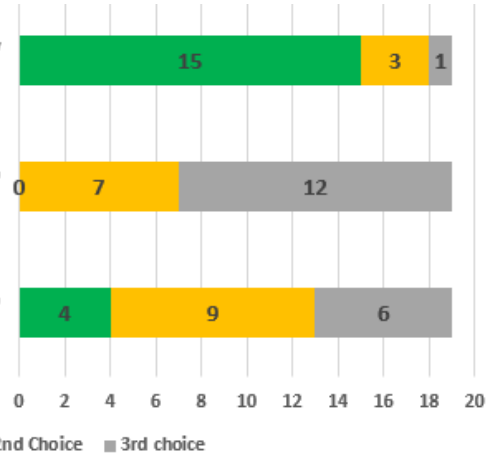
Country Meadows



Option 3: Spanish Bilingual Program relocated to new elementary school in Garry Station

Option 2: Spanish Bilingual Program relocated to Nicholas Sheran Elementary School

Option 1: Copperwood Split and area designated to Nicholas Sheran Elementary School



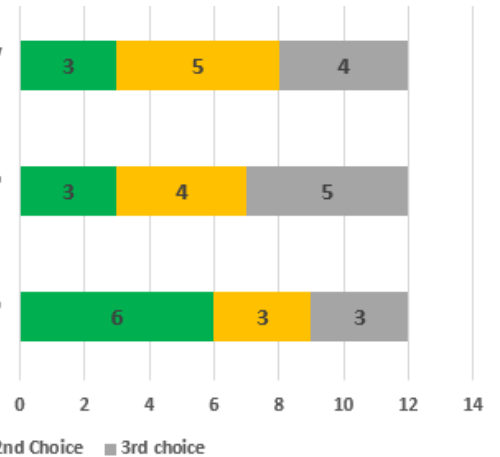
Crossings



Option 3: Spanish Bilingual Program relocated to new elementary school in Garry Station

Option 2: Spanish Bilingual Program relocated to Nicholas Sheran Elementary School

Option 1: Copperwood Split and area designated to Nicholas Sheran Elementary School



WEST LETHBRIDGE ELEMENTARY SCHOOL BOUNDARY REALIGNMENT SURVEY

We Asked:

Based on the three boundary options presented at the Open House, please rank them in order of preference.

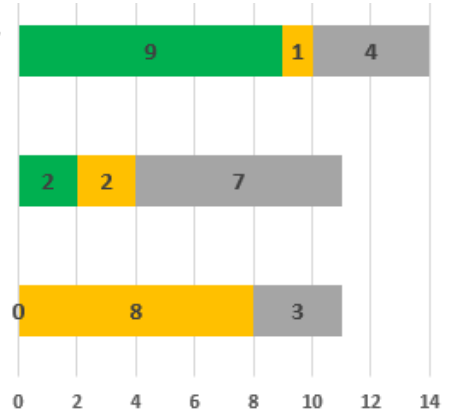
You Answered:

By Neighborhood

Garry Station



Option 3: Spanish Bilingual Program relocated to new elementary school in Garry Station

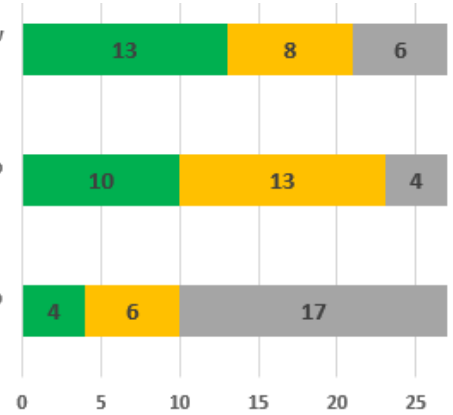


■ 1st choice ■ 2nd Choice ■ 3rd choice

Indian Battle Heights/ Willowbrook



Option 3: Spanish Bilingual Program relocated to new elementary school in Garry Station

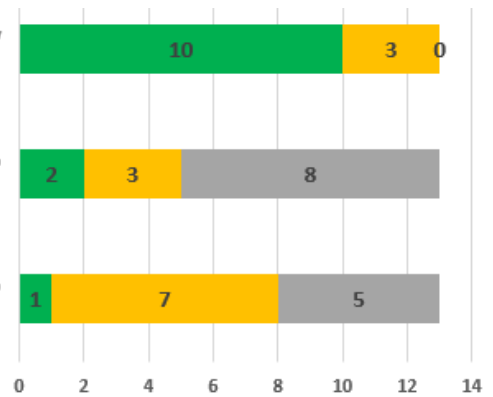


■ 1st choice ■ 2nd Choice ■ 3rd choice

Mountain Heights/Sunridge



Option 3: Spanish Bilingual Program relocated to new elementary school in Garry Station



■ 1st choice ■ 2nd Choice ■ 3rd choice

WEST LETHBRIDGE ELEMENTARY SCHOOL BOUNDARY REALIGNMENT SURVEY

We Asked:

Based on the three boundary options presented at the Open House, please rank them in order of preference.

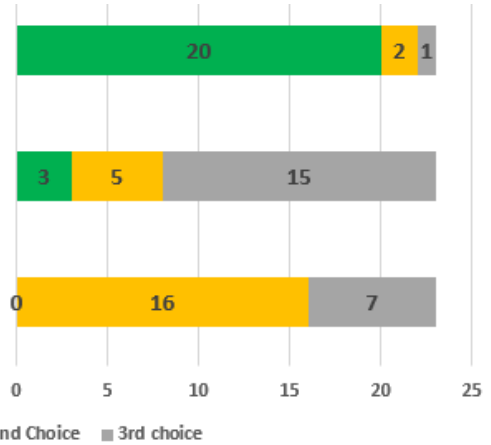
You Answered:

By Neighborhood

Ridgewood/Heritage



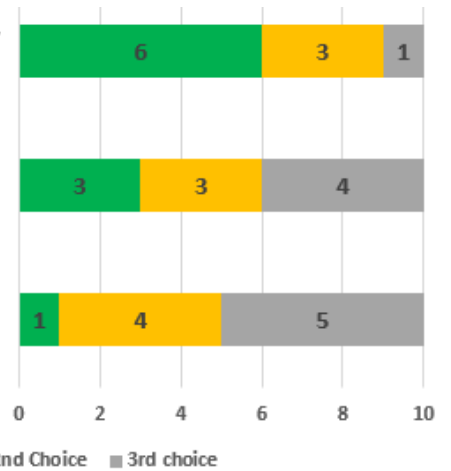
Option 3: Spanish Bilingual Program relocated to new elementary school in Garry Station



Riverstone/ The Canyons



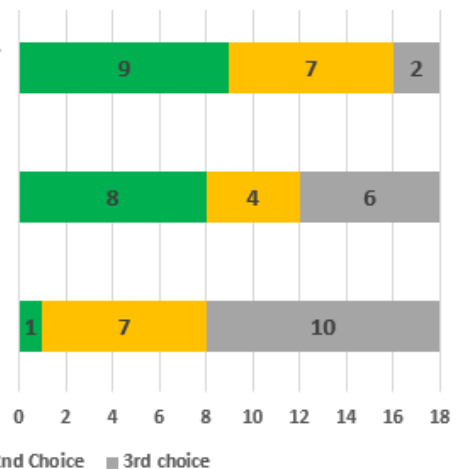
Option 3: Spanish Bilingual Program relocated to new elementary school in Garry Station



Varsity Village



Option 3: Spanish Bilingual Program relocated to new elementary school in Garry Station



WEST LETHBRIDGE ELEMENTARY SCHOOL BOUNDARY REALIGNMENT SURVEY

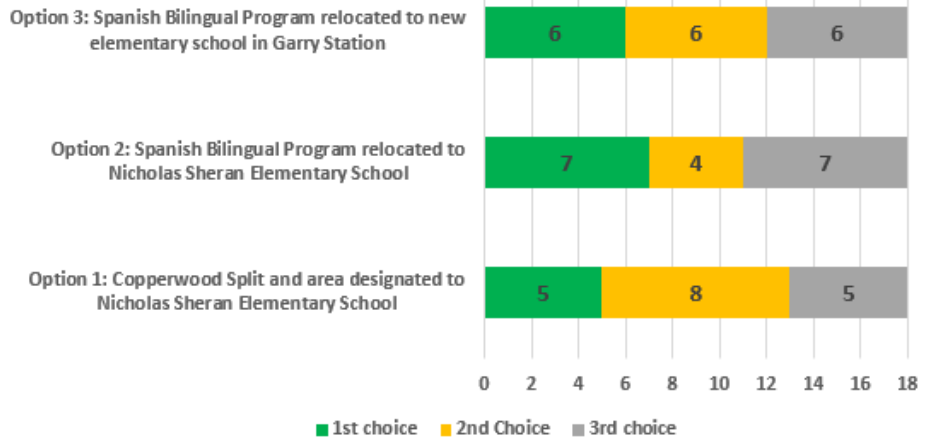
We Asked:

Based on the three boundary options presented at the Open House, please rank them in order of preference.

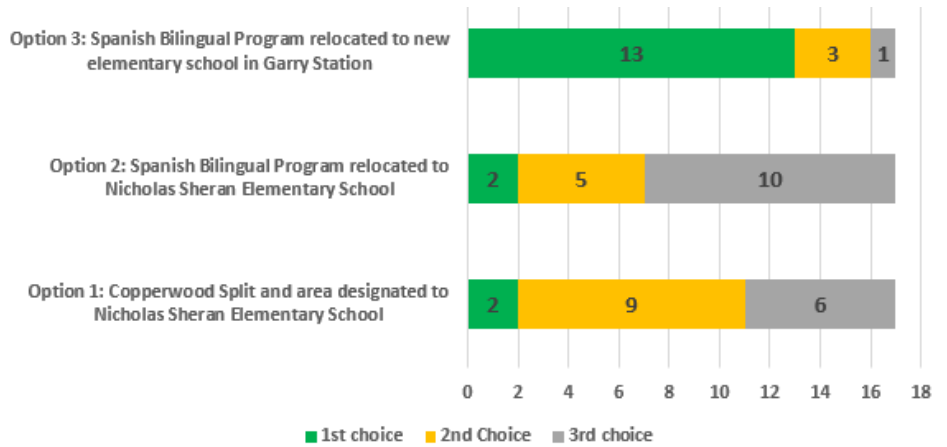
You Answered:

By Neighborhood

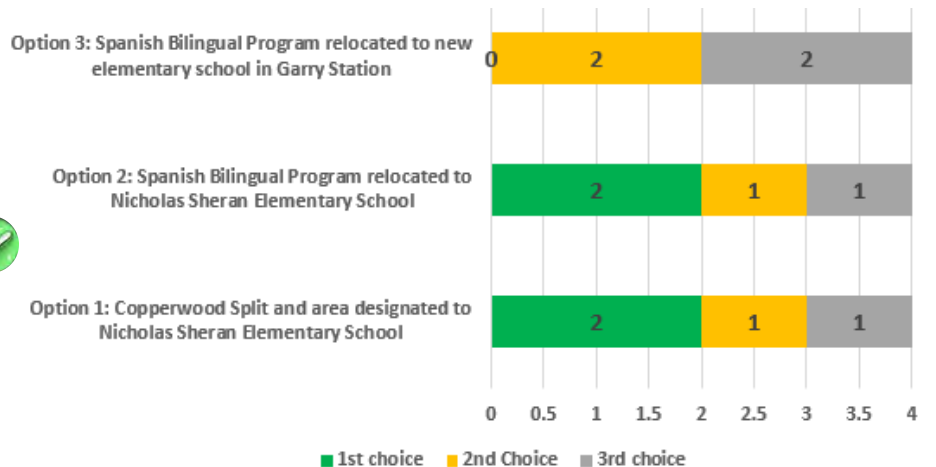
West Highlands



South and North Lethbridge



Outside Lethbridge



WEST LETHBRIDGE ELEMENTARY SCHOOL BOUNDARY REALIGNMENT SURVEY

We Asked:

Based on the three boundary options presented at the Open House, please rank them in order of preference.

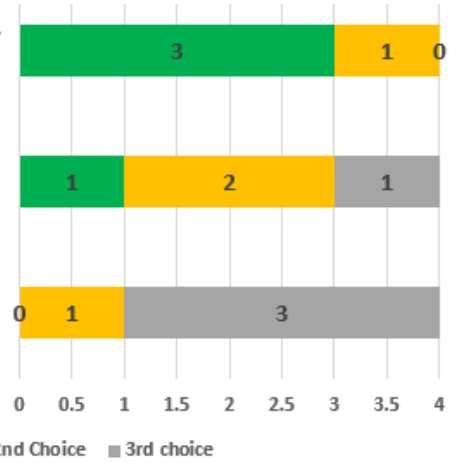
You Answered:

By Staff & School

**Coalbanks -
Regular Program**



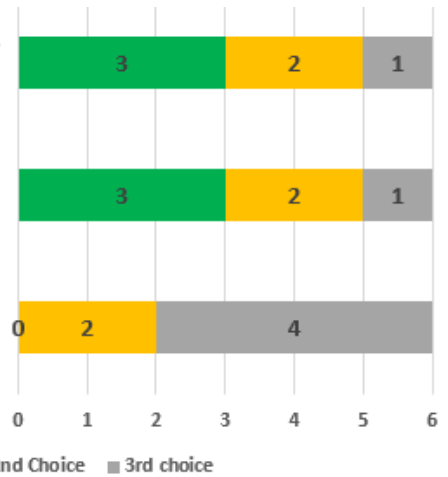
Option 3: Spanish Bilingual Program relocated to new elementary school in Garry Station



**Coalbanks
Spanish Bilingual Program**



Option 3: Spanish Bilingual Program relocated to new elementary school in Garry Station



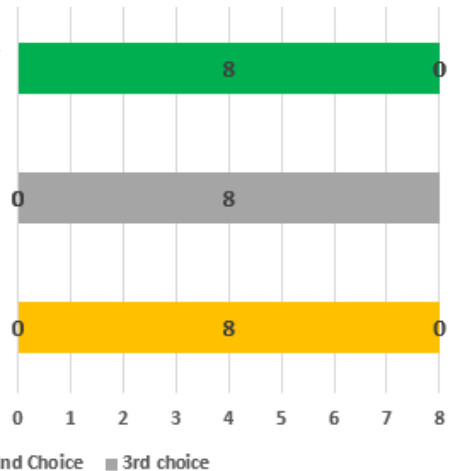
Nicholas Sheran



Option 3: Spanish Bilingual Program relocated to new elementary school in Garry Station

Option 2: Spanish Bilingual Program relocated to Nicholas Sheran Elementary School

Option 1: Copperwood Split and area designated to Nicholas Sheran Elementary School



WEST LETHBRIDGE ELEMENTARY SCHOOL BOUNDARY REALIGNMENT SURVEY

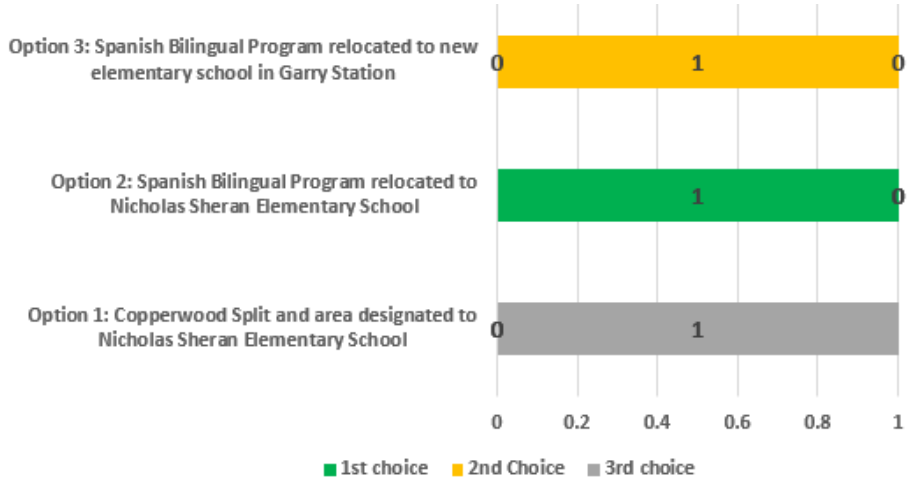
We Asked:

Based on the three boundary options presented at the Open House, please rank them in order of preference.

You Answered:

By Staff & School

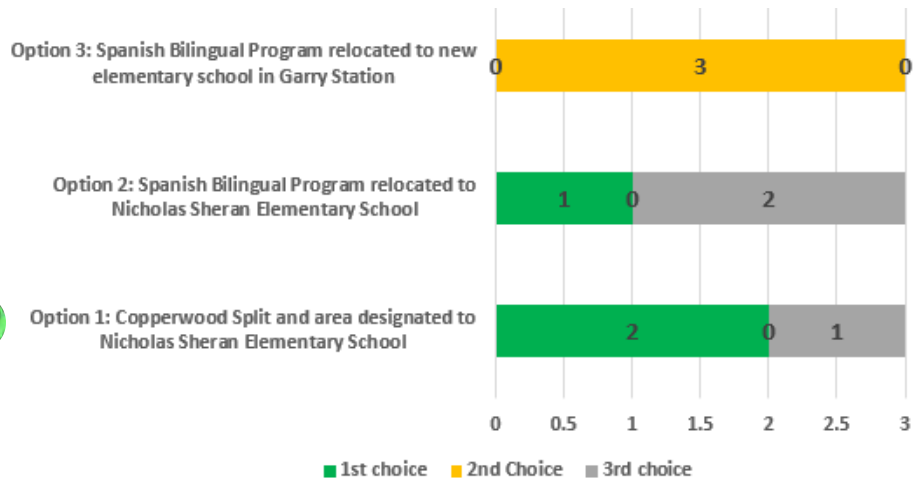
Dr. Probe



Mike Mountain Horse

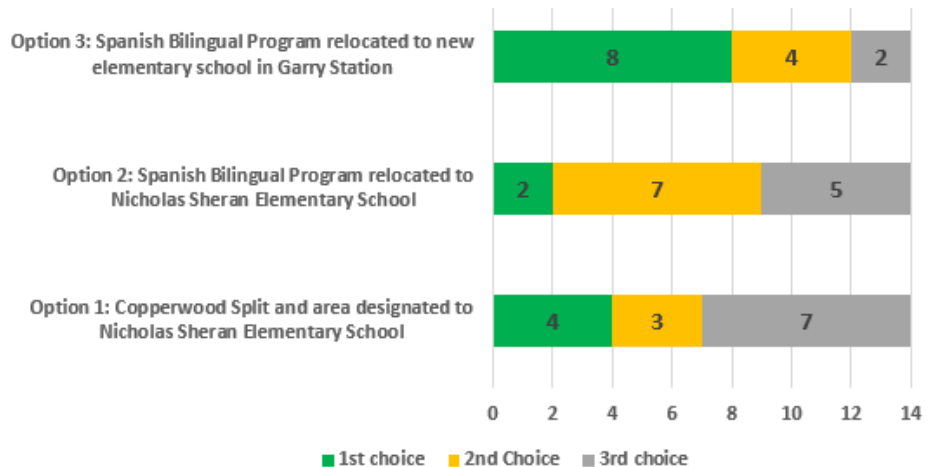
No staff responses

Other School Staff



By other:

not a parent or staff member

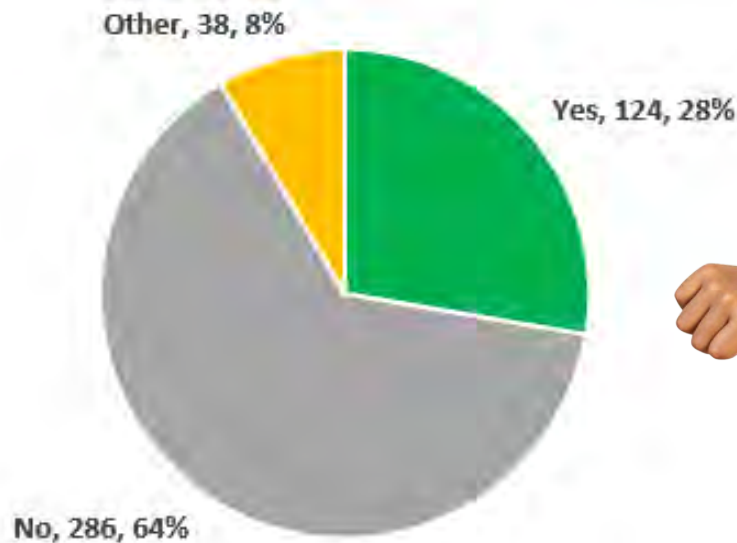


WEST LETHBRIDGE ELEMENTARY SCHOOL BOUNDARY REALIGNMENT SURVEY

We Asked:

Would Option 2, Relocate Spanish bilingual program to Nicholas Sheran, be a better choice if the relocation of the Spanish bilingual program was phased in by grade over 5 years?

You Answered:



Other included the following comments:

- The Spanish program has no bearing on my decision I'm just upset that after moving us out of Mike Mountain Horse 2 years ago that we would be moved back into it.
- Very bad idea as it would not solve an immediate capacity issue at Coalbanks.
- What about moving the Spanish program to the new school regardless, and then allowing more students from their current schools to remain at their current schools?
- Move Spanish program to Nicholas Sheran now
- Maybe but families could end up with kids at two different elementary schools
- May cause issues to parents with more than one child in the Spanish program
- Just move the Spanish program!
- No, unless parents of Spanish program kids prefer it.
- It would be better for parents, but harder for teachers
- Yes I think this is a better general approach but personally that splits my family up between 2 schools so I don't like it
- No, I believe this would be the end of the Spanish program. Parents would not want their young children to be separated from their siblings'.
- No, I feel that this would overcomplicate things.

WEST LETHBRIDGE ELEMENTARY SCHOOL BOUNDARY REALIGNMENT SURVEY

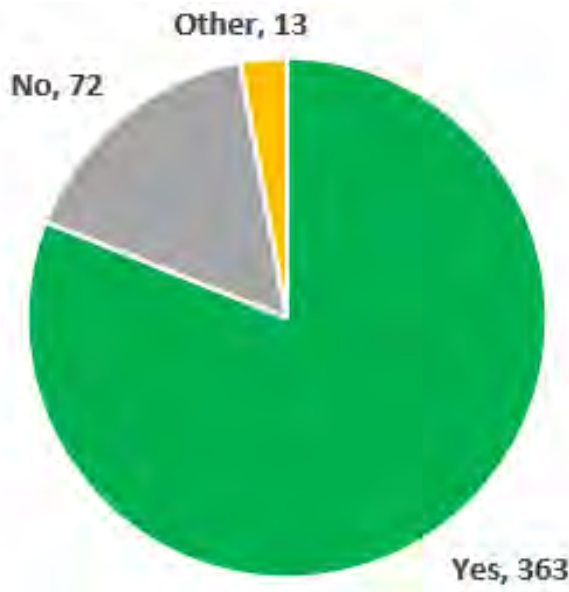
We Asked:

In the options, some communities have been designated to a different school to create an attendance area for the new school in Garry Station and attempt to balance enrolment amongst other schools.

For example, in all options, Country Meadows, Garry Station and Crossings are designated to the new school. In option 1 and 2, Heritage and Ridgewood previously with Nicholas Sheran, will be designated to Mike Mountain Horse.

Based on these adjustments, do you believe that students in some grades should be allowed the option to remain at their current school until completing grade 5? (e.g. 2024-2025 students in grade 3 or 4 would be in grade 4 and 5 in 2025 and would have the option to attend newly designated school)

You Answered:



Other included the following comments:

- Once again keeping family groups in the same program together as well as keeping family groups in the same area in the same school would be my preference.
- Case by case consideration. Capacity is the issue, so if you allow legacy, then you will not solve the problem and may have schools under capacity for up to 5 more years
- Partial, depending on grade level, allow for legacy for kids finishing up final year (gr4 going to gr5) only.
- Providing legacy for longer would create issues for enrolment projections and transportation.

WEST LETHBRIDGE ELEMENTARY SCHOOL BOUNDARY REALIGNMENT SURVEY

We Asked:

Lethbridge School Division has provided three potential options for west Lethbridge elementary school realignment. What questions do you have about these options?



You Answered:

Below are the top 10 themes for this question:

1. **Decision Timeline:** When will a final decision be made regarding the school boundaries and program changes?
2. **Student Stay Duration:** Can current students remain at Coalbanks Elementary until Grade 5, or will they have to move schools in 2025?
3. **Consideration of Future Schools:** How does the school board consider future schools to avoid frequent boundary adjustments?
4. **Staffing for Spanish Program:** How will the Spanish bilingual program be staffed if it is moved to another school?
5. **Impact on Copperwood Community:** Why is splitting the Copperwood community being considered, and how will it impact the residents and their children's education?
6. **Transportation and Access:** Will transportation be provided for students from the south or north side if there is interest in the Spanish program?
7. **Capacity and Infrastructure:** Why doesn't the school board build larger schools to accommodate future growth instead of adding portables?
8. **Middle School Zoning Impact:** How will changes to elementary school boundaries affect middle school zoning and student transitions?
9. **Teacher and Program Support:** How are the current Spanish program teachers being consulted in this decision, and what do they think is best for the program's growth and stability?
10. **Options and Alternatives:** Why are the current options the only ones being considered, and why isn't limiting Coalbanks enrollment to current boundaries or adding a Spanish program to another school an option?

WEST LETHBRIDGE ELEMENTARY SCHOOL BOUNDARY REALIGNMENT SURVEY

We Asked:

Are there any comments you would like to provide related to the options presented?

You Answered:

Below are the top 10 themes for this question:

Opposition to Splitting Copperwood:

Many comments express strong opposition to splitting the Copperwood community and sending students to different schools. Families chose to live in Copperwood specifically for its proximity to Coalbanks Elementary, and they want their children to continue attending their community school.

Support for Relocating the Spanish Program:

There is significant support for moving the Spanish program to another school, as it is seen as a specialty program that can be relocated without disrupting the local community. Many believe this would alleviate overcrowding at Coalbanks and allow all Copperwood residents to attend their community school.

Minimizing Disruption:

A recurring theme is the desire to minimize disruption for current students. Comments suggest that any changes should strive to keep students in their existing schools to avoid upheaval and stress for families.

Community Integrity and Cohesion:

Maintaining community integrity is important to many commenters. They emphasize the value of keeping neighborhood children together in the same school to foster a sense of community and stability.

Long-term Planning and Boundary Consistency:

Comments highlight the need for a solution that will provide long-term stability and minimize the need for future boundary changes. Some believe that moving the Spanish program now will prevent overcrowding and boundary redraws in the near future.

Parental and Student Preferences:

There are calls to consider the preferences of Spanish program families regarding relocation. Some comments suggest directly asking these families for their input to ensure their needs and desires are considered in the decision-making process.

School Capacity and Utilization:

Concerns about school capacity and effective utilization are prominent. Commenters argue that Coalbanks is over capacity and that moving the Spanish program to a school with more space, like Nicholas Sheran, would make better use of available resources.

Impact on Transportation and Proximity:

Proximity to school and the ability for children to walk to school are significant factors for many families. Comments indicate that moving children to a farther school would create transportation challenges and reduce the convenience of having a neighborhood school.

Equity and Fairness:

There is a sense of unfairness in prioritizing a specialty program over community children. Many believe that community residents should have priority access to their local school, and specialty programs should be relocated if there are capacity issues.

Concerns about Future Growth:

Comments reflect worries about the future growth of Copperwood and surrounding areas. There is concern that current plans may not adequately address the anticipated increase in population and school enrollment, leading to further capacity issues down the line.

MEMORANDUM:

September 24, 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. 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
Applied Graphic Arts 15	3 Credits (2023-2027)	LDC1857	2024-2025		2026-2027
Applied Graphic Arts 15	5 Credits (2023-2027)	LDC1857	2024-2025		2026-2027
Applied Graphic Arts 25	3 Credits (2023-2027)	LDC2857	2024-2025		2026-2027
Applied Graphic Arts 25	5 Credits (2023-2027)	LDC2857	2024-2025		2026-2027
Applied Graphic Arts 35	5 Credits (2023-2027)	LDC3857	2024-2025		2026-2027
Applied Graphic Arts 35	3 Credits (2023-2027)	LDC3857	2024-2025		2026-2027
Ceramics 15	5 Credits (2023-2027)	LDC1867	2024-2025		2026-2027
Ceramics 25	5 Credits (2023-2027)	LDC2867	2024-2025		2026-2027
Ceramics 35	5 Credits (2023-2027)	LDC3867	2024-2025		2026-2027
Life in Space 35	3 Credits (2024-2028)	LDC3032	2024-2025		2027-2028
Rocket Science and Technical Analysis of Space Exploration 25	3 Credits (2024-2028)	LDC2032	2024-2025		2027-2028
Space Race 15	3 Credits (2024-2028)	LDC1032	2024-2025		2027-2028

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:

- acquisition of **Applied Graphic Arts 15, 25, 35 (LDC1857, LDC2857, LDC3857) for 3 & 5 credits until August 31, 2027**, to enhance program offerings to students.
- acquisition of **Ceramics 15, 25, 35 (LDC1867, LDC2867, LDC3867) for 5 credits until August 31, 2027**, to enhance program offerings to students.
- acquisition of **Space Race 15 (LDC1032) for 3 credits until August 31, 2028**, to enhance program offerings to students.
- acquisition of **Rocket Science and Technical Analysis of Space Exploration 25 (LDC2032) for 3 credits until August 31, 2028**, to enhance program offerings to students.
- acquisition of **Life in Space 35 (LSD3032) for 3 credits until August 31, 2028**, to enhance program offerings to students.

Respectfully submitted,

Morag Asquith

MEMORANDUM

September 24, 2024

To: Board of Trustees

From: Christine Lee, Associate Superintendent, Business and Operations

RE: Natural Gas Contract

Background

Lethbridge School Division regularly monitors electricity and natural gas prices with the support of Energy Associates International (EAI) to secure favorable contracts that mitigate cost risks and provide budget certainty. In May 2021, the Division entered a 70% shaped block contract for natural gas with Access Gas at a fixed price of \$2.61/GJ, covering the period from January 2021 to December 2024. This strategic move helped the Division avoid significant price volatility following the Russian invasion of Ukraine, which led to a surge in forward prices to nearly \$8/GJ.

A recent review has identified an opportunity to secure natural gas pricing for 2025 at \$2.73/GJ, a marginal increase from our current hedge. With the year-to-date weighted average spot prices at \$1.94/GJ (load shaped), we recommend entering into a 50% shaped block to capitalize on these lower prices, potentially reducing the Division's overall unit cost. Our consultant will continue monitoring the market, and if a potential rise in spot prices is anticipated, they will advise us to increase our hedge to 70% to protect against future volatility.

Market Overview

As of September 2024, Alberta's wholesale forward natural gas market presents a mixed outlook. Short-term spot prices remain low due to oversupply and infrastructure constraints. However, the medium-term market outlook is more optimistic, with the expansion of export capacity through the Kitimat LNG project, anticipated to commence operations by mid-2025, expected to stabilize and improve market conditions.

Below are the current wholesale forward market prices and associated 1 – 5 Year contract term pricing for a January 1, 2025 start date:

Term	Wholesale Market Prices (\$/GJ)	Contract Term	Contract Term Price (\$/GJ)
Cal 2025	2.34	1 Year	\$2.73
Cal 2026	2.82	2 Year	\$3.03
Cal 2027	2.88	3 Year	\$3.19
Cal 2028	2.95	4 Year	\$3.28
Cal 2029	3.03	5 Year	\$3.36

Recommended contract terms

Considering the favourable market conditions for 2025, we recommend that the Board approve Management to secure a contract to fix natural gas prices under a 50% shaped block for a term of up to one year. The contract should be executed at a price within 10% of our current rate of \$2.61/GJ, resulting in a target strike price range between \$2.73 and \$2.87/GJ. This approach will allow the Division to balance cost savings with protection against market volatility, ensuring budget certainty for the upcoming year.

Should the board approve the Associate Superintendent of Business and Operations to enter a one-year contract for Natural Gas supply, firm and final pricing will be received on September 25th and best option signed to engage in the contract. As Natural Gas is a commodity, pricing is held for a very short period.

Recommendation

That the Board approves the Associate Superintendent, Business and Operations to sign a Natural Gas supply contract for the period January 1, 2025, to December 31, 2025, with the supplier that provides the best final pricing.

Respectfully submitted,

Christine Lee, Associate Superintendent, Business and Operations

MEMORANDUM

Date: September 24, 2024

To: Board of Trustees

From: Genny Steed, Trustee

RE: Review of Grade Configuration

Background:

The organization of schools is consistent across our division to include kindergarten through grade 5 in our Elementary schools, grades 6 through 8 in the Middle Schools, and grades 9 through 12 housed in the High Schools. Recognizing that this structure was originally adopted with intention to best meet the needs of the division, it would be of value to assess how this arraignment continues to support students and staff, as we experience continual growth and shifting dynamics. Factors for consideration have risen out of feedback from administrators, students, parents and staff, including:

- complications of meeting the provincial requirements for both elementary and middle school students in a single building
- Complications of meeting provincial requirements for grade nine students in the high schools
- assessment results of grade 6 and grade 9 students in our division
- capacity stresses in our high schools
- Supporting emotional, social, and mental wellness of students
- Discrepancy of Provincial Transportation requirements

Realizing the magnitude of factors involved in grade configuration decisions, it may be of value for the board to increase knowledge and understanding as we continue in our efforts to best meet the needs of our division.

Motion:

I move the board make request to the Boundary Review Committee to investigate grade configuration for our division and report back to the board.

Respectfully submitted,
Genny Steed

MEMORANDUM

Date: September 26, 2023

To: Board of Trustees

From: Christine Light, Chair

RE: ASBA Representation

Background

Board members serve all roles and responsibilities at the pleasure of the Board. Communication to the Board of where official representation is occurring is essential to appropriate support and accountability.

Currently, there is no Board policy to specify process to filling roles Trustees can hold in Zone 6 other than Board Representative. While Executive roles (Chair, Vice-Chair, Director) serve ASBA, they do so at the pleasure of their home boards, as do non-executive roles.

Recommendation

It is recommended that the Board require trustees to inform the Board prior to, and receive approval for, serving an Executive or Non-Executive role within Zone 6.

Respectfully submitted,
Christine Light

MEMORANDUM

September 24, 2024

To: Board of Trustees

From: Mike Nightingale
Superintendent

Re: Policy 607.4

Background:

In June 2024, the Alberta Government announced Ministerial Order #014/2024 “Standards for the Use of Personal Mobile Devices in Schools”. To comply with this order the Division created and published Procedure 607.4.2 “Personal Mobile Device and Social Media Use in Schools” on August 29, 2024.

Policy 607.4 Responsible Use of Technology needs to be updated to align with the Ministerial Order. The following recommended amendments aim to bring the policy in alignment with the Ministerial Order.

It should be noted The Policy Advisory Committee recommended in June that Policy 607.4 undergo a more detailed review per our normal processes. The recommended amendments here are not intended to replace the comprehensive review the Policy Advisory Committee was planning.

Recommendation

It is recommended that the Board adopt revisions of Policy 607.4 Responsible Use of Technology as presented.

Respectfully submitted,
Mike Nightingale

Policy Advisory Committee Terms of Reference

Name and Type of Committee

The Policy Advisory Committee is a standing committee of the Board of Trustees of Lethbridge School Division.

Purpose

To advise on the development of Division policies, in consultation with those who will be impacted by them, for consideration by the Board.

Duties and Responsibilities

The Committee shall have the responsibility to:

1. advise in the development and review of Division policies that define the legal and/or philosophical position of the Board with respect to an identified issue.
2. advise in the development and review of regulations – the mandatory requirements of the policy.
3. identify the need for the development of new policy.
4. review annually the Terms of Reference of the Committee.
5. consult with committee members' respective stakeholder groups as appropriate.

Composition and Appointments

The Committee shall consist of Two Trustees, one of whom shall act as chair of the Policy Advisory Committee, Superintendent, Coordinator of Learning, and one representative from each of the following groups: Administrators' Committee, ATA Local 41, CUPE 290, CUPE 2843. Three Division School Council representatives. One of these parent representatives will come from the elementary school level, one from the middle school level and one from high school level for a total of three representatives.

Meetings

A schedule of meetings shall be developed annually. The committee will meet at least six times in a school year.

Resources/Remuneration

Record of all meetings will be kept by the Coordinator of Learning who will also provide administrative support to the Committee.

The cost of substitutes and lunches for Committee members will be provided by the Board as required.

Specific Annual Objectives for ~~2023-2024~~ 2024-2025

- ~~• Review Policies~~
- ~~• Finish review of any policies which were last reviewed in the 2022-23 school year.~~
- ~~• See attached document for review schedule for the 2022-23 school year.~~
- ~~• Changes required due to the passing of the Education Act August 2022 and updated provincial regulations.~~
- **Review Terms of Reference**
- **Create a timeline of polices for review in 2024-2025 considering the following priorities:**
 - **Prioritize policies the Board directs the Policy Advisory Committee to review via motion.**
 - **Prioritize policies that must be updated to be consistent with the Education Act or provincial regulations.**
 - **Prioritize policies in the 100 section following an election**

- Complete the review of any policies that were up for review in the previous year but were not completed.
- Consider policies that have not been reviewed in the past 5 years or longer.
- Consider policies that impact organizational needs regardless of the length of time since previous reviews.
- Review policies per the timeline established by the committee
- Assist in the orientation of new members to the policy development process, as necessary.

Reports and Target Dates

The Policy Advisory Committee will provide a summary of concerns received from interest groups and subsequent changes to the draft policy prior to second reading. A similar report will be presented prior to third reading if substantial changes have been made.

Review and Evaluation Process

The Committee will review the Terms of Reference at the first meeting in the school year.

Approval Date

The ~~2023-24~~ **2024-2025** Terms of Reference will be reviewed by the Policy Advisory Committee at the first meeting of the year on ~~October 4, 2023~~ **October 9, 2024**.

MEMORANDUM

September 24, 2024

To: Board of Trustees

From: Christine Lee, Associate Superintendent, Business and Operations

RE: Second Reading: Bylaw No. 2024-01: A bylaw to establish electoral boundaries for trustee general election and authority for joint election

Background

In accordance with the *Education Act*, The Board of Trustees must pass a bylaw to establish electoral boundaries for trustee general elections. The required bylaw provides for the nomination and election of trustees by wards or electoral subdivisions, and it determines the boundaries of the wards or provides for the election of trustees by the general vote of the electors. A bylaw must be passed before December 31, 2024, in the year before an election year, and it does not apply to or affect the composition of the school board until the date of the general election.

Under the *Education Act*, the Minister does not approve the bylaw; however, school boards must provide a copy of the bylaw to the Minister before December 31, 2024.

A copy of the bylaw is attached. This bylaw affirms the election be for seven (7) trustees to be elected at large within the municipal boundaries of the City of Lethbridge in accordance with *section 76* of the *Education Act*. The bylaw further authorized the Division to hold a joint election with the City of Lethbridge pursuant to *Section 2* of the *Local Authorities Election Act*. First Reading of the Bylaw was passed by the Board on June 25th, 2024. If the board passes second reading, they could move to a third and final reading at this meeting.

Recommendation

It is recommended that **Bylaw No. 2024-01, A bylaw to establish electoral boundaries for trustee general election and authority for joint election** be approved for second reading.

Respectfully submitted,

Christine Lee, Associate Superintendent, Business and Operations



The Lethbridge School Division

BYLAW NO. 2024-01

BEING A BYLAW TO ESTABLISH ELECTORIAL BOUNDARIES FOR TRUSTEE GENERAL ELECTION and AUTHORITY FOR JOINT ELECTION

Pursuant to the provisions on the *Education Act, Statutes of Alberta, 2012* and *Local Authorities Election Act, Revised Statutes of Alberta 2000*, and the amendments thereto, the Board of Trustees of The Lethbridge School Division, in the Province of Alberta, enacts as follows:

- 1 In accordance with *section 76* of the *Education Act*, The Board of Trustees of The Lethbridge School Division deem that the election of Seven (7) Trustee positions will be by general vote of the electors within the municipal boundaries of The City of Lethbridge.
- 2 In accordance with *Section 2* of the *Local Authorities Election Act*, the Board of Trustees authorizes entering into an agreement to hold a joint election in conjunction with the City of Lethbridge.
- 3 This bylaw shall come into force and effect upon the date of the passing of the third and final reading.

Read a first time this 25th day of June, 2024.

Read a Second time this _____ day of _____, 2024.

Read a third time and finally passed this _____ day of _____, 2024.

Board Chair

Secretary-Treasurer

MEMORANDUM

September 24th, 2024

To: Board of Trustees

From: Christine Light, Board Chair

RE: Committee Terms of Reference, Committee Reports, and Committee Assignments

Background

Each year the Board of Trustees review and affirm the Committee Terms of Reference for board committees. Committee Terms of Reference and Year End Reports for the 2023-2024 school year are included in the agenda package.

At the Organizational Meeting held on September 10th, 2024, Trustee membership was assigned to Standing and Special (ad-hoc) Committees.

Recommendation

It is recommended that the Committee Terms of Reference for the Standing Committees be approved as presented or amended.

It is recommended that the Board approve Trustee assignments to Standing and Special (ad-hoc) Committees as assigned at the September 10th, 2024 Organizational Meeting.

Respectfully submitted,

Christine Light, Board Chair

Board Audit Committee Report 2023-2024

Committee Members:

Tyler Demers, Chair, Trustee Christine Light, Trustee
Don Reeves, Public Member Jason Baker, Public Member

Auditor:

BDO Canada LLP, Auditors

Management:

Christine Lee, Associate Superintendent Business and Operations Avice DeKolver, Director of Finance

Committee Activities:

The Audit Committee met twice in the 2023-2024 year.

The first meeting was in September 2023 to address the audit planning for the 2022-2023 audit.

The scope of the audit was discussed as well as selecting which schools would have their school generated funds (SGF) activity reviewed.

The second meeting was in November 2023 after substantial completion of field work and review of the financial statements. The results of the audit and any recommendations for improvement to the controls were discussed. There were no concerns or recommendations for improvement regarding the systems of controls at the Division level.

There were a few recommendations for improvements regarding School Generated Funds. The Business and Operations department continues to address some of the areas noted by the auditors. Thank you to the Finance team for their continued work with schools to facilitate the improvements.

The audit committee also reviewed the Risk Management Matrix prepared by the Division's leadership team which is updated on an annual basis.

November 28th, 2023, the audited financial statements were presented to the Board with a clean audit opinion. The Board of Trustees received quarterly financial reports for the periods, November 30th, 2023, February 29th, 2024, and May 31st, 2024, for the 2023-2024 school year.

Respectfully submitted,

Tyler Demers, Board Audit Committee Chair

Board Audit Committee Terms of Reference

Purpose:

To assist the Board of Trustees and the Superintendent of Schools in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control over financial reporting, the audit process (including GAAP compliance), and monitoring the Division's compliance with laws and regulations pertaining to the financial operations.

Authority:

The Audit Committee has authority to conduct or authorize investigations into any matters within its scope of responsibility. It is empowered to:

- With the consent of the Board of Trustees, retain outside counsel, accountants or others to advise the committee or assist in the conduct of an investigation;
- Seek any information it requires from employees – all of whom are directed to cooperate with the committee's requests – or external parties; and
- Meet with Division officers, external auditors or outside counsel, as necessary.

Composition:

The Audit Committee will consist of the following members:

- Two member Trustees one of whom shall act as chair of the Audit Committee; and,
- At a minimum of two members of the general public, who are independent to the Division, have no relationship to the audit firm and who are financially literate.

Resources:

- The Associate Superintendent of Business and Operations and Director of Finance will provide assistance to the committee as deemed necessary.
- The Audit Committee may have access to other third party expertise as deemed necessary.

Meetings:

The Audit Committee will meet at least once a year, with authority to convene additional meetings, as circumstances require. All Audit Committee members are expected to attend each meeting, in person or via tele- or video-conference. The Audit Committee will invite members of management, auditors or others to attend meetings and provide pertinent information, as necessary. It may hold private meetings with auditors and executive sessions.

Minutes of the meetings will be prepared. Audit Committee reports shall be provided at a meeting of the Board of Trustees.

Compensation:

The Audit Committee members from the general public shall be compensated based on a per diem rate.

Responsibility:

The Audit Committee will carry out the following responsibilities:

Financial Statements:

- Review significant accounting and reporting issues, including complex or unusual transactions;
- Review with management and the auditors the results of the audit, including any difficulties encountered;
- Review the annual financial statements, and consider whether they are complete, consistent with information known to committee members, and reflect appropriate accounting principles; and,
- Review with management and the auditors all matters required to be communicated to the Board of Trustees.

Internal Control:

- Consider the effectiveness of the Division's internal controls over annual reporting, including information technology security and control; and
- Understand the scope of auditor's review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with management's responses.

Audit:

- Review the auditor's proposed audit scope and approach
- Review the performance of the auditors, and provide a recommendation to the Board of Trustees the final approval on the appointment or discharge of the auditors;
- Review and confirm the independence of the auditors by obtaining statements from the auditors on relationships between the auditors and the School Division, including non-audit services, and discussing the relationship with the auditors; and,
- On a needs basis, meet separately with the auditors to discuss any matters that the Audit Committee or auditors believe should be discussed privately.

Compliance:

- Review the findings of any examinations by regulatory agencies, and any audit observations; and,
- Obtain regular updates from management and company legal counsel regarding compliance matters.

Enterprise Risk Management (new for 21/22):

- Annually, the audit committee will review the Division's Enterprise Risk Management (ERM) system which will include:
 - The risk assessment register;
 - Key risk mitigation processes or controls;
 - Strategies developed to address key risks; and
 - Identify any changes in key risk areas from prior reports.
 - Once the audit committee has reviewed the ERM, it will be submitted to the Board of Trustees for their approval.

MEMORANDUM

September 24, 2024

To: Board of Trustees From: Kristina Larkin, Trustee

RE: Board Budget Committee Annual Report 2023-2024

Background

Committee Members:

Kristina Larkin, Chair Andrea Andreachuk, Trustee

Mike Nightingale, Superintendent

Christine Lee, Associate Superintendent Business and Operations Avice DeKolver, Director of Finance

The following is a summary of the work completed by the Board Budget Committee during the 2023-2024 school year for the 2024-2025 preliminary budget.

- On January 9th, 2024, the Board met as a whole and discussed the timeline for the 2024-2025 budget process, and budget assumptions prior to the anticipated provincial budget and school authority profiles being announced at the end of February.
- On January 18th, 2024, the Board met with Administrators to have discussions about budget priorities and gather feedback.
- On February 13th, 2024, the Board met as a whole and discussed the summarized budget feedback from the January 18th meeting.
- On March 7th and 8th, 2024, the Board held a Strategic Planning Retreat to review Division priorities and feedback from the Town Hall meeting held with the community in February. Budget beliefs and priorities were reviewed and accepted.
- On March 28th, 2024, the Funding Manual for School Authorities and Funding Profiles were released by the Government of Alberta, after a provincial budget release on February 29th, 2024. The Board Budget Committee Chair notes that this was approximately three weeks later than the prior year, in the 2023 provincial budget release occurred on February 28th, 2023, and the Funding Manual and Profiles on March 9th, 2023. The Committee Chair notes the time constraints this placed on the budget development process for 2024-2025.

- On April 9th and April 23rd, 2024, the Board met as a whole to review the provincial budget funding profile, the draft allocation model, and to discuss the Board based and Instructional Budget Committee priorities.

- On May 7th, 2024, the Board met as a whole to review the draft budget documents for the 2024-2025 school year.
- On May 21st, 2024, the draft budget was presented to Trustees, administration, and members of the public to provide engagement and feedback on the budget. The engagement occurred as an online video presentation of the budget. The budget presentation video, budget infographic boards, and other budget reports were uploaded to the website allowing public feedback. This presentation received 134 views and 21 survey responses, an increase from 8 responses in 2023-2024 Budget development.

- On May 27th, 2024, the Board Budget Debate took place, with a final review of the proposed budget and summary of the budget survey results. The full results were provided to the Board of Trustees in writing on May 27th, 2024, prior to the Board Budget Debate meeting.
- The Board passed the 2024-2025 preliminary budget on May 27th, 2024, and was submitted to Alberta Education on May 28th, 2024.

- The 2024-2025 Annual Budget Report will be submitted by the Finance Department for the Meritorious Budget Award (MBA) in August 2024. The Division has received the award for 18 consecutive years. The Board Budget Committee Chair and Board of Trustees commends the Finance Department for this long-standing recognition of the substantial efforts and skill that are invested into the development, communication, and submission of the annual budget.

-

Recommendation

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

Respectfully submitted,
Kristina Larkin, Budget Committee Chair

Board Budget Committee Terms of Reference

Name and Type of Committee

The Board Budget Committee is a standing committee of the Board of Trustees of Lethbridge School Division.

Purpose:

- To gather information and advise the Board on the Division budget.
- To review the budget process to ensure that stakeholders have adequate budget information and appropriate opportunity for input into their school budgets and the Division's budget.
- To advise and provide supporting information to the Board on budget issues relating to advocacy.

Key Duties and Responsibilities:

- Obtain data on the impact of the current year budget for schools, programs, and services.
- Consult with stakeholder groups to determine budget issues and priorities.
- Recommend budget priorities to the Board for each coming year.
- To develop the timelines for the budget process
- Provide supporting information to the Board on budget issues that relate to advocacy.
- To support discussion with the board of trustees to ensure opportunities for timely engagement on priorities and process.

The Board Budget Committee shall be advisory to the Board. Composing the Division budget draft remains the responsibility of Division administration and the Instructional Budget Committee.

Composition and Appointments

- Two trustees (one who chairs) named at the Organizational Meeting each year
- Associate Superintendent, Business and Operations
- Director of Finance

Meetings

- Approximately five meetings will be called annually by the Chair.

Resources

Board Budget Committee expenses, including the cost for substitutes for committee members, would not exceed \$1500. The Board must approve any additional expenses.

The Business Affairs Department will provide committee administrative support.

Specific Annual Objectives

- Develop a work plan with time lines for this committee's duties and responsibilities.
- Finalize the Terms of Reference for the Board Budget Committee.
- Reports and target dates are to be determined by the committee.

Review and Evaluation

The accomplishments of the Board Budget Committee will be reviewed and evaluated at the final meeting of the school year. Recommendations for changes and any new objectives will be identified in preparation for the Board's annual organizational meeting.

MEMORANDUM

September 24, 2024

To: Board of Trustees From: Kristina Larkin, Trustee

RE: Community Engagement Committee Annual Report 2023-2024

Background

Members per Terms of Reference:

- Two Trustees, one of whom will be chair:
 - Trustee Kristina Larkin (Chair)
 - Trustee Andrea Andreachuk
- Superintendent or designate:
 - Mike Nightingale
- Minimum of One Representative from the Division School Council:
 - Attendees in 2024 included: JoAnn Hill, Shelley Roest, Viviana Lartiga Castillo, Nicole Williams, Cynthia Young
- Communications Officer:
 - Garrett Simmons
- Associate Superintendent – Business and Operations
 - Christine Lee

Supports: Kristin Solowoniuk Executive Assistant to the Office of the Superintendent

The committee met on November 1, 2023; December 6, 2023; February 28, 2024, and June 13, 2024. A meeting set for April 10, 2024 was cancelled by the Chair.

Topics of 2023-2024, discussions included:

- Review of the Community Engagement website
- Discussion on Town hall question and format development. Suggestion for 2024-2025 school year was to begin the solicitation of Town Hall feedback from school councils in September, so the Board could establish questions in October. Committee provided feedback supporting use of Thought stream or similar so participants could see and participate through seeing others' responses.
- Review of the results of various surveys, including 2023 ARAO survey. The committee recommended that when surveys are published, it should be considered that the survey should describe how the Division intends to use the data (with acknowledgement that the learnings from surveys may be different than anticipated), and that survey result reports should always be published, as well as information about how the survey results have impacted decisions in the Division.
- Review of the Division Annual Assurance Results Report.
- Technology in schools
- Proposal of establishing an annual workplan for the committee to improve effectiveness and consistency year to year.

- One Division One Book project was introduced for initial exploration to assess if this project is of interest to the division in coming years.
- ICE scholarship planning and implementation including updates to the application, information packages, and website. The ICE Showcase took place on March 20, 2024, and award for the ICE Scholarship were made at the Board meeting in June 2024.

The Community Engagement Committee also administers the ICE Scholarship.

Six winners have been selected to receive the Innovation, Creativity and Entrepreneurism (ICE) Scholarship from Lethbridge School Division.

For the 2023/2024 school year, three projects were selected in both the Grade 9/10 category and the Grade 11/12 category.

In the Grade 9/10 category, Larissa Granger, a Grade 9 students from Immanual Christian Secondary School, earned a scholarship for her Brownies in Business project.

Grade 10 Lethbridge Collegiate Institute student Nycea Hazelwood was recognized for her Poppies for a Purpose project.

Winston Churchill Grade 10s Selina Sun and Bobby Zhao's Churchill Community Garden project was also named as a scholarship winner.

Autumn Koch, a Grade 12 student at Churchill, took home a scholarship for her Custom Canvas Shoes by Autumn project.

Churchill Grade 12 student Akshara Nagaruru earned a scholarship for her Arts Heal Hearts Baby Bundle project.

The WCHS Math Club, represented by Arman Bidarian, Karma Patel, Nicholas Theron and Zitong Wu, was also awarded a scholarship.

The ICE scholarship is a \$1,000 award. This is the eighth year the scholarships have been handed out.

Recommendation

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

Respectfully submitted,
Kristina Larkin

Community Engagement Committee Terms of Reference

Type of Committee

This is a Division Board Standing Committee.

General Purpose

To develop and recommend strategies to the Board to fully engage all sectors of the community. Assist with the implementation of strategies where possible.

Composition and Appointments (for life of the committee)

- Two trustees, one of whom shall act as chair of the Community Engagement Committee
- Superintendent or designate.
- Minimum of one representative from the Division School Council
- Communications Officer
- Associate Superintendent - Business and Operations
- Invitees as required - topic relevant.

Meetings

- Meetings will be held a minimum of three times per year.
- They will be organized by the Chair, with assistance of the Superintendent.

Resources

- \$2,000 per year for general operation of the committee including resources needed for meetings and any promotional activities; the Superintendent will administer the funds.
- ICE scholarship budget and tracking of revenue and expenditures for this event will be maintained by the Department of Business Affairs
- Support from secretarial staff will be required.

Specific Annual Objectives

- Explore strategies for generative engagement.
- Link generative engagement to Board Strategic Priorities and review the Annual Communication Plan for Board approval.
- Explore interactive technology options for feedback loops as part of the engagement strategy.
- Consult with producers of media associated with education to optimize opportunities for showcasing District personnel and events.
- Plan and host the ICE scholarship breakfast focusing on student innovation.
- Contribute ideas regarding the structure of Town Hall as well as feedback regarding areas of improvement.
- Determine school community and Lethbridge community interest and passion for continuing the legacy of the One District One Book (2018-19) project every 6 to 7 years.

The Committee will gauge interest and viability two years prior to potential implementation date.

Reports and Target Dates

- Reports will be submitted to the Board following each meeting.
- The Committee will report both in writing and orally.
- An annual report shall be submitted to the Board in September.

Review and Evaluation

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

MEMORANDUM

September 24, 2024

To: Board of Trustees

From: Kristina Larkin, Trustee

RE: Wellness Committee Annual Report 2023-2024

Background

Members per Terms of Reference:

- Two Trustees, one of whom will be chair:
 - o Trustee Tyler Demers (Chair)
 - o Trustee Kristina Larkin
- Associate Superintendent, Instructional Services
 - o Morag Asquith
- 2 School Administrators
 - o Elementary: Bob White, School Administrator SB
 - o MS/HS: Wayne Pallett, School Administrator LCI
- 3 Classroom Teachers
 - o Elementary: Megan Esser, Classroom Teacher CB
 - o Middle: Paul Bohnert, Classroom Teacher SJF
 - o High: Chrystele Chevaller-Grabinske, Classroom Teacher LCI
- 1 Parent + 1 Alternate Parent as needed
 - o Edna Asem, Parent Representative
- Representatives from Alberta Health Services
 - o Addictions and Mental Health
 - o Comprehensive School Health: Courtnay Epp

As needed per Terms of Reference:

- Associate Superintendent, Human Resources
 - o Robbie Charlebois
- Counselling Coordinator:
 - o Jen Day,
- Communications Officer
 - o Garrett Simmons
- Other representatives as needed:
 - o Cason Machacek, Digital Wellness Teacher
 - o Sydnie Erlendsen, Digital Wellness FSW

- Erin Hurkett, Director of Learning
- DeeAnna Presley-Roberts, Program Manager - MHCB, Family Support Supervisor

Supports: Christina Peters and Carley Campbell, Executive Assistant – Instructional Services

The committee met on October 2, 2023, January 15, 2024, and June 3, 2024 (attended by Trustee Andreachuk in lieu of Trustees Demers and Larkin who were unavailable).

Topics of 2023-2024, discussions included:

- Nutrition Grants and Wellness Grants
- Policy 504.11 Healthy Nutritional Choices change to procedure
- Canteen pricing and options
- R3 Educational Initiatives
- Division Wellness Challenges
- Physical Education and Wellness Health Curriculum updates
- Health Champions in School updates including challenges recognized in schools in 2023-2024 including: Cell phone use, staff wellness, social/emotional support for students, increasing population, nutrition
- MHCB updates including delivery of 250 classroom programs which are each 3-4 sessions in length on topic such as social-emotional skills, safe at home, and sleep.
- Digital Wellness updates including approx. visits to 18 schools and over 7,000 students in digital wellness lessons, 58 students supported by the DW FSLC, and many community events, division wide resources shared, and parent engagement events.
- Counselling Updates including supporting complex cases with students through inter-team collaboration, increase in need for grief and loss support as well as VTRA and SRA this year. Reports on the benefits of the paired Elementary school counselling structure.
- HR Updates including highlighting the benefits package available to staff which is more comprehensive than many staff members may realize, as well as collaboration between HR and administrators to support staff wellbeing at each school, and continuation of the staff engagement on wellbeing.
- Updates from community including AHS Healthy Schools such as parent sessions and the Healthy Schools Website, Healthy Lethbridge updates, Ever Active Schools conference update.

The Wellness Committee also reports on the Nutrition and Wellness Grants, samples below:

Nutrition – Dean Hawkins, Wilson Middle School Wilson Middle School uses their Nutrition Grant funds to hire an employee who coordinates a breakfast and snack program, as well as the cafeteria. These programs are accessible to all students and are available everyday. By having a staff member dedicated to this program, it has created a safe, caring, and polite culture where there are no hungry students. Snacks are available all day and because all students can access them, there is no judgement for those who take them.

Wellness – Connie Adserballe, Lakeview Elementary School Lakeview put their 2023-24 Wellness Grant funds to intentionally increase play both inside and outside the building. Lakeview has a 30-minute morning recess and a 25- minute afternoon recess. A portion of this grant went towards the purchase of indoor/outdoor adjustable nets that are inclusive to all students. They were also able to reorganize the physical education room and were able to purchase different equipment for use in their weekly wellness blocks. The grant helped provide more options for students including different sized balls. The wellness grant has been appreciated and the staff and students are so grateful for the opportunity to access these funds and create these opportunities. Connie also shared her belief that “recess is regulating and fun”. When this is not happening for students, Lakeview created Resilience Recess. With supervision of a consistent staff member, students build skills to use during recess and gradually transition back into full recess with the other students.

Recommendation

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

Respectfully submitted,
Kristina Larkin

Division Wellness Committee Terms of Reference

Type of Committee

- This is a Division committee.

General Purpose

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

Composition and Appointments (for life of the committee)

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

Meetings

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

Resources

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

Specific Annual Objectives for the 2020-21 School Year

- Support/coordination of the work of the Health Champions

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

Reports and Target Dates

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

Review and Evaluation

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

Facilities Committee Report 2023-2024

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

Type of Report: **Annual Report to the Board of Trustees**

Committee activities:

Capital Plan

The Committee met as necessary to review modular classroom requests, Infrastructure and Renewal Projects, Capital Maintenance and Renewal (CMR) requests and to develop the Capital Plan submission for the Board's approval. The Capital Plan was submitted and approved at the regular meeting of the Board on March 26, 2024, and was submitted to Alberta Education.

New West Lethbridge Elementary School in Garry Station

Construction began on the school in August 2023 for site works. A site ceremony was held on September 22, 2023. A naming ceremony was held on May 30, 2024, to reveal the school's name, West Coulee Station Elementary School. During the year significant progress was made on construction of the school. The school's construction progress is being documented through photographs and aerial photos. The anticipated opening date of the school will

be September 2025. To see photo progress of the school construction, see [West Coulee Station Elementary School construction updates](#).



West Side Study

The Division submitted a proposal to Alberta Education to fund a study of West Lethbridge. West Lethbridge has become a complicated puzzle with significant growth in enrolment, capacity concerns and aging modular facilities on some of our schools. Alberta Education provided \$175,000 towards this study which will inform future capital project requests. The study was conducted by MSK Developments during the year and its work is also being completed by FWBA Architects. The study is nearing completion, with a report anticipated for fall 2024.

Galbraith Elementary School Modernization

In the Provincial Budget 2024, Lethbridge School Division received Design Funding from Alberta Education for the modernization. Through Planning Funds received in Budget 2023, the Division engaged consultants to work with school staff on visioning what a new modernized school could look like with areas envisioned, demolished or added to the school. Alberta Education and Alberta Infrastructure will take the lead on the Design aspects of the school through the procurement of design architects to begin work in the fall. The City of Lethbridge has agreed to contribute \$1.2 million to the upsizing of a new gymnasium that will be part of the modernization. The modernization is on the path for full funding approval. It is anticipated that construction could begin in 2026.

Victoria Park Upgrade Project

The Board of Trustees approved a multi-year project to upgrade Victoria Park High School. The project will be done in phases over 4+ years with the use of Capital Maintenance and Renewal (CMR) funding and supplemented by Infrastructure Maintenance and Renewal (IMR) funding. The project will update the mechanical, electrical, ventilations systems and provide more accessibility through the installation of an elevator that will access all floors of the school. Work in 2023-2024 involved installing a new generated that will power the school, and new ventilation systems will be in progress as this is the priority with the current funding available to the project.

Safety Monitors

During the year, Safety Monitors were installed at WCHS, Chinook, Victoria Park, and Lakie. The monitors not just monitor vaping/smoking activity but also serve as a safety monitor to alert administration to other activities are calls for assistance. The monitors monitor vaping, smoking (any product), unusual activity (violence, gathering crowds), calls for help etc. These safety monitors support the Boards policy 502.1 Welcoming, Caring, Respectful and Safe Learning Environments in particular procedures related to Student Safety, Supervision, Vandalism of School Property, and Possession and/or Misuse of Controlled Substances. In 2024-2025 a review of the functionality of the monitors will be conducted with the school utilizing them to address any logistical concerns and any administrative and communication protocols that need to be addressed.

Modular Classrooms

The Division applied for four more modular classrooms for Coalbanks Elementary School and two for Chinook High School for the 2024-2025 Modular Classroom Program with Alberta Education. The Division was successful in obtaining two classroom units for Coalbanks Elementary School. The Division is anticipating the classrooms to arrive in late fall of 2024 and ready for the 2025-2026 school year.

Infrastructure Maintenance and Renewal Projects (IMR)

As always it was a busy year for IMR projects. Some of the major work completed included concrete work, lighting, gym curtains, major service on ventilation units, and painting at a variety of schools.

Building Accessibility

Accessibility within the Division was discussed as a concern. Currently the Division has three schools with no accessibility in the buildings, such as no elevator when there are two or more floors, which is Westminster, Senator Buchanan, and Victoria Park. Work is being completed through CMR funding that will address Victoria Park accessibility. There are a few schools that have accessibility, but it is inconvenient or not to all areas of a school. These schools include, Gilbert Paterson, LCI, WCHS, and Galbraith. Galbraith's accessibility will be addressed through the modernization. There have been other accessibility measures taken over the last few years that include the replacement of stairs with ramps, when possible, accessible washrooms have been installed, and operable doors installed at all schools. On July 17th, Director of Facility Services Daniel Heaton, Superintendent, Mike Nightingale and Associate Superintendent, Christine Lee met with Accessibility Consultant, Ron Wickman at LCI to discuss some of the accessibility concerns of the school. The Division has asked for a proposal on what could be accomplished and cost to upgrade accessibility in three phases. Phase one would be easy projects that provide improvements at lowest cost, phase two would be projects that make the building more manageable for student and public access and phase 3 would be more costly projects that improve access for students and the public. Phase one of the accessibility audit has been approved for this fall. Through the report of the consultant then the Division will be able to balance the limited funds it receives from IMR with making improvements in accessibility. Phase one of the accessibility audit has been approved for this fall.

The 2023-2024 Facility Services Projects summary attached reflects facility services work as it pertains to Infrastructure Maintenance and Renewal Projects, Capital Maintenance and Renewal Projects, support for school-initiated projects and matters related to the Education Centre.

Respectfully submitted,
Genny Steed, Committee Chair

Facility Services Projects 2023-2024

The list below contains most of the variety of projects that took place over the 2023-2024 school year:

Summer Safety Checks and Preventative Maintenance (PM)

- Cafeteria equipment inspections and PM
- Elevator inspections
- Fire sprinklers and suppression systems inspections
- Fire alarm system inspections
- Fire extinguisher inspections
- Roof top unit PM
- Boiler PM
- Bleacher PM
- Gym Equipment, Back stops, GYM Curtains PM
- Generator Service and repair
- Catch basin cleaning.

Lighting upgrades

Lighting upgrades were done at a variety of schools including LCI, Gilbert Paterson, Fleetwood Bawden, Lakeview, Agnes Davidson and Westminster.

Exterior Stair Replacement

Old wooden modular stair replacement due to safety issues, existing stairs replaced with powder coated slip resistant steel stairs on concrete pads. Fleetwood Bawden, Agnes Davidson, Mike Mountain Horse, Lakeview and G.S. Lakie.

Asphalt Play Surfaces and Courtyards

- Wilson, Senator Buchanan, Fleetwood Bawden and Nicholas Sheran.

Halo Safety Devices

- Safety devices installed in Winston Churchill, G.S. Lakie, Chinook and Victoria Park.

Back-up Generators

- Generators replaced at Gilbert Paterson, General Stewart and Park Meadows.

Boiler Plants

- All Schools required work and upgrades to meet with Alberta Boiler Safety Act (ABSA) requirements.

Plumbing

- New domestic hot water tanks. General Stewart and LCI.
- Agnes Davidson sewer line repair and water main break.
- Washroom Upgrade – Dr. Probe
- Chinook High School burst sprinkler line clean up, repair, and remediation (covered by insurance)

Outdoor work

- Chinook and Senator Joyce Fairbairn (modular) Roof Replacement.
- Shed – G.S. Lakie and Senator Joyce Fairbairn
- Dr. Probe – Outdoor Classroom
- Education Centre roof repair

Interior and other work

- Painting at various schools. Site Initiated
- Gender Neutral Washroom Gilbert Paterson
- Accessible washroom at Park Meadows
- Dr. Probe – DATA and power cabling upgrade.
- Winston Churchill – K&E Kitchenette
- LCI Science Lab – gas fitting upgrades (safety)
- Education Centre entrance and board room paint refresh

Studies and Consulting

- Work with consultants on West Side Study, with completion Oct 2024.
- Review of LCI Accessibility and wayfinding challenges with Accessibility Consultant. Engaged Phase 1 of an Audit to find some solutions.

Significant projects:

Coalbanks Modular Classrooms:

- Work with Alberta Instructure on planning and preparation for the modular classrooms, addressing code related requirements necessary.

West Coulee Station Elementary School:

- Site Ceremony for the start of construction of the school
- Regular bi-weekly construction meetings with Ward Bros, Alberta Instructure, bridging architects and design/construction architects.

Victoria Park Upgrade:

- Completion of relocated fitness facility
- Craning of the new HVAC system on to the roof with installation of safety and support structures.
- Collaboration with City of Lethbridge to replace generator to support electrical requirements of HVAC System and other required upgrades of the project.
- Rerouting of electrical systems in the school.

Galbraith Elementary Modernization Design:

- Preliminary meeting held with Alberta Education and Alberta Infrastructure on Design process for school.
- Visioning Session with staff of Galbraith related to preliminary Design
- Alberta Infrastructure is working on site readiness requirements.
- School Division secured partnership with City of Lethbridge to upsize the gym in the modernization

FACILITIES COMMITTEE TERMS OF REFERENCE

1. NAME AND TYPE:

Facilities Committee

2. PURPOSE:

- To review school division facility needs and develop a Facilities Plan.
- To make recommendations to the Board with respect to school facility renovations and construction under the Infrastructure Maintenance Renewal (IMR), Capital Maintenance and Renewal (CMR), Modernization projects, and New School Applications.

3. DUTIES AND RESPONSIBILITIES:

- To review school division facility needs and develop a Facilities Plan.
- The Facilities Committee will review school division facility needs with respect to school facility renovations and construction under the Infrastructure Maintenance Renewal (IMR), Capital Maintenance and Renewal (CMR), and identify school division facility new construction and modernization priorities.
- The Facilities Committee will make recommendations to the Board on school facility Infrastructure Maintenance Renewal (IMR), Capital Maintenance and Renewal (CMR), Modernization projects, and New School Applications.

4. COMPOSITION AND APPOINTMENTS:

- Two trustees serving at the pleasure of the Board, one of who shall act as chair, the Associate Superintendent, Business and Operations, the Director of Facility Services, and Coordinator of Maintenance.
- The trustees will be appointed at the pleasure of the Board at the annual Organizational Meeting.

5. MEETINGS:

- The meetings will be held a minimum of three times per year and as and when necessary to review School Division facility needs and prepare recommendations for the Board.

6. RESOURCES/REMUNERATION:

- The Facilities Committee shall require administrative support.
- No per diem is provided to trustees for Facilities Committee.

7. SPECIFIC ANNUAL OBJECTIVES:

- Continue lobby efforts concerning sustainable funding plan for Infrastructure and Maintenance dollars to meet ongoing requirements of the Division. This includes capital projects, IMR, CMR, modular classrooms and Operations and Maintenance funding.
- Continue to support Board dialogue with Minister and MLA's to receive timely Ministerial approval for infrastructure projects – capital, modular classrooms, CMR, IMR and Operations and Maintenance funding.
- Review and recommend to the board the yearly Capital Plan.

8. REPORTS:

- The Facilities Committee will provide to the Board recommendations for their approval on the Infrastructure Maintenance Renewal (IMR), Capital Maintenance and Renewal (CMR), Modernization projects, and New School Applications.

9. REVIEW AND EVALUATION:

- Recommendations for changes to the Facilities Committee's Terms of Reference will be submitted should government school facilities programs and reporting requirements change.

Indigenous Education Advisory Committee Year End Report 2023-2024

Committee Members: Christine Light, Andrea Andreachuk, Morag Asquith, Joel Tail Feathers, Marley Heavy Shield, Shawnee BigBull (Miianisstitaapiiakii), Jean Panther Bone (Mii Aan Tsa Saan Aikii), Juliet Toledo, Melanie Morrow, Oshana Christiansen, Lenee Fyfe, DeAndra Sullivan, Taylor Keith, Kathy Mundell, Megan Pasquotti.



Lethbridge School Division, through the Indigenous Education department, continues to assist Division schools to be responsive to the needs of Indigenous students. The program has taken a leadership role in southern Alberta in the development of "Best Practices" in urban Indigenous Education with its wide variety of programming and community partnerships within Lethbridge School Division schools with an increasingly culturally relevant education and learning atmosphere.

The 2023/2024 year was an exciting year for Indigenous Education throughout the Division. We have a highly passionate, innovative, and caring team serving our staff and students, building capacity, awareness, and understanding of Indigenous culture and ways of knowing. Our teaching community continues to reflect this strength of capacity. This development towards a Division Family approach is to be celebrated.

Terms of Reference and Committee Review discussions brought forward the following opportunities for improvement:

- Adding To foster/cultivate relationships within the Lethbridge School Division (staff, students, parents, etc.) as well as the addition of Indigenous content and perspectives to ToR.
- Clarify roles and responsibilities of committee members

Guided by the questions *In what ways and to what extent do we, as a school, support Indigenous Education for ALL?* and *In what ways and to what extent do we, as a school, support our current Indigenous students?* systemic and community awareness, action and change are fostered to create welcoming schools and ensuring all students, staff, parents, and community members feel welcome in our buildings and that the Board's priority of inclusive and welcoming spaces is reflected on a consistent basis.

The following events and opportunities took place this year:

- Treaty 7 Day Ceremony and Blackfoot flag raising at LCI on September 21.
- Missing Murdered Indigenous Women (MMIW): facilitated learning across division; Jenna and Mel ran a presentation looking at roles of Indigenous Women within communities. Through tipi teaching they were able to present risk factors and advocacy.

- The Moose Hide Campaign: a movement to bring awareness and bring an end to violence against women and children, and a call to men/warriors to fulfill the role of protector.
- Indigenous Veterans Day
- Rock Your Mocs
- Louis Riel Day: presents opportunity to learn Metis culture
- Think Outside, in partnership with Helen Schuler Nature Centre, is extended to elementary students
- Monthly newsletters
- Pow-Wow option class (WMS)
- UofL Indigenous Mentorship Program
- Blackfoot Class (CHS)
- Lunch groups and clubs (moccasin making and bead work)
- Ribbon Skirt option class
- Family Bingo Nights: October 5, 12, 17, 19, 24
- Blackfoot flag raising and naming ceremony at LCI

Celebrating student success is paramount to creating a community of learners who are inspired, valued, and respected. Indigenous Grad night was held on Tuesday, May 21st at LCI and was a fantastic night! It was a celebration of the students' journeys and their success so far. Our Indigenous Awards Night was held on Thursday, May 30th at Gilbert Paterson Middle School. Grade 5 students were included in this year's celebration.

This year ended with a positive momentum. We look forward to continuing to strengthen this path forward next year. The 2024/2025 school year will mark the first of three years for the 2024-2027 Indigenous Education Assurance Plan.

Respectfully submitted,
Christine Light

Indigenous Education Committee

TERMS OF REFERENCE

TYPE OF COMMITTEE

- This is a standing committee of the Board of Trustees

GENERAL PURPOSE

- To improve educational opportunities and achievement of all students (children and youth)
- To directly improve learning outcomes for all students who self-identify as having Indigenous ancestry.
- To understand and support Indigenous Ways of Knowing.
- To support the capacity of teachers and our Indigenous Education Department to feel comfortable and skilled in delivering and appreciating Indigenous content as per Alberta Education curriculum and Alberta Teaching Quality Standard Competency 5

KEY DUTIES AND RESPONSIBILITIES

- Annually assess the Division's work through reflection upon qualitative and quantitative data, anecdotal reporting, and observations through a strength-based lens
- Continue to build deeper connections within the surrounding Lethbridge community that support Blackfoot people as well as other Indigenous cultures in Canada.
- Explore further opportunities to raise funds to support programming and building of a sustainable and supportive program.
- Generate professional development opportunities that can be integrated into the Indigenous Assurance Plan for all staff in Lethbridge School Division
- Participate in provincial sharing of best practices that support the Indigenous Assurance Plan
- Continue to communicate with stakeholders.
- Communicate, explore, and share strategies that are effective and impact learning and building a deeper understanding of Indigenous Culture and Language within the education setting.

This committee's authority would be limited to Lethbridge School Division and would be advisory in capacity.

COMPOSITION AND APPOINTMENTS (FOR LIFE OF THE COMMITTEE)

- 2 Trustees - one of whom will be chair.
- Education Centre staff member assigned lead responsibilities.
- Coordinator of Indigenous Education
- 2 Administrative Representatives -Elementary & Secondary
- 3 Teachers Representatives- Elementary, Middle and High School
- 1 Indigenous Education Lead Teacher (rotating)
- 1 Graduation Coach - Indigenous Education (rotating)
- 2 Parent/Student Representatives
- 1 Counselling representative (as needed)
- Community Members/Elders
- Guests will be invited to assist the Committee (as needed)

MEETINGS

- There will be 3-4 per year (usually in October, February, May)
- Meetings will be organized by the Chair with assistance of the Education Centre lead person.
- Subcommittees, as needed.

REPORTS AND TARGET DATES

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

REVIEW AND EVALUATION

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

Policy Advisory Committee Annual Report 2023-24

Committee Members:

- Mike Nightengale, Superintendent
- Genny Steed, Board Member, Committee Chair
- Christine Light, Board Vice Chair, Committee member
- Rod Scott, Administrator's Committee Rep.
- Kevin Mcbeath, ATA Local 41 Rep.
- Nathan Pearson, CUPE 290 Rep.
- Maggie Taylor, CUPE 2943 Rep.
- Syke Curtis, Elementary School Rep.
- Carrie Boschman, Middle School Rep.
- Viviana Lartiga, High School Parent Rep.
- Shelly Roest, High school Parent Rep. Alternate

Committee Activities:

The Policy Advisory Committee endeavoured to collaborate in review and advisement of Division policies throughout the 2023-24 school year. The committee strived for engagement with those who are impacted by policy including students, staff, and community members.

The Committee met typically on the first Wednesday of each month, commencing Nov. 8, 2023 for a total of 8 meetings. In the past, the policy Advisory Committee has operated with the support of the Coordinator of Learning and International Education and the absence of that role this year lead to a consensus of a need for such support in the upcoming year(s).

The terms of reference were reviewed at the first meeting and, in response to a motion of the board, were updated to include additional members from Division School Council in representation of each school level including elementary, middle school, and high school.

The process of selecting policies for review was discussed and adjusted by the committee this year. Rather than continuing on a annual categorical rotation, the committee opted to prioritize for completion of work from the previous year, requirements of the Education Act, requests from the Board, policies deemed to be of timely significance, and those with the oldest amendment dates.

The committee found great success in obtaining increased stakeholder input through the implementation of a new template on the Division website, allowing for a policy to be posted with marked amendments for feedback.

Request was made that the 2024-25 Policy Advisory Committee consider the adjustment of the meeting date and time with consideration of early dismissal of Middle Schools on Wednesdays.

Respectfully submitted,
Genny Steed, Committee Chair

Policy Advisory Committee Terms of Reference

Name and Type of Committee

The Policy Advisory Committee is a standing committee of the Board of Trustees of Lethbridge School Division.

Purpose

To advise on the development of Division policies, in consultation with those who will be impacted by them, for consideration by the Board.

Duties and Responsibilities

The Committee shall have the responsibility to:

1. advise in the development and review of Division policies that define the legal and/or philosophical position of the Board with respect to an identified issue.
2. advise in the development and review of regulations - the mandatory requirements of the policy.
3. identify the need for the development of new policy.
4. review annually the Terms of Reference of the Committee.
5. consult with committee members' respective stakeholder groups as appropriate.

Composition and Appointments

The Committee shall consist of two Trustees, one of whom shall act as chair of the Policy Advisory Committee, Superintendent, Coordinator of Learning, and one representative from each of the following groups:

- Administrators' Committee
- Alberta Teachers' Association - Local 41
- Canadian Union of Public Employees - Local 290
- Canadian Union of Public Employees - Local 2843
- Division School Council

Meetings

A schedule of meetings shall be developed annually. The committee will meet at least six times in a school year.

Resources/Remuneration

Record of all meetings will be kept by the Coordinator of Learning who will also provide administrative support to the Committee.

The cost of substitutes and lunches for Committee members will be provided by the Board as required.

Specific Annual Objectives for 2022-2023

- Finish review of any policies which were last reviewed in the 2021-22 school year
- See attached document for review schedule for the 2022-23 school year
- Changes required due to the passing of the Education Act August, 2022 and updated provincial regulations
- Assist in the orientation of new members to the policy development process, as necessary

Reports and Target Dates

The Policy Advisory Committee will provide a summary of concerns received from interest groups and subsequent changes to the draft policy prior to second reading. A similar report will be presented prior to third reading if substantial changes have been made.

Review and Evaluation Process

The Committee will review the Terms of Reference at the first meeting in the school year.

Approval Date

The 2023-24 Terms of Reference will be reviewed by the Policy Advisory Committee at the first meeting of the year on October 4, 2023.

MEMORANDUM

Date: September 24, 2024

To: Board of Trustees From: Christine Light, Chair

RE: 2023-2024 Poverty Intervention Committee Year-End Report Background

Role	Member
Chair, Trustee	Christine Light
Trustee	Genny Steed
Instructional Lead, Associate Superintendent	Morag Asquith
Family Support Supervisor	DeeAnna Presley-Roberts
CUPE 2843	Jamie Westlund
CUPE 290	John Cahoon
ATA Principal	Jeni Halowski
ATA Vice-Principal	Catherine Thorsen
ATA High School Teacher	Jenna Ursel Semach
ATA Middle School Teacher	TBD
ATA Elementary Teacher	Stuart Nish
Counselling Coordinator	TBD
Indigenous Education Coordinator	Joel Tail Feathers
Division School Council Representative	Sarah Ahlgren
Alberta Health Services Representative	Victoria Hecker/Heather Osmond
Community Partner Representative	Luke Watson

ADMINISTRATION

1. The committee met on October 17, 2023, December 12, 2023, March 12, 2024, and May 14, 2024.
2. The PIC-Sub-Committee met 4 times during the year to discuss agenda, vision and direction.
3. PIC members were guided by the 3 pillars of prioritization as set in the 2022/2023 year:
 - a. Advocacy
 - b. Direct Services
 - c. Awareness

4. The Terms of Reference were reviewed in May 2024 alongside the Board-directed conversation on Committee Assessment. Areas of growth and consideration given were:
- a. Clearer definition of committee member roles
 - b. Composition of attending members
 - c. Structuring meetings around school levels (i.e. Elementary, Middle School, High School, All)
 - d. Needs Assessment (AHS)
 - e. Representative for EAL population

FINANCIAL

Opening Balance, Sept 1, 2024: \$75,669

REVENUE

Donations Received: \$15,898

Board Contribution: \$20,000

Net Revenue: 35,898

EXPENDITURES

Payments made: \$44,383

Committee Costs: \$0

Net Revenue (Deficit) (\$8,486)

Closing Balance, Aug 31, 2023 \$67,183

ADVOCACY

A Fundraising Sub-Committee was formed to focus on building awareness of PIC and raising funds for services. Members of the sub-committee: Genny Steed (Trustee), Sarah Ahlgren, and Jenna Ursel Semach. The sub-committee met once and discussed developing fundraising campaigns for the new year. It was noted an infographic is already available on the Division website and across the community. The sub-committee was to check in with Christine Lee on specifics to fundraising and suggested a file be created for fundraising details. This is still to be created.

DIRECT SERVICES

Direct support was provided by the Making Connections and Mental Health Capacity Building teams with the support of PIC:

- 373 total requests
 - 191 WAM
 - 143 winter clothing
 - 43 indoor shoes

- 42 hygiene
- 48 requests diverted to available community resources

The purpose of the Poverty Intervention Committee is to improve access to, and capacity for, student learning within Lethbridge School Division through advocacy, direct services and increasing awareness, and to identify and reduce barriers created by financial strain. Every day, students and families were supported and impacted by the work of the Poverty Intervention Committee. Over the past year there has been exponential growth of families seeking support within the community regarding food insecurity and higher cost of living. The Board would like to thank the staff, community partners, and volunteers who champion our students every day through their support, commitment, and care.



Poverty Intervention Committee Terms of Reference

Type of Committee

This is a standing committee of the Board of Trustees whose authority is limited to Lethbridge School Division.

General Purpose

- Improving access to, and capacity for student learning within the Lethbridge School Division, through advocacy, direct services and increasing awareness, to identify and reduce barriers created by financial strain.

Related Policies

- 600.3 *Poverty Intervention*
- 504.11 *Healthy Nutritional Choices*

Key Duties and Responsibilities

- Determine the Division's progress in maintaining and implementing strategies to address students' needs as they pertain to financial strain.
- Heighten staff awareness and promote action on issues related to poverty
- Annually assess the Division's implementation of poverty interventions and highlight the impact of Poverty Intervention and best practices
- Facilitate services and programs that address poverty
- Facilitate funding opportunities for poverty intervention
- Strengthen public relations that promote the Poverty Intervention Committee
- Support schools in developing and implementing poverty intervention practices
- Provide information for newsletters on the work of the Poverty Intervention Committee to raise the profile of the work of the Committee
- Maintain a Poverty Intervention Committee link on the Division's website

Composition and Appointments (for life of the committee)

- Two Trustees – one of whom will be chair
- **Executive Council or Designate**
- Making Connections Program Coordinator – Co-Chair
- ~~▪ Counselling Coordinator – Co-Chair~~
- Indigenous Education ~~Coordinator~~ **Representative**
- 2 Division School Council Representatives
- ~~▪ 5~~ **3** ATA Representatives: **Elementary, Middle School, High School**
 - ~~○ 2 Administrators (1 Principal and 1 Assistant Principal, one from secondary and one from elementary)~~
 - ~~○ 3 Teachers (one from elementary, one from middle, one from high)~~
- Counselling Representative
- CUPE 2843 Representative
- CUPE 290 Representative

- ~~Community Member~~ **Partner Representative**
- Alberta Health Services Representative
- **Newcomer Services Representative**

The Board will appoint the Trustee(s) whereas CUPE and ATA will each appoint their representatives.

Specific representatives will serve no more than three consecutive years.

Guests will be invited to assist the Poverty Intervention Committee as needed.

Meetings

- There will be 4 per year (~~October, December, March, May~~) with other meetings being called, as needed
- They will be organized by the Chair with assistance from the Coordinators of Making Connections Program, Counselling and Trustees
- Representatives will provide reports at each meeting on the status of poverty and poverty interventions from the perspective of their portfolio
- The Poverty Intervention Sub-Committee (Trustee(s), Coordinators of Making Connections Program and Counselling will meet, as needed)

Resources

- Annual Board contribution
- Community grants and donations to support the work of the committee
- The Coordinators of Making Connections Program and Counselling will administer the funds
- The Financial Report will be reviewed at each meeting
- Support from the Division of Instructional Services Administrative Assistant Team will be required

Specific annual objectives

- Continue to support educational opportunities and achievement of students
- Continue to seek new avenues for financial support

Reports and Target Dates

- Reports will be submitted to the Board by the Trustee(s) following each Poverty Intervention Committee meeting as well as in an annual report

Review and Evaluation

- The Terms of Reference will be reviewed by the Poverty Intervention Committee annually in May, if required
- Poverty Intervention Committee members will provide summaries and feedback annually in May

MEMORANDUM

September 24th, 2024

To: Board of Trustees

From: Craig Whitehead, Trustee

RE: School Boundary Alignment Committee Meeting, August 29th, 2024

In attendance:

Craig Whitehead, Committee Chair Allison Purcell, Trustee

Christine Light, Trustee

Mike Nightingale, Superintendent

Robbie Charlebois, Associate Superintendent, Human Resources Morag Asquith, Associate

Superintendent, Instructional Services Christine Lee, Associate Superintendent, Business and Operations

Daniel Heaton, Director of Facility Services

Cheryl Shimbashi, Transportation Coordinator

Meeting Highlights:

- The Committee met to review the recommendation package for changes to West Lethbridge Elementary School Boundaries to come into effect for the 2025-2026 school year.
- The Committee will present the information to the Board of Trustees at the September 24th board meeting.
- The information and recommendations will be shared on the Division website. Members of the community will have an opportunity to provide feedback on the recommendations until October 22nd on the Division website.
- The board will review all feedback, and a Special Meeting of the Board will occur on October 29th to consider the feedback and amend or adopt the recommendations as presented for changes to West Lethbridge Elementary School boundaries.

Respectfully submitted,
Craig Whitehead, Committee Chair

School Boundary Alignment Committee

2023-2024 Annual Report

Committee Members:

Craig Whitehead, Trustee, Chair

Christine Light, Trustee

Mike Nightingale, Superintendent

Associate Superintendents: Christine Lee, Morag Asquith, Robbie Charlebois

Daniel Heaton, Director of Facility Services

Cheryl Shimbashi, Coordinator, Transportation

The Committee's focus in 2023-2024 was engaging the West Lethbridge elementary school community around the need to realign school boundaries to address growth and capacity concerns at Mike Mountain Horse Elementary School and Coalbanks Elementary School as well as create a new school boundary for the new K-5 elementary school in Garry Station, West Coulee Station Elementary School that will open in September 2025. The following was the work of the committee:

- Committee reviewed the terms of reference.
- Guiding principles for the West Lethbridge Elementary School Boundary review were established which included:
 - Support the successful opening of the new elementary school.
 - Address capacity concerns at Mike Mountain Horse and Coalbanks Elementary Schools
 - Balance enrolment at westside elementary schools
 - Limit disruptions to students, families, and school communities.
 - Minimize the short-term need for additional boundary changes for westside elementary schools.
- Review of enrolment projections, census data, and community land development information impacting growth and capacity at the schools
- **November 2023** – two evening engagement sessions held with westside school community to present the “why” boundaries need to change. Also follow up online survey to seek perspective. Perspective sought related to:
 - How to address growth and capacity concerns
 - What neighborhood factors need to be considered?
 - How best to minimize disruption to students and families
- **January 2024** – based on the sessions in November 2023, an in-person engagement opportunity occurred with families of the Spanish Bilingual Program. An on-line survey followed the session to gather perspective related to:
 - Why do students enroll in the Spanish Bilingual Program?

- Factors that would influence continuance in the Spanish Bilingual Program if the program were relocated to another school.
- **April 2024** – based on data that gathered and perspectives shared through pervious in-person engagement sessions and online surveys, three options for boundary changes for West Lethbridge elementary schools were shared at an open house. An on-line survey was also posted to gather feedback on the options presented. Over 448 surveys completed. Respondents were asked to rank in order of preference the three options presented and provide questions or concerns and other considerations to the Committee as it prepares to make a recommendation for new boundaries to the Board of Trustees in the fall.
- The Committee met in May to review the feedback from the April open house and review the survey information. As the Committee wanted some more information, a decision on which of the three options or an alternative were not made before the end of the school year.
- The Committee will review further information and develop a recommendation for the realignment of West Lethbridge elementary school boundaries for presentation to the Board of Trustees in either September or October. The boundaries once approved by the Board of Trustees will be in effect for the 2025-2026 school year.

Respectively Submitted,

Craig Whitehead, Chair
School Boundary Alignment Committee

SCHOOL BOUNDARY ALIGNMENT COMMITTEE

TERMS OF REFERENCE

1. NAME AND TYPE:

School Boundary Alignment Committee: Standing Committee

2. PURPOSE:

- To review facility capacity, programming, and enrolment projections to determine if new boundaries are required for school communities due to the opening of a new school or community growth.
- To facilitate planning and engagement opportunities with impacted school communities to inform decision making and recommendations to the board of trustees related to any proposed re alignment of boundaries.

3. DUTIES AND RESPONSIBILITIES:

- The boundary review committee will review data to make informed decisions relative to future capacity and space utilization and impacts on student programming.
- The committee will consider a variety of factors when considering boundary changes, such as the following:
 - Existing and proposed boundaries
 - Enrolment projections (5 or 10 years as appropriate)
 - Future residential growth potential
 - Number of students impacted by the boundary change
 - Implications for program delivery (specialty programs, class size, structure)
 - Community based boundaries vs Program boundaries
 - Grade configuration
 - Facility utilization
 - Transportation considerations
 - Capital implications (modular classrooms, new construction, IMR)
- The committee will host two public consultations for engagement. The first engagement will occur prior to the boundary review. Another consultation will be held to solicit feedback on proposed boundary changes prior to final approval of committee recommendations by the Board of Trustees.

4. COMPOSITION AND APPOINTMENTS:

- Three trustees serving at the pleasure of the Board, one which will serve as Chair.
- Superintendent; Associate Superintendents: Business and Operations, Human Resources, and Instructional Services
- Transportation Coordinator
- Director of Facility Services
- Other impacted parties as required, e.g. School administration

5. MEETINGS:

- The meetings held a minimum of three times per year (or as required) to review information and prepare recommendations for the Board.

- The committee will hold public consultations to gather information or feedback or on any proposed recommendations prior to final board approval of any boundary changes.
- All final recommendations for boundary changes to be provided for final approval to the Board of Trustees.

6. RESOURCES/REMUNERATION:

- The Boundary Review Committee shall require administrative support.
- No per diem is provided to trustees for School Boundary Alignment Committee.

7. REPORTS:

- The Boundary Review Committee will provide to the Board updates on committee progress as deemed necessary, proposed changes prior to public consultation, and final recommendations for board approval.

Spirit of 51 Committee Report 2023-2024

Committee Members:

Andrea Andreachuk, Trustee, Chair Kristina Larkin, Trustee,
Robbie Charlebois, Associate Superintendent, Human Resources Carrie Fahl, Division Administrative Assistance, Human Resources Rhonda Aos, Director Human Resources, Support Staff

Type of Report: Annual Report to the Board of Trustees

Committee activities:

Employee Recognition – Years of Service:

Spirit of 51 is responsible for employee service recognition gifts in the Division. These awards are presented at the individual school year-end wrap up. The gift schedule is outlined below. We continue to use the more flexible and customized catalogue gift selection for years 10- 25, instead of the coloured glass apples we had been utilizing for the past number of years.

Years of Service:

40: Catalogue gift selection value \$400-450
35: Catalogue gift selection value \$350-400
30: Catalogue gift selection value \$300-350
25: Catalogue gift selection value \$125-175
20: Catalogue gift selection value \$100-125
15: Catalogue gift selection value \$75-100
10: Catalogue gift selection value \$50-75
5: Frame with Certificate

Human Resources facilitates the selection process, orders the awards and wrapping through the catalogue service and organizes them for delivery to each school. The administration at each school along with a Trustee and Executive Council member acknowledge the employee and present the awards.
Event date: School's yearend celebration in June (TBA by location)

Retirement: All retiring employees are invited to a banquet, hosted by the Board of Trustees thanking them for their service with the School Division.
Event date: The first Wednesday in June

Friends of 51: This program acknowledges and provides formal recognition to individuals or groups who have provided significant service or contributions to Lethbridge School Division. A list of recipients of the Friends of 51 is included below. This year the awards were presented at school assemblies throughout the month of June prior to the end of the school year. Each school presented a gift and card to their community partners at their assembly with the support of their school Trustee and/or Executive Council Representative.

Deadline for nominations: Mid-April

Recognition and gift delivery: June

Friends of 51 Recipients for 2023- 2024:

Liz Moradel - Volunteer - ICES	Apple of Recognition
Jason Eveleigh, Sonic Audio – GS Lakie	Apple of Recognition
Cam Leacock - Volunteer – GS Lakie	Apple of Recognition
Duanne Gurr, London Road Market – Donor - Fleetwood	Apple of Recognition
Lethbridge Kinsmen – Donor - Fleetwood	Apple of Recognition
Laurie Mitten – Volunteer –Nicholas Sheran	Apple of Recognition
Betty Loder, Southern Alberta Food Security - Donor – NS	Apple of Recognition
Kelly Siska, Tim Hortons Heritage Location – Donor - NS	Apple of Recognition
Zach Goruk, Kidodde TV – Donor – Division	Apple of Recognition
Rotary Club of Lethbridge Mosaic – Donor – Wilson	Apple of Recognition
Ross Bruinsma – Volunteer – Dr. Probe	Apple of Recognition
Cheryl Esau – Volunteer – Dr. Probe	Apple of Recognition
Shelby Tolman – Volunteer – Dr. Probe	Apple of Recognition
Katie Klemmer – Volunteer – Dr. Probe	Apple of Recognition
Jamie and Mike Mauro – Donors – Dr. Probe	Apple of Recognition
Pepsico – Donor – Senator Buchanan	Apple of Recognition
Lakeview Bakery – Donor – Senator Buchanan	Apple of Recognition
The Lethbridge Chinese Opera Society – Donor – Sen. Buchanan	Apple of Recognition
The Lethbridge Food Rescue – Donor – Senator Buchanan	Apple of Recognition

We are currently working on the sustainability of our apples/gift/awards for the Friends of 51 Recipients. We are looking, into a way to have students at various schools make acrylic apples for us in a fair and equitable way. This would bring the cost of the apples down significantly and give the students a real-life project to work on. We are also working on having an art instalment of a tree and background put into our foyer to highlight our sponsors.

51-25 Club: Employees who have worked over 25 years with the School Division are invited to a banquet, hosted by the Board of Trustees to acknowledge their long service.
Event date: Mid-September

Support Staff Recognition: Annually the Division hosts a recognition event for the Non-Union, CUPE 2843 and CUPE 290 Employee Recognition Program.

Deadline for nominations: Mid-February

This past year we had a lovely in-person evening of Appetizers and Awards.

Andrea, Kristina, Robbie and Rhonda would like to thank Carrie Fahl for her amazing organization and support.

Respectfully submitted,
Andrea Andreachuk, Committee Chair

Spirit of 51 Committee Terms of Reference

Name and Type of Committee:

The Spirit of 51 Committee is a standing committee of the Board of Trustees of Lethbridge School Division.

Purpose:

- To enhance the recognition and appreciation of District # 51 staff and members of the community. The committee will plan for activities, events and initiatives to achieve this purpose.

Key Duties and Responsibilities:

1. Provide advice to, plan for and participate in District recognition and appreciation activities.
2. Promote collegiality among employee groups, the administration and the Board.

The Spirit of 51 Committee will recommend to the Board or take action as per Board motion.

Composition and Appointments:

- Two Trustees appointed annually at the Organizational Meeting of the Board, one to serve as Chair.
- Facilitator
- Associate Superintendent, Human Resources

(Would like to add: Personnel from the Human Resources Department to facilitate planning as determined by the Associate Superintendent of Human Resources)

Meetings:

The Committee will meet as needed during the year. Meetings will be called by the Chair. An agenda will be distributed.

Resources: The budget will be approved annually by the Board. Accountability for any funds managed by the Committee shall be the responsibility of the Associate Superintendent of Human Resources. The Associate Superintendent, Human Resource will take minutes and all minutes shall be filed with the Associate Superintendent of Business Affairs. Additional staff time will be granted by the Superintendent.

Annual Objectives:

- Continue to support the Friends of 51
- Continue to support CUPE 290, 2843 and Non-Union Employee Recognition Program
- Evaluate the Employee Service Recognition Program gifts

Reporting:

Written Report to the Board following meetings; and file a written annual report in September of each year.

Review and Evaluation:

Prior to the Board Organizational Meeting, the Spirit of 51 Committee will meet to evaluate its progress, challenges, and accomplishments and to discuss any proposed changes to the Terms of Reference for the coming year.

(Would like to change this to: The Spirit of 51 Committee will evaluate its progress, challenges, and accomplishments and discuss any proposed changes to the Terms of Reference yearly.)

Terms of Reference:

To be reviewed annually by the Board prior to the Organizational Meeting.

(Would like to change this to: To be reviewed annually by the Board.)

Superintendent Evaluation Committee Year-end Report 2023-2024

Committee Members:

Allison Purcell – Chair
Christine Light - Trustee
Craig Whitehead - Trustee
Mike Nightengale – Superintendent

Highlights:

The Superintendent Evaluation Committee (PAC) provided recommendation for updates to the summative portion of the Superintendent Evaluation Policy (Policy 301.3). The committee sought feedback from stakeholders through the Policy Advisory Committee. The Board then approved the changes to Policy 301.3.

As it was the Superintendents first year in the position with the Division, the committee worked with consultants and the entire Board to complete and approve an evaluation of the Superintendent in June of 2024.

Respectfully submitted,
Allison Purcell, Committee Chair

Superintendent Evaluation Committee

Terms of Reference

KEY DUTIES AND RESPONSIBILITIES:

1. Review policy 301.3 Evaluation process for Superintendent of Schools
2. Review Superintendent's Roles and Responsibilities (Policy – Roles and Responsibilities of Superintendent of Schools)
3. Review criteria for annual review, as determined in the previous year
4. Conduct review based on criteria, process and timelines
5. Prepare report for the Board, including recommendations
6. Establish criteria, process and timelines for next evaluation
7. Outline expectations for Superintendent performance for the coming year
8. Provide information to the Board regarding the Superintendent's remuneration and if directed by the Board, provide a recommendation for the Board's consideration.
9. Review Terms of Reference for the Superintendent Evaluation Committee

COMPOSITION AND APPOINTMENTS

1. The committee shall consist of the Board Chair, two other trustees and the Superintendent.
2. Committee members shall be appointed annually by the Board at the Organizational Meeting.
3. The Board shall designate the committee chair at the Organizational Meeting.
4. The committee, at the first meeting of the committee, shall appoint a Vice-Chair.

MEETINGS

1. The committee shall meet as required
2. During the year of a summative evaluation, extra meetings, as necessary may be called by the committee chair or as directed by the Board.

RESOURCES

1. The committee shall bring any resource/budget requests to the Board for approval.
2. A budget estimate will be given for a summative review in the event an external consultant/evaluator/legal services are desired by the committee or Board.
3. The Superintendent shall serve as administrative support to the committee.
4. Additional staff and assistance shall be arranged through the Office of the Superintendent and upon approval of the Board.

SPECIFIC ANNUAL OBJECTIVES

1. Review and re-evaluate Superintendent Roles and Responsibilities.

2. Receive the Superintendent's annual growth plan, its objectives and outcomes. In reviewing the objectives and outcomes the Committee shall take into consideration the most recent summative evaluation as well as the most recent formative evaluation.
3. The annual growth plan will be presented to the Board as committee of the whole each September.
4. Develop a process in consultation with the Superintendent by which the formative evaluation shall take place. Consultation with Executive Council, Directors and School Principals shall be at the Committee's discretion.

REPORTS AND TARGET DATES

1. Initiate meeting with the Superintendent and the superintendent Evaluation Committee in Fall of 2024. Review current policy and process for Superintendent Evaluation and make recommendation and plans moving forward. Complete any necessary revisions to the formative portion of Policy 301.3
2. Plan/organize the evaluation of the superintendent and ensure it is conducted and completed no later than the board meeting in June 2025.

REVIEW AND EVALUATION

1. To be filed in Superintendent's personnel file and Board Chair's Confidential file immediately following Board approval.

Terms of Reference shall be reviewed and if necessary revised for the Board's approval.

Audit Committee Meeting Report

September 16th, 2024

Committee Members:

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

Also in attendance:

- Aaron Kennard – Audit manager at BDO Canada LLP
- Kylee Hogg – Audit senior at BDO Canada LLP
- Avice DeKolver – Director of Finance
- Christine Lee - Associate Superintendent Business and Operations

- 1) The Committee reviewed and approved the Audit Committee Terms of Reference.

- 2) The Committee reviewed the audit plan for the audit of 2023-2024 financial statements, discussing the changes in the financial statements template from Alberta Education. School Generated Funds testing will occur in October with completion of the year-end audit.

- 3) Management discussed practices and procedures that have been implemented for School Generated Funds since the 2022-2023 audit.

- 4) The Committee reviewed management's recommendations and selected/approved which School Generated Funds to be audited for the 2023-2024 school year.

- 5) The Committee reviewed the Risk Management Matrix prepared by the Leadership team at the Education Centre.

- 6) The next meeting of the Audit Committee, to review the results of the 2023-2024 audit, will be held on November 20th, 2024. The financial statements will be presented at the Board meeting on November 26th, 2024.

Respectively Submitted,
Tyler Demers, Board Trustee Audit Committee

Board Audit Committee Terms of Reference

Purpose:

To assist the Board of Trustees and the Superintendent of Schools in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control over financial reporting, the audit process (including GAAP compliance), and monitoring the Division's compliance with laws and regulations pertaining to the financial operations.

Authority:

The Audit Committee has authority to conduct or authorize investigations into any matters within its scope of responsibility. It is empowered to:

- With the consent of the Board of Trustees, retain outside counsel, accountants or others to advise the committee or assist in the conduct of an investigation;
- Seek any information it requires from employees – all of whom are directed to cooperate with the committee's requests – or external parties; and
- Meet with Division officers, external auditors or outside counsel, as necessary.

Composition:

The Audit Committee will consist of the following members:

- Two member Trustees one of whom shall act as chair of the Audit Committee; and,
- At a minimum of two members of the general public, who are independent to the Division, have no relationship to the audit firm and who are financially literate.

Resources:

- The Associate Superintendent of Business and Operations and Director of Finance will provide assistance to the committee as deemed necessary.
- The Audit Committee may have access to other third party expertise as deemed necessary.

Meetings:

The Audit Committee will meet at least once a year, with authority to convene additional meetings, as circumstances require. All Audit Committee members are expected to attend each meeting, in person or via tele- or video-conference. The Audit Committee will invite members of management, auditors or others to attend meetings and provide pertinent information, as necessary. It may hold private meetings with auditors and executive sessions.

Minutes of the meetings will be prepared. Audit Committee reports shall be provided at a meeting of the Board of Trustees.

Compensation:

The Audit Committee members from the general public shall be compensated based on a per diem rate.

Responsibility:

The Audit Committee will carry out the following responsibilities:

Financial Statements:

- Review significant accounting and reporting issues, including complex or unusual transactions;
- Review with management and the auditors the results of the audit, including any difficulties encountered;
- Review the annual financial statements, and consider whether they are complete, consistent with information known to committee members, and reflect appropriate accounting principles; and,
- Review with management and the auditors all matters required to be communicated to the Board of Trustees.

Internal Control:

- Consider the effectiveness of the Division's internal controls over annual reporting, including information technology security and control; and
- Understand the scope of auditor's review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with management's responses.

Audit:

- Review the auditor's proposed audit scope and approach
- Review the performance of the auditors, and provide a recommendation to the Board of Trustees the final approval on the appointment or discharge of the auditors;
- Review and confirm the independence of the auditors by obtaining statements from the auditors on relationships between the auditors and the School Division, including non-audit services, and discussing the relationship with the auditors; and,
- On a needs basis, meet separately with the auditors to discuss any matters that the Audit Committee or auditors believe should be discussed privately.

Compliance:

- Review the findings of any examinations by regulatory agencies, and any audit observations; and,
- Obtain regular updates from management and company legal counsel regarding compliance matters.

Enterprise Risk Management (new for 21/22):

- Annually, the audit committee will review the Division's Enterprise Risk Management (ERM) system which will include:
 - The risk assessment register;
 - Key risk mitigation processes or controls;
 - Strategies developed to address key risks; and
 - Identify any changes in key risk areas from prior reports.
 - Once the audit committee has reviewed the ERM, it will be submitted to the Board of Trustees for their approval.

MEMORANDUM

Date: September 24, 2023

To: Board of Trustees

From: Christine Light, Chair

RE: Policy 202.1 Trustee Code of Conduct

Policy 202.1.A Appendix A Trustee Code of Conduct

Background

The Education Act legislates School Boards are responsible to:

33(1)(k) develop and implement a code of conduct that applies to trustees of the board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order,

(l) comply with all applicable Acts and regulations

Currently, neither **Policy 202.1 Trustee Code of Conduct**, nor **Policy 202.1A Appendix A Trustee Code of Conduct**, are thoroughly aligned with legislation.

The following motion was passed at the May 28, 2024 Board Meeting:

That the Board direct the policy consultant to prioritize the amending of Policy 202.1 Trustee Code of Conduct and Policy 202.1A Appendix A Trustee Code of Conduct to bring the Board in compliance with legislation.

Brian Callahan, policy consultant, has completed this work.

Recommendation: That the Board accept and adopt the amended Trustee Code of Conduct Policy as presented.

Respectfully submitted,
Christine Light

TRUSTEE CODE OF CONDUCT

Purpose and Application

Section 33 of the *Education Act* requires every board of trustees in Alberta to adopt a code of conduct that applies to trustees of the Board. The purpose of this Code of Conduct is to provide standards for the conduct of members of the Board of Trustees of Lethbridge School Division

("the Board") relating to their roles and obligations and a procedure for the investigation and enforcement of those standards. This Code of Conduct applies to all trustees of the Board, including the Chair ("Trustees").

This Code of Conduct is one aspect of accountability and transparency both internally, as among Trustees and as between the Board and Administration, as well as externally, with Division students and parents, the public at large, other orders of government and the media.

It is expected that all interactions related to the operations of the Board, and relationships will be characterized by mutual respect, which acknowledges the dignity and affirms the worth of each person.

Consequences for the failure of individual trustees to adhere to this Code of Conduct are specified below under the section Trustee Code of Conduct Sanctions.

1. Framework and Interpretation

1.1. This Code of Conduct provides a framework to guide ethical conduct in a way that upholds the integrity of the Board and the high standards of professional conduct the public expects of its elected representatives. This Code of Conduct is intended to supplement other legal duties imposed on Trustees by Board policy and applicable legislation, including:

- 1.1.1 the Alberta Human Rights Act
- 1.1.1. the Alberta Human Rights Act;
- 1.1.2 the Criminal Code (Canada);
- 1.1.3 the Board Procedures Regulation;
- 1.1.4 the Education Act;
- 1.1.5 the Freedom of Information and Protection of Privacy Act;
- 1.1.6 the Local Authorities Election Act; and
- 1.1.7 the Occupational Health and Safety Act.

1.2 This Code of Conduct is to be given a broad and liberal interpretation in accordance with applicable legislation. It is not possible to write a Code of Conduct that covers every scenario and, accordingly, Trustees are to be guided by and conduct themselves

in a manner that reflects the spirit and intent of this Code. The Board commits itself and its members to conduct which meets the highest ethical standards.

2. Principles and Values

2.1 Trustees are expected to perform their duties and functions of office with integrity, accountability and transparency.

2.2 Trustees have a duty to act honestly, in good faith, and in the best interests of the Division.

2.3 Trustees must:

2.3.1 Uphold the law established by the Federal Parliament and the Alberta Legislature and the policies adopted by the Board,

2.3.2 Carry out their duties in accordance with all applicable legislation, Board policies pertaining to their position as a trustee,

2.3.3 Observe the highest standard of ethical conduct and perform their duties in office and arrange their private affairs in a manner that promotes public confidence and will bear close public scrutiny; and

2.3.4 Serve and be seen to serve the interests of the Division and their constituents in a conscientious and diligent manner and shall approach decision-making with an open mind.

3. Confidential Information

3.1. A Trustee must not disclose or release by any means to any member of the public, any confidential information acquired by virtue of their office, except when required by law or authorized by the Board to do so. This is a continuous obligation that extends beyond the Trustee's term of office.

3.2. A Trustee must not access or attempt to gain access to confidential information unless it is required for the performance of the Trustee's duties and only then if the information is acquired through appropriate channels in accordance with applicable Board policies.

3.3. A Trustee must not use or attempt to use confidential information for their own personal benefit or for the benefit of any other individual or organization.

4. Conflicts of Interest

4.1. The Board expects that every Trustee will:

4.1.1. be knowledgeable of Sections 85 – 96 of the *Education Act*,

4.1.2. file a disclosure of information as required by Section 86 of the *Education Act*,

4.1.3. accept sole responsibility for declaring a pecuniary interest or other conflict of interest and abstain and absent themselves from discussion or voting on the matter in question,

- 4.1.4. be free from undue influence and not act or appear to act in order to gain financial or other benefits for themselves, family, friends or associates, business or otherwise,
- 4.1.5. where a Trustee has a loyalty to more than one board and when the actions of one board affect the operation of the other board, abstain from involvement in discussion and voting on the matter in question,
- 4.1.6. refrain from, in the exercise of an official power, duty or function, giving preferential treatment to any individual or organization if a reasonably well-informed person would conclude that the preferential treatment was advancing a private interest; and
- 4.1.7. refrain from initiating, endorsing, supporting, or otherwise participating in any proceeding being brought against the Board or the Division.

5. Improper Use of Influence

- 5.1. A Trustee must not use the influence of their office for any purpose other than for the exercise of the Trustee's official duties.
- 5.2. A Trustee must not act as an agent to advocate on behalf of any individual, organization, or corporate entity before the Board or a committee of the Board or any other body established by the Board.

6. Conduct at Meetings

- 6.1. Trustees must conduct themselves with decorum and make every effort to participate diligently in the meetings of the Board, committees of the Board and other bodies to which they are appointed by the Board.
- 6.2. Trustees must comply with Board policies and procedures governing the conduct of meetings of the Board, and any other rules of meeting procedure applicable to the body to which they have been appointed by the Board.
- 6.3. Trustees must act in a manner that demonstrates fairness, respect for individual differences, and an intention to work together for the common good and in furtherance of the public interest.
- 6.4. Trustees must conduct and convey the Board's business and all their duties in an open and transparent manner other than for those matters which are authorized by the Board in accordance with Section 64 of the *Education Act* to be dealt with in a confidential manner in a private meeting, and in so doing, allow the public to view the process and rationale which was used to reach decisions and the reasons for taking certain actions.
- 6.5. A Trustee must not record any proceedings of the Board or any committee of the Board without the express permission of the Board or the committee, as applicable.

7. Respect for the Decision-Making Process

7.1. Decision-making authority lies with the Board, and not with any individual Trustee. The Board acts by resolution passed at a duly constituted meeting held in public at which there is a quorum present, pursuant to Section 64 of the *Education Act*.

7.2. A Trustee must not attempt to bind the Board, either by publicly expressing their personal views as being on behalf of the Board when not authorized to do so or by giving direction to staff, agents, contractors, consultants or other service providers of the Division or prospective vendors.

7.3. Trustees must accurately communicate the decisions of the Board, even if they disagree with the Board's decision, such that respect for the decision-making processes of the Board is fostered.

7.4. Trustees must endeavour to work with fellow Board members collaboratively regardless of differences of opinion that may arise during debate

8. Public Communications

8.1. The Board believes open, honest and consistent communication with stakeholders is important to accurately inform and increase awareness of public education.

8.2. A Trustee must not communicate on behalf of the Board unless authorized to do so. Unless the Board directs otherwise, the Chair is the Board's official spokesperson and in the absence of the Chair it is the Vice Chair.

8.3. A Trustee who is authorized to act as the Board's official spokesperson must ensure that their comments accurately reflect the official position and will of the Board as a whole, even if the Trustee disagrees with the Board's position.

8.4. A Trustee must not make a statement when they know that statement is false.

8.5. A Trustee must not make a statement with the intent to mislead the Board or Trustees or members of the public.

9. Use of Social Media

9.1. As with any other activity, Trustees must ensure that their use of social media complies with the law, the requirements of this Code of Conduct and any related Board policy. This Code of Conduct applies to all communications a Trustee makes, regardless of the social media account or device from which the communication is made.

9.2. For the purposes of section 9 of this Code of Conduct, "communications" means any information or data submitted by a Trustee to a social media network or platform that is capable of being displayed using software or approved

hardware such as text, images, videos, or links to other content and includes a Trustee liking, commenting on or sharing content created by other users of the social network or platform.

10. Discreditable Conduct

10.1. Trustees have a duty to treat members of the public, one another and Division staff and students with dignity and respect and without abuse, bullying or intimidation, and to ensure that their work environment is free from discrimination and harassment.

10.2. A Trustee must not use indecent, abusive, or insulting words or expressions toward any other Trustee, any Division staff member or student or any member of the public.

10.3. A Trustee must not conduct themselves in a manner that is discriminatory to any individual based on the person's race, religious beliefs, colour, gender, gender expression, physical disability, mental disability, age, ancestry

11. Conduct Respecting Administration

11.1. The Board is the source of all governance authority and will make decisions on whether and to what extent to delegate the Board's authority to others, including the Chair, Board committees and to the Superintendent. Under the direction of the Superintendent, staff in Administration serve the Board as a whole. No individual Trustee has executive authority over the Superintendent or staff in Administration.

11.2. Trustees shall respect the fact that staff work for the Division as a body corporate and are charged with making recommendations that reflect their professional expertise and a corporate perspective and carrying out directions of the Board and administering the policies and programs of the Board, and that staff are required to do so without undue influence from any Trustee or group of Trustees.

11.3. Trustees must not:

11.3.1. involve themselves in Administration and the day-to-day management of the Division, which fall within the jurisdiction of the Superintendent pursuant to the *Education Act*;

11.3.2. use, or attempt to use, their authority or influence for the purpose of intimidating, threatening, coercing, commanding or influencing any staff member with the intent of interfering in that staff member's duties; or

11.3.3. maliciously or falsely injure the professional or ethical reputation, or the prospects or practice of any staff member.

11.4 Trustees must obtain information about the operation or administration of the Division from the Superintendent, or a person designated by the Superintendent. Trustees must refrain from directing any other staff in Administration without authorization.

12. Use of Division Property and Resources

12.1. Trustees must use Division property, equipment, services, supplies and staff time only for the performance of their duties as a Trustee, subject to the following limited exceptions:

12.1.1. Board property, equipment, service, supplies and staff time that is available to the general public may be used by a Trustee for personal use upon the same terms and conditions as members of the general public, including booking and payment of any applicable fees or charges,

12.1.2. Electronic communication devices, including but not limited to desktop computers, laptops, tablets and smartphones, which may be supplied by the Division to a Trustee, may be used by the Trustee for personal use, subject to the terms and conditions described below.

12.2. Electronic communication devices provided by the Division are the property of the Division, and shall, at all times, be treated as the Division's property. Trustees are hereby notified that they are to have no expectation of privacy in the use of these devices and further that:

12.2.1. all emails or messages sent or received on Division devices are subject to the Freedom of Information and Protection of Privacy Act,

12.2.2. all files stored on Division devices, all use of internal email and all use of the Internet through the Division's firewall may be inspected, traced or logged by the Division,

12.2.3. in the event of a complaint pursuant to this Code of Conduct, the Board may require that any or all of the electronic communication devices provided by the Division to Trustees be confiscated and inspected as part of the investigation including downloading information which is considered relevant to the investigation. All email messages or Internet connections may be retrieved.

12.3. A Trustee must not use any Division property, equipment, services or supplies including email, Internet services, or any other electronic communication device, if the use could be offensive or inappropriate.

12.4. Upon ceasing to hold office, a Trustee must immediately deliver to the Division any money, book, paper, thing or other property of the Division that is in the Trustee's possession or under the Trustee's control including, without restriction, any record created or obtained by virtue of the Trustee's office other

than a personal record or constituency record as those terms are used in the Freedom of Information and Protection of Privacy Act.

13. Gifts, Benefits and Hospitality

13.1. Trustees are expected to represent the public and the interests of the Division and to do so with both impartiality and objectivity. The acceptance of a gift or benefit can imply favouritism, bias or influence on the part of the Trustee. At times, the acceptance of a gift or benefit occurs as part of the social protocol or community events linked to the duties of a Trustee and their role in representing the Board. Personal integrity and sound business practices require that relationships with vendors, contractors or others doing business with the Division be such that no Trustee is perceived as showing favouritism or bias toward the giver.

13.2. Trustees must not accept gifts or benefits that would, to a reasonable member of the public, appear to be in gratitude for influence, to induce influence, or otherwise to go beyond the necessary and appropriate public functions involved. For these purposes, a gift or benefit provided with the Trustee's knowledge to a Trustee's spouse, child, or parent that is connected directly or indirectly to the performance of the Trustee's duties is deemed to be a gift to that Trustee.

13.3. For further clarity, the following are recognized as acceptable gifts or benefits:

13.3.1. such gifts or benefits that normally accompany the responsibilities of office and are received as an incident of protocol or social obligation, provided that the value of the gift or benefit does not exceed \$250;

13.3.2. a political contribution otherwise reported by law;

13.3.3. a suitable memento of a function honouring the Trustee;

13.3.4. food, lodging, transportation, event tickets or entertainment provided by provincial, or local governments, by the Federal government or by a foreign government within a foreign county, or by a conference, seminar or event organizer where the Trustee is either speaking or attending in an official capacity on behalf of the Board.

13.3.5. Food and beverages consumed at banquets, receptions, or similar events, if:

13.3.5.1. attendance serves a legitimate purpose,

13.3.5.2. the person extending the invitation or a representative of the organization is in attendance; and

13.3.5.3. the value is reasonable and the invitations infrequent.

13.4. Gifts received by a Trustee on behalf of the Board as a matter of official protocol which have significance or historical value for the Division must be left with the Division when the Trustee ceases to hold office.

13.5. An invitation to attend a function where the invitation is directly or indirectly connected with the Trustee's duties of office is not considered to be a gift but is the fulfillment of an official function or duty. An invitation to attend a charity golf tournament or fundraising gala, provided the Trustee is not consistently attending such events as a guest of the same individual or corporation, is also part of the responsibilities of holding public office. Likewise, accepting invitations to professional sports events, concerts or dinners may serve a legitimate business purpose.

13.6 Any doubts about the propriety of a gift or benefit should be resolved in favour of not accepting it or not keeping it.

14. Election-Related Activity

14.1. Trustees are required to follow the provisions of the Local Authorities Election Act and are accountable under the provisions of that statute. Trustees should not make inquiries of, or rely on, Division staff to interpret or provide advice to Trustees regarding the requirements placed on candidates for the office of trustee. Trustees must be respectful of the role of the Corporate Secretary in managing the election process and must not interfere with how the Corporate Secretary's election duties are carried out.

14.2. Trustees must not use Board resources, including property, equipment, services, supplies and staff time, for any election-related activities, whether local, provincial or federal. Online resources hosted, supplied or funded by the Board, including but not limited to Trustee electronic newsletters, and Trustee social media accounts used for Ward communication must not be used for any election campaign or campaign-related activities. A Trustee must not use the Division log for campaign purposes.

15. Compliance with this Code of Conduct

15.1. Trustees are ultimately accountable to the public through the democratic election process. Between elections, Trustees may become disqualified and be required to resign if the Trustee commits a disqualifying action pursuant to section 87 of the *Education Act*.

15.2. Any reported violation of a provision of this Code of Conduct may be subject to investigation by the Board or a third-party investigator appointed by the Board.

15.3. Trustees are expected to co-operate in every way possible in securing compliance with the application and enforcement of this Code of Conduct.

15.4. A Trustee must not:

15.4.1. undertake any act of reprisal or threaten reprisal against a complainant or any other person for providing relevant information to the Board or to any other person in accordance with this Code of Conduct; or

15.4.2. obstruct the Board, or any other person, in carrying out the objectives or requirements of this Code of Cond

16. Remedial Action

16.1. Remedial action is intended to be corrective, serve as a deterrent, and follow the principle of progressive discipline. Prior to imposing any remedial action, the Board will take into consideration the nature and severity of the breach as well as whether the Trustee has previously breached this Code of Conduct.

16.2. If the Board determines it appropriate to do so, the Board may impose sanctions on a Trustee who contravenes this Code of Conduct. Sanctions that may be imposed on a Trustee by the Board include

16.2.1. issuing a letter of reprimand addressed to the Trustee,

16.2.2. requesting the Trustee to issue a letter of apology,

16.2.3. publicly reprimanding the Trustee by motion of censure with or without conditions on how to purge the censure,

16.2.4. publishing a letter of reprimand or request for apology and the Trustee's response,

16.2.5. requiring the Trustee to attend training either at the expense of the Board or the Trustee,

16.2.6. suspending or removing the Trustee from membership on a committee,

16.2.7. suspending or removing the Trustee from chairing a committee,

16.2.8. requiring the Trustee to reimburse the Board for monies received,

16.2.9. reducing or suspending remuneration paid to the Trustee in respect of the Trustee's services,

16.2.10. requiring the Trustee to return Division property or reimburse its value,

16.2.11. restricting the Trustee's access to Division facilities, property, equipment, services and supplies,

16.2.12. restricting the Trustee's contact with Division staff,

16.2.13. restricting the Trustee's travel and representation on behalf of the Board,

16.2.14. restricting how documents are provided to the Trustee (e.g. no electronic copies, but only watermarked paper copies for tracking purposes),

16.2.15. disqualifying the Trustee from the Board, but nothing in this Code of Conduct requires the Board to impose a sanction for any contravention.

17. Informal Complaint Process

17.1. Any person who identifies or witnesses behaviour or activity by a Trustee that they reasonably believe, in good faith, is in contravention of this Code of Conduct is encouraged to attempt to address the prohibited behaviour or activity informally, where appropriate, by:

17.1.1. advising the Trustee that the behaviour or activity appears to contravene this Code of Conduct,

17.1.2. encouraging the Trustee to acknowledge and agree to stop the prohibited behaviour or activity and to avoid future occurrences of the prohibited behaviour or activity; and

17.1.3. if addressing the Trustee privately does not resolve the matter, requesting the Chair to assist in informal discussion of the alleged complaint with the Trustee in an attempt to resolve the issue. In the event that the Chair is the subject of, or is implicated in a complaint, request the assistance of the Vice Chair.

17.2. People are encouraged to pursue this informal complaint procedure as the first means of remedying behaviour or activity that they believe violates this Code of Conduct. However, a person is not required to complete this informal complaint process prior to pursuing the formal complaint process outlined below.

18. Formal Complaint Process

18.1. Any person who identifies or witnesses behaviour or activity by a Trustee that they reasonably believe, in good faith, is in contravention of this Code of Conduct may file a formal complaint in accordance with the following conditions:

18.1.1. a complaint must be made in writing and include the complainant's name and contact information;

18.1.2. a complaint must be addressed to the Board, attention of the Chair. In the event that the Chair is the subject of, or is implicated in a complaint, the complaint must be addressed to the attention of the Vice Chair,

18.1.3. a complaint must include the name of the Trustee(s) alleged to have contravened the Code of Conduct, the specific provision(s) of the Code of Conduct allegedly contravened and the facts surrounding the allegation, including the names of any witnesses.

18.2. A complaint must be received not later than 30 days after the date the person became aware of the conduct giving rise to the complaint. The Board may exercise its discretion to grant an extension if:

18.2.1. the delay in filing a formal complaint occurred in good faith.

18.2.2. it is in the public interest to conduct an investigation or to give consideration whether to conduct an investigation; and

18.2.3. no substantial prejudice will result to any person because of the delay.

18.3 Upon receipt of a formal complaint, the complaint will be:

18.3.1. served on the Trustee(s) whose conduct is in question, and

18.3.2. added as a confidential agenda item to the agenda of the next regular meeting

of the Board or a special meeting of the Board called to consider the complaint.

18.4. Upon receipt of a formal complaint, the Board will meet, in closed session, excluding the Trustee(s) alleged to have contravened the Code of Conduct and, if applicable, the Trustee(s) who filed the complaint, and decide whether to proceed to investigate the complaint or not.

18.5. Complaints that:

18.5.1. are not about a current Trustee, or

18.5.2. are covered by other applicable legislative appeal, complaint or court processes, will be immediately refused and the complainant will be advised in writing, with reasons, and provided with information regarding other options, if applicable. The Trustee(s) alleged to have contravened the Code of Conduct will also be advised in writing, with reasons.

18.6. If the Board is of the opinion that:

18.6.1. a complaint is frivolous or vexatious or is not made in good faith, or

18.6.2. there are no grounds or insufficient grounds for conducting an investigation, the Board may choose not to investigate or may dispose of the complaint in a summary manner. In such event, the complainant and the Trustee(s) alleged to have contravened the Code of Conduct will be advised in writing, with reasons.

18.7. If the Board decides to investigate the complaint, it shall take such steps as it may consider appropriate in the circumstances having regard for the specific nature of the complaint, which may include:

18.7.1. establishing an ad hoc committee of the Board to investigate the complaint and report to the Board,

18.7.2. retaining a third-party investigator to investigate the complaint; or

18.7.3. if the material facts are not in dispute or the alleged misconduct is admitted by the Trustee(s) whose conduct is in question, proceeding to make a determination on the validity of the complaint without further investigation.

18.8. Investigations will be conducted in a fair, timely, and confidential manner that respects the principles of procedural fairness and natural justice.

18.9. Prior to commencing an investigation, the complainant and the respondent Trustee(s) will be advised, in writing, of the investigation process.

18.10. During an investigation, a complainant or witness may be asked to provide additional information. Division staff may also be requested to provide information, and any person conducting an investigation under this Code of Conduct may look at any record or thing belonging to or used by the Division and enter any Division facility for the purpose of completing the investigation.

18.11. The Trustee(s) whose conduct is in question is entitled to disclosure of all relevant information gathered during an investigation and must be given an opportunity to respond to the complaint before the Board deliberates and disposes of the complaint. No investigation will be concluded or any investigation report issued in relation to a complaint unless a Trustee whose conduct is in question has had reasonable notice of the basis for the proposed findings and conclusion as to whether or not a complaint is substantiated and an opportunity to respond to the proposed findings and conclusion.

18.12. Upon conclusion of the investigation, the Board will convene at a closed session of the Board, excluding the Trustee(s) alleged to have contravened the Code of Conduct, to consider the results of the investigation and dispose of the complaint. The complainant and the Trustee(s) alleged to have contravened the Code of Conduct will be advised of the Board's disposition of the complaint in writing, with reasons.

18.13. A Trustee who files a formal complaint under this Code of Conduct or against whom a formal complaint is made must not participate in conducting the investigation of the complaint

18.14. All complaints received under this Code of Conduct and all information and records received, reviewed or generated during the course of an investigation and disposition of a complaint, including interviews and investigation reports, are and must remain strictly confidential, unless the Board directs otherwise.

Legal References:

the Education Act

the Alberta Human Rights Act

the Criminal Code (Canada)

the Board Procedures Regulation

the Freedom of Information Act and Protection of Privacy Act

the Local Authorities Election Act; and

the Occupational Health and Safety Act

ATA Local 41 Meeting Dates

September 4, 2024

October 2, 2024 – no Trustee required. AGM

November 6, 2024

December 4, 2024 (Christmas Dinner Meeting, All Trustees and Executive Council invited, invitation to follow)

January 8, 2025 (tentative)

February 5, 2025

March 5, 2025

March 20, 2025, *tentative* – New Teacher Induction Celebration

April 2, 2025

May 7, 2025

June 4, 2025

June 13, 2025, *tentative* Local 41 Retirement Banquet

Date: September 24, 2024

To: Board of Trustees

From: Christine Light, Chair

RE: Full-Time Kindergarten FGM Submission

Background:

Lethbridge School Division submitted the following proposed position statement to PDAC for the 2024 ASBA FGM:

Whereas, kindergarten serves as a framework to build the strongest educational foundation for students, families, school divisions and communities

BE IT RESOLVED THAT, "Alberta Education shall, upon application by a school division, provide full funding and accessibility to full-time kindergarten."

A recommendation to amend an existing position statement has been extended. The reasons given are that the purpose for the original position statement has been fulfilled and language should reflect an inclusive approach and accessibility to kindergarten. The amended position statement is as follows:

Be it resolved that:

~~*Investment in early education is crucial to students reaching their full potential. The Alberta School Boards Association urges the province to mandate fully funded half-time kindergarten programs to equalize their opportunity to reach their full potential.*~~

~~*Further, Alberta School Boards Association urges the province to make available fully funded full-time kindergarten programming for children at risk to equalize their opportunity to reach their full potential.*~~ ***The Government of Alberta wholly funds full-time kindergarten for school boards that elect to provide full-time kindergarten, as attending kindergarten ensures a strong education foundation for students, families, schools and communities.***

The sub-committee agrees with the amendment request. The due date for submission is October 7.

Recommendation:

That the Board receive this as information.

Respectfully submitted,
Christine Light

Public School Board Association Report

I attended the summer meeting of the Public School Board Association that was held in Grand Prairie August 7th to the 9th. We were graciously hosted and had an opportunity to tour 3-4 different sites as we learned about their collegiate programs. The first one was at Grimshaw in the Peace River School Division where we were shown a Class Driving Academy for 18- to 21-year-olds in the school division. They used this program to inspire students to improve their marks or give them an opportunity for an additional class. They are also training older adults to get their Class 1 license.

We then toured the Grand Prairie Regional Hospital where we saw the area that is used by the Northwest Polytechnique. They use this also for collegiate programs for their students in the Grand Prairie School Division and surrounding areas.

We held our summer meeting at the Grand Prairie Composite and had a tour of the school. The last school we toured was a new school outside of Grand Prairie for the Peace Wapiti School Division. It is a K to 8 school and an interesting part of that school is a separate entrance for pre-kindergarten students.

During our business meeting we went over some of the motions of ASCA. There were concerns expressed through some of the motions that ASCA had at their general meeting. They did not feel that parental concerns were represented. We also looked at a new brochure that was handed out on the role and responsibilities of a trustee. This is not an election brochure, but just an information brochure for current trustees and, hopefully, prospective trustees. We are trying to develop a closer relationship with the other associations within this province such as the Catholic School System, ASBA and the Francophone System. We discussed the concerns that all of us have over the lack of money for improving the wages of the educational assistants and sports staff. We also discussed a number of other areas of concern such as homeschooling and the declining enrollment in smaller districts due to homeschooling, charter, and private schools. That is still a very strong concern for our smaller divisions. We are still continuing to use our strategic plan to educate, activate, cultivate, and to elevate and we will be continuing in those areas. The next meeting is our general meeting in October. This is my report,

Respectfully submitted,
Craig Whitehead