Lethbridge School Division

Board of Trustees Regular Meeting Agenda

October 22, 2024 1:00 p.m. Board Room / Microsoft Teams



			_
1:00 p.m.	1.	Move to Ir	า-Camera

2:30 p.m. 2. Territorial Acknowledgement

3. Consent Agenda

Committee Reports

- 3.1 Facilities Committee
- 3.2 Division School Council
- 3.3 Indigenous Education Committee
- 3.4 Spirit of 51 Committee
- 3.5 Wellness Committee
- 3.6 Policy Advisory Committee

4. Approval of Agenda

2:32 p.m. 5. Approval of Minutes

If there are no errors or omissions in the minutes of the Regular Meeting of September 24, 2024, it is recommended that the minutes be approved by the Board and signed by the Chair.

2:31 p.m. 6. Approval of Minutes

If there are no errors or omissions in the minutes of the Special Meeting of October 9, 2024, it is recommended that the minutes be approved by the Board and signed by the Chair.

2:35 p.m. 7. Business Arising from the Minutes

2:38 p.m. **8. Associate Superintendent Reports**

8.1	Business and Operations	Enclosure 8.1
8.2	Instructional Services	Enclosure 8.2
8.3	Human Resources	Enclosure 8.3

3:00 p.m. 9. Superintendents Report

9.1	Board Priorities Report	Enclosure 9.1
9.2	Donations and Support	Enclosure 9.2
9.3	Acknowledgements of Excellence	Enclosure 9.3

	9.4	Calendar of Events	Enclosure 9.4			
3:30 p.m.	10.1	Chair Report Response Discussion to Public Presentation Joint City/School Boards Committee				
3:45 p.m.			Enclosure 11.1 Enclosure 11.2 Enclosure 11.3			
4:00 p.m.	12. Divisio	on Highlights				
4:10 p.m.	13. Information Items 13.1 West Lethbridge Boundary Changes					
5:00 p.m.	Public Forum Public Forum responses will be provided in the next Board meeting agenda.					
5:15 p.m.	14. Corres	spondence Received				
5:20 p.m.	15. Corres	spondence Sent				
5:50 p.m.	Adjournm	nent				

MEMORANDUM

October 22, 2024

To: Board of Trustees

From: Christine Lee

Associate Superintendent

Re: Facilities Committee Meeting Minutes and Report

Recommendations

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

Respectfully submitted, Christine Lee



Lethbridge School Division

Facilities Committee

Minutes

October 15th, 2024

Committee Members:

Tyler Demers, Trustee, Committee Chair (via TEAMS)
Allison Purcell, Trustee
Christine Light, Board Chair
Christine Lee, Associate Superintendent,
Business and Operations
Daniel Heaton, Director of Facility Services

Executive Council and Trustees also joining: Mike Nightingale, Superintendent Robbie Charlebois, Associate Superintendent Kristina Larkin, Trustee (via TEAMS) Genny Steed, Trustee

1 Presentation – West Side Study

Presentation of the West Side Study by Michael Kelly, MSK Developments. The Study was sent to Trustees and Executive Council in advance of the meeting. Michael reviewed the study report, which is attached to these minutes. Growth patterns in Lethbridge were discussed. For example, significant growth that will occur in West Lethbridge until 2050. Challenges with future development were discussed, in areas of South and North Lethbridge. The study recommends that a new elementary school and new high school be built in West Lethbridge to address future growth. Christine Lee highlighted that the division has begun discussions with administration from the City of Lethbridge related to finding suitable school sites for future development in West Lethbridge. The Study, funded by Alberta Education, was submitted to Alberta Education as the study supports the need for additional classrooms spaces, in West Lethbridge.

2 Updates on Projects:

2.1 Garry Station Elementary School

Working to get enclosed before winter so interior work can continue. Project on target.

2.2 Victoria Park Upgrade

Will begin the next phase in summer 2025 which includes installing ventilation to the third floor. To facilitate this work, four classes of summer school will be held at LCI. Both the administration of LCI and Victoria Park are working on a plan for the decanting of students during the construction work.



2.3 Galbraith Modernization

Alberta Infrastructure oversees the modernization and has hired OTA Architects to lead the design for the modernization.

2.4 Coalbanks Modulars

The modular units have been built and are scheduled to arrive in December. The goal is to install the modular units during Christmas break. Currently planning work is underway to prepare for the installation of the modulars.

2.5 LCI Accessibility Audit

The Division hired an accessibility consultant to conduct a review of LCI related to accessibility concerns. Phase 1 of this review was done by walking through the schools and documenting what is right and wrong for accessibility and what are the easy solutions and wayfinding measure that can be put in put in place in the short term. There preliminary report will be available soon.

3 2025 Modular Capital Program Submission

3.1 Projects for consideration:

- Chinook High School 2
- ➤ Gilbert Paterson -2
- ➤ WCHS-2
- ➤ Demolition project request for Mike Mountain Horse 8 relocatable

Requests due at end of October, schools requested must be over 100%+ in capacity.

Our addition requests are not over 100% but approaching. There is a demonstrated need by time the modulars would be installed in Spring 2026. A consultant was engaged to review the Mike Mountain Horse relocatable classrooms to support the demolition request and what is needed to bridge the modulars that remain to the school.

4 Capital Maintenance and Renewal Application

Application was required to be submitted in August. The Division has requested approximately \$25 million in CMR funding over the next three years. Requests included:

- Victoria Park Upgrade
- Elevators for Senator Buchanan and Westminster
- LCI Boiler Replacement, Accessibility measures, gym floor replacement
- Gilbert Paterson Air Handling Unit
- Mike Mountain Horse Boiler replacement
- Dr. Probe Cooling Tower replacement
- Galbraith and Nicholas Sheran Emergency Generator
- Chinook High School Wind breaks north exit doors.
- Wilson Middle School Boiler Venting replacement.

The priority with funds received is continuation of Victoria Upgrade Project. If significant funds received, then normal then move to others on list. List was made to ensure Province aware of significant needs in the Division.

5 Other Items

- Capital Assessment Form new form to evaluate schools for prioritization in Capital Plan. A
 new form that will be used to evaluate criteria for modernizations was shared with the
 committee. A form will be completed for each school that ranks items such as building
 condition, enrolment pressure, functionality, safety, equity and access, and programming to
 provide objective direction on prioritization of a modernization project in the capital plan.
- Recent Correspondence to Alberta Education re request for planning funds and change in capital plan priority listing. Correspondence has been sent requesting planning and preplanning funds for the modernization of LCI (letter), Change in Capital Plan priority moving LCI to #2 in the Capital Plan from #5 (email with board motion), and request for funding for accessibility for Senator Buchanan, Westminster, and LCI (letter).



WEST LETHBRIDGE SCHOOL CAPACITY REQUIREMENTS STUDY



October 2024



CONTENTS

IN	TRODUCTION 4
	Statement of purpose Government of Alberta population projections Building stronger communities Proposed & prioritized projects School construction priorities Modernization priorities
C	DNTEXT
PC	POPULATION, ENROLMENT & UTILIZATION
ΑF	School boundaries PENDIX



INTRODUCTION

STATEMENT OF PURPOSE

This study explores solutions to continued capacity concerns arising from current and anticipated population growth, particularly in West Lethbridge.

West Lethbridge school planning has become a complicated puzzle that requires in-depth study to determine appropriate long-term solutions that may be more suitable than simply adding more modular classrooms or new schools.

In ealy 2024, the Lethbridge School Division received funding for this study of the west side of Lethbridge. It highlights the current challenges and explores future opportunities to create amazing learning spaces for our future students.

The study's main purpose is to address continued capacity concerns due to current and anticipated growth in West Lethbridge. Its recommendations are based on careful review and analysis of the current and maximum capacity of West Lethbridge schools in relation to forecasted enrolment growth, municipal data such as Area Structure and Outline Plans, proposed development timelines, and municipal/school reserve land requirements.

The goal is to build the business case for the accommodation of additional student spaces at all elementary, middle and high schools in West Lethbridge. Of significant concern is the large number of modular classroom facilities at existing schools, the inability to accommodate additional modular classrooms, and the fact that the aging relocatable classrooms are book-ended by newer modular classrooms.

The School Division continues to struggle with the need for additional elementary and high school classroom space in West Lethbridge immediately and over the next five years. Growth at middle school is being carefully monitored.

These population challenges in West Lethbridge have resulted in the need to study potential solutions.

The Division's Three-Year Capital Plan has modernization requests for some of our westside elementary schools due to aging infrastructure as well as additional modulars at these schools and the continuing shortage of student space overall in this section of the city.

There is a new K-5 elementary school under construction in the north end of West Lethbridge (Garry Station neighborhood). Mike Mountain Horse School's current growth pressures will be alleviated with the opening of that school.

A new K-5 school in the south end of West Lethbridge, requested in previous capital plans, will likely need to be designed and possibly built in five years. An obstacle to meeting this need is the that land developers' neighborhood construction schedules may not provide the site for the school's construction within that timeframe.

West Lethbridge continues to grow, and bussing to students to Lethbridge Collegiate Institute is a stop-gap measure as Chinook High School will begin to experience capacity concerns again. A building addition or other solution may need to be considered to address future growth at the high school level in West Lethbridge.

This study brings to light the challenges and opportunities and ultimately gives the Division and our community partners along with Alberta Education and Alberta Infrastructure confidence that our requests are sound and supportable.

RECOMMENDATIONS

based on expected city growth

In West Lethbridge...

Deliver one new elementary school in the next 10 years, suitable for 900 students, at an estimated capital cost of \$34.8 million

Deliver one new high school in the next 10 years, suitable for 2,100 students, at an estimated capital cost of \$85.5 million

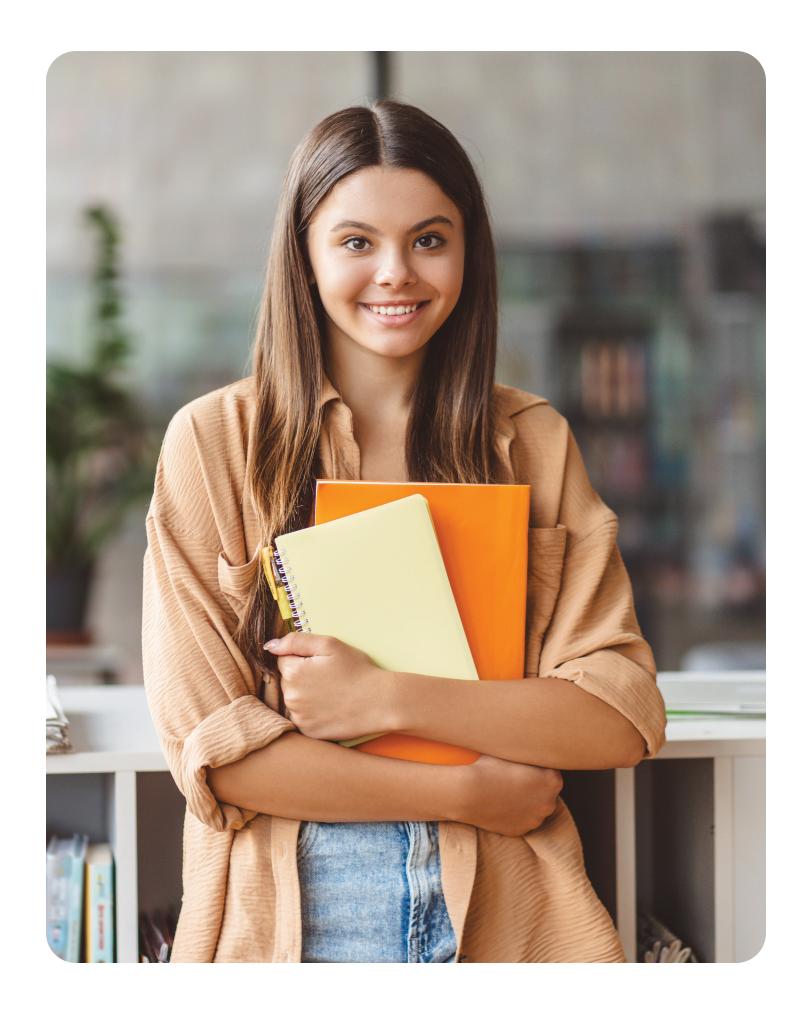
Work with the City of Lethbridge on site selection and planning

Work with developers on site planning and development coordination

Work with the Province of Alberta on funding programs to support two new schools





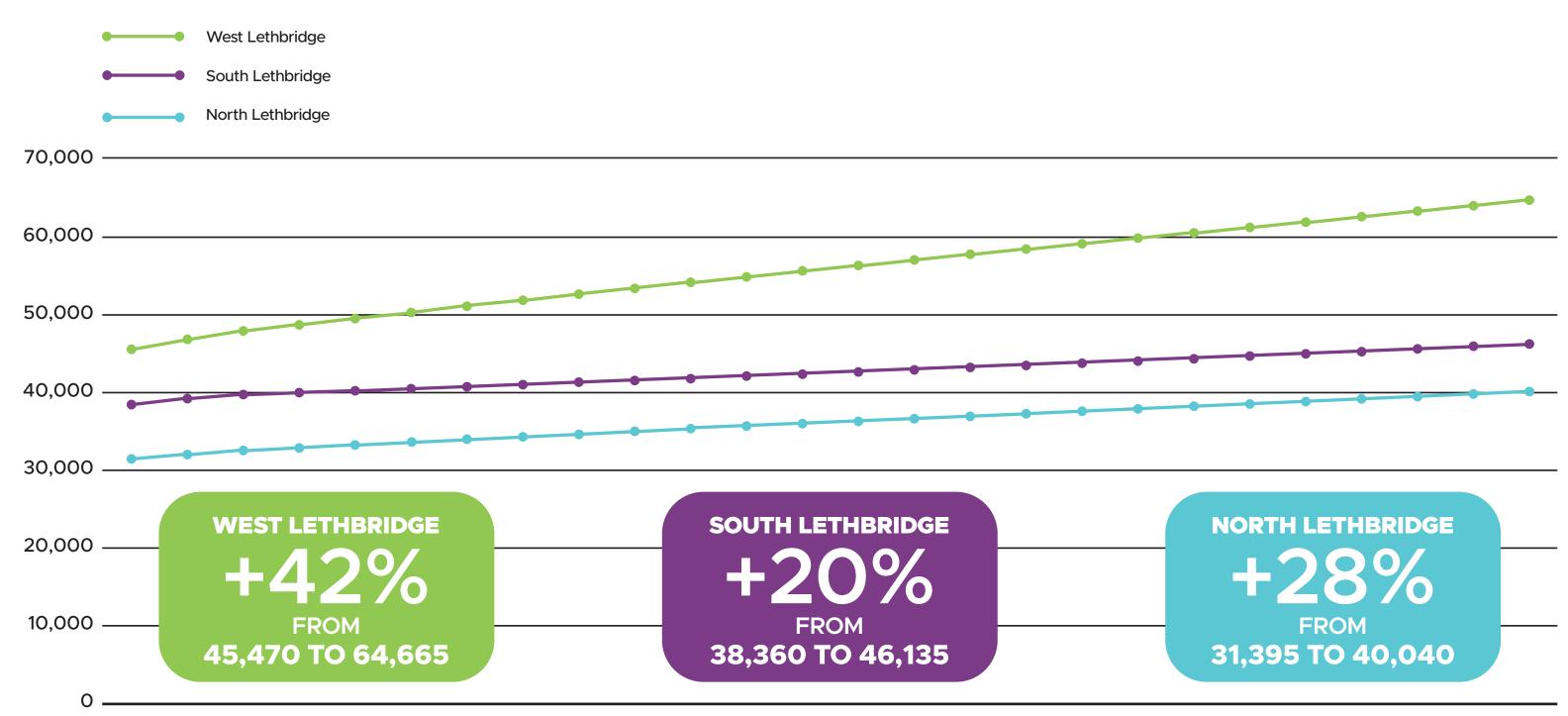


ALBERTA POPULATION PROJECTIONS

The Government of Alberta's population projections—released on September 26, 2024—anticipate that West Lethbridge will show continued steady growth from now through 2050 and that it will significantly outpace growth in the city's north and south sectors.

These projections align with and support the findings and recommendations in this report.

Figure 1
PROJECTED TOTAL POPULATION BY SECTOR



2025 2026 2027 2028 2029 2030 2031 2032 2033 2034 2035 2036 2037 2038 2039 2040 2041 2042 2043 2044 2045 2046 2047 2048 2419 2050

BUILDING STRONGER COMMUNITIES

While the challenges of overcrowding in schools are evident within the classroom, their repercussions extend far beyond the walls of educational institutions. In fact, these challenges have serious implications for the community of Lethbridge as a whole.

The infrastructure investments recommended in this report have benefits that extend far beyond the realm of education; they have direct and significant impacts on community well-being.

This section focuses on the profound impact that new and improved schools can have on the local community's social development and quality of life.

COMMUNITY WELL-BEING

A strong educational system is at the heart of community well-being. Overcrowded schools can lead to diminished educational outcomes and increased stress for both students and educators. This, in turn, affects the overall health and happiness of the community.

Additionally, overcrowded schools can hinder community involvement. Schools often serve as hubs for various community activities, from parent-teacher meetings to extracurricular events. When schools are stretched beyond their capacity, it becomes challenging to engage parents and community members in these activities. The resulting lack of engagement can lead to a fragmented community.

SOCIAL AND CULTURAL IMPACTS

The quality of education is not only about academic achievement; it's about fostering a culture of creativity, innovation and community involvement. Overcrowded schools can limit the scope for extracurricular activities, arts programs and sports programs. This diminishes the opportunities for students to explore their talents and passions, impacting the cultural vibrancy of the community.

URBAN EXPANSION AND DEVELOPMENT

As the city's population continues to swell, development endeavours to keep pace. These developments, both residential and commercial, have played a pivotal role in reshaping the community and enhancing its vibrancy.

As one explores Lethbridge, the fruits of urban expansion are evident. New residential communities have sprung up, with modern homes tailored to meet the needs of diverse families. Residential developments such as The Crossings and Paradise Canyon have witnessed burgeoning interest and investment, offering a picturesque blend of contemporary living and proximity to the untouched beauty of nature.

West Lethbridge is not merely about homes and families; it is evolving into a thriving economic hub. The construction of shopping centers, offices and recreational facilities has laid the foundation for a self-sustaining urban ecosystem.

The University of Lethbridge, situated in the heart of West Lethbridge, has played a pivotal role in the neighbourhood's growth. It is an institution of learning, innovation and culture, consistently attracting students and professionals alike. This has led to a surge in demand for both commercial and residential spaces, further driving the need for educational institutions.

ECONOMIC IMPACTS

The impact of overcrowded schools extends to the local economy. When schools are overcrowded, businesses and industries may be deterred from setting up shop in Lethbridge, as access to quality education is a significant factor for skilled workers when choosing a place to live and work. The resulting workforce shortage can affect local businesses and impede economic development.

EDUCATION AS A COMMUNITY HUB

A school is not merely an institution; it is a nucleus of community life. In West Lethbridge, where rapid population growth has transformed the social fabric, the significance of such a community hub cannot be overstated. A new school would serve as a center of gravity, fostering social interactions and community cohesion. Here's how:

Meeting Place

Schools often double as spaces for community meetings, events and extracurricular activities. A new school can become a central venue for local gatherings, strengthening community ties.

Cultural Enrichment

Schools are incubators of culture. They host art exhibitions, musical performances and cultural events. A new school can contribute to the cultural enrichment of West Lethbridge, providing opportunities for both students and the wider community to engage with the arts.

Sports and Recreation

Modern schools usually include sports facilities that can be shared with the community. This promotes physical fitness and community engagement through sports events, making the school a hub for recreation.

Childcare Services

Many schools offer before- and after-school care services.

A new school in West Lethbridge could help parents balance work and family responsibilities, supporting the community's economic stability.

In summary, the challenges posed by overcrowded schools in West Lethbridge are not confined to the classroom. They have far-reaching implications for the broader community, affecting home values, community well-being, the local economy, and the social and cultural life of West Lethbridge. The need for a new school is not solely about accommodating more students; it's about creating a thriving and holistic educational environment for the community.

The challenges brought on by overcrowded schools in West Lethbridge are multifaceted. From overcrowded classrooms to strained resources and the subsequent impact on the quality of education, the issues are numerous. These challenges are not isolated; they permeate the community, affecting property values, community well-being, the local economy, and the rich social and cultural tapestry of West Lethbridge.

The importance of addressing these challenges is not merely an educational concern but a matter of community well-being and prosperity. It's a recognition that the well-being of a community is intrinsically tied to the quality of education it provides to its students. In the subsequent sections of this report, we will explore potential solutions and recommendations to address these challenges and provide West Lethbridge with the new school it urgently needs.

PROPOSED & PRIORITIZED PROJECTS

Lethbridge School Division's top priorities, after the Galbraith Elementary School modernization receiving approval for construction, are as follows:

NEW SCHOOL REQUESTS

- New K-5 School in West Lethbridge (south end)
- New grade 9–12 High School in West Lethbridge

MODERNIZATION REQUESTS

- Mike Mountain Horse Elementary School Modernization (West Lethbridge)
- Park Meadows Elementary School (North Lethbridge)

NEW SCHOOL CONSTRUCTION REQUESTS

Lethbridge School Division is requesting two new construction projects in the capital plan period and one new project beyond 2027 to alleviate current enrolment pressures and for anticipated population growth in Lethbridge (22% from 2023 to 2030).

The following table provides information on the new school construction project requested in the current Three-year Capital Plan and beyond 2027.

The capital plan's construction priorities are in West Lethbridge—the city's fastest growing sector. They include and elementary school (West Lethbridge – South) and an additional high school. West Lethbridge is of Lethbridge.

A new elementary school under construction in the north end of West Lethbridge will alleviate enrolment pressures in that area. As all four West Lethbridge elementary schools have high core utilization (ranging from 131% to 221%), two new elementary schools are required in West Lethbridge Core utilization is high due to the number of modular classrooms added for enrolment growth. This impacts instructional programming and puts a strain on core school areas such as gymnasiums and library commons.

The current high school in west Lethbridge had boundaries redrawn for 2021 to relocate over 400 students to the high school in South Lethbridge. Although three modular classrooms were added in 2023, it remains at full capacity. Given its pace of development, West Lethbridge needs a new high school.

As West Lethbridge currently has eight communities in development and an additional six slated for future development, the sector's population is expected to growth much faster than in other areas of the city, putting greater pressure on existing school facilities and increasing the need for additional classroom spaces in west Lethbridge.

Beyond 2027, due to planned development in north Lethbridge, a new elementary school will be required.

Figure 2 • SCHOOL CONSTRUCTION PRIORITIES

Priority	School *	Sector	Site size (acres)	Grade	Capacity	2024 cost
1	West Lethbridge elementary school (south end)	West	12	K-5	900	\$34.8M
2	West Lethbridge high school	West	25	9–12	2,100	\$85.9M

^{*} All school sites TBD

SCHOOL CONSTRUCTION PRIORITIES

NEW K-5 SCHOOL IN WEST LETHBRIDGE (SOUTH END)

Why does West Lethbridge need another elementary school when another K-5 elementary school in West Lethbridge is under construction and scheduled to open in September 2025?

- The new school currently under construction is at the north end of West Lethbridge; the new school requested in the Capital Plan is for the south end of West Lethbridge.
 The school under construction—West Coulee Station Elementary—will take enrolment pressure off Mike Mountain Horse Elementary School. Mike Mountain Horse currently has 21 modular classrooms, 10 of which are relocatable and have reached the end of their lifespan. The new school, when opened, will ease enrolment pressure and support the request for a modernization of Mike Mountain Horse—one of the top modernization requests. West Coulee Station will also support future growth in the north end of West Lethbridge, where three communities are in development)Country Meadows, Garry Station, and The Crossings).
- 2. The new K-5 elementary school requested in the Capital Plan is for the south end of West Lethbridge. This school will take pressure off Coalbanks Elementary School, which currently has 14 modular classrooms, with approval for two more. Coalbanks is at 105% utilization; however, core learning spaces such as the learning commons, gymnasium, hallways, and gathering space currently cannot accommodate the school's 664 students. The south end of West Lethbridge currently has five neighbourhoods in active development and five future growth areas.
- 3. In the north end of West Lethbridge, there are 45 modular classrooms between the three elementary schools—the equivalent of 1,125 student spaces or two 600-student elementary schools. Core facilities such as learning commons, hallways, gymnasiums are all affected by the addition of students to these schools.
- 4. The Area Structure Plan for West Lethbridge Phase II shows future growth of both the south and north ends of West Lethbridge. The Plan anticipated the addition of 1,793 elementary aged students—equivalent to three 600-student schools. Currently, Coalbanks Elementary and the new school under construction (West Coulee Station Elementary) are the only schools in this Outline Plan. The data points to the need for another elementary school in the north end of West Lethbridge.

SEE PAGE 45 OF THREE-YEAR CAPITAL PLAN (2024-2025 TO 2026-2027)

SCHOOL CONSTRUCTION PRIORITIES

NEW GRADE 9 TO 12 HIGH SCHOOL IN WEST LETHBRIDGE

Why is there a need for a new high school in West Lethbridge when utilization of the existing high school is at 93%?

- Most recently, three modular classrooms have been added to Chinook High School—,the only high school in West Lethbridge—to support enrolment pressure.
- 2. For the 2021–2022 school year, some West Lethbridge high school students were designated to attend the high school in South Lethbridge—Lethbridge Collegiate Institute (LCI). Currently, over 400 students are transported across the river valley from West Lethbridge to LCI due to enrolment growth in West Lethbridge.
- 3. Due to expected growth, West Lethbridge needs an additional high school. As per the Area Structure Plan for West Lethbridge Phase II, this developing and future growth area will see 1,192 new high school students. With the added 400 students from West Lethbridge, LCI is seeing added strains on functionality, programming and maintenance. LCI does not have the functional ability to accept more students from West Lethbridge and will experience pressures from expected growth in South Lethbridge. With a new high school in West Lethbridge, these 400 students would not need to be transported to the other side of the city.

4. In the Capital Plan, the modernization or replacement of LCI is priority number 5. To facilitate a safe modernization non-disruptive to student learning, construction of a new high school in West Lethbridge to accommodate the 400+ students currently bussed to LCI is essential.

SEE PAGE 46 OF THREE-YEAR CAPITAL PLAN (2024-2025 TO 2026-2027)





MODERNIZATION OF EXISTING SCHOOLS

Lethbridge School Division's school facilities are aging. More than two-thirds (71 percent) are 30+ years old, while more than half (57 percent) are 50+ years old. At 111 years old, Galbraith Elementary is the division's oldest school.

The current state of Lethbridge's school facilities reflects the city's growth and evolution. Over the decades, numerous schools have been established, expanded and renovated to accommodate the growing population. While this growth is a testament to the community's vitality and the city's attractiveness, it has left its mark on the physical condition of the schools.

Many Lethbridge schools have surpassed their intended lifespan. These aging facilities exhibit a variety issues that compromise both functionality and safety. While acknowledging that these schools have served generations of students, it's essential to recognize that the wear and tear of time has given rise to pressing infrastructure issues and outdated systems and standards.

These facility deficiencies include:

HVAC (heating, ventilation and air conditioning) systems
 Outdated HVAC systems can be inefficient, leading to
 temperature control issues, poor air quality, and increased
 risk of system failures. Proper ventilation and temperature
 control are crucial to create environments conducive to
 learning.

Plumbing and water systems

Aging plumbing systems may be prone to leaks, low water pressure and water quality issues—problems that can disrupt daily operations and, in some cases, pose health hazards.

Electrical systems

Outdated electrical systems are a concern, as they may not meet current safety standards and may struggle to meet the growing energy needs of modern educational technology. This can lead to fire hazards and electrical failures.

Accessibility and building code compliance

Older buildings may not comply with current accessibility standards and building codes. This can pose significant safety concerns for students and staff with disabilities.

Roofing issues

Leaking roofs and outdated roofing materials are common in aging schools. These issues can result in water damage, compromised structural integrity, and mold growth. Leaking roofs can create unsafe environments and exacerbate the deterioration of other building components.

MODERNIZATION PRIORITIES

MIKE MOUNTAIN HORSE ELEMENTARY SCHOOL (WEST LETHBRIDGE-NORTH END)

Mike Mountain Horse currently has 21 modular classrooms, of which 10 are relocatable classrooms that have reached the end of their lifespans. These units are sandwiched between the core school and newer modular classrooms added as the school experienced growth.

The school needs a modernization to address the relocatable units, replace major building components such as mechanical, electrical and ventilation, improve building functionality and meet programming needs.

The opening of a second elementary school (West Coulee Station Elementary School) in the north end of West Lethbridge in September 2025 will alleviate enrolment pressures at Mike Mountain Horse. With enrolment pressures eased, it will be the perfect time to address the aging relocatable classrooms and modernize the school.

SEE PAGE 51 OF THREE-YEAR CAPITAL PLAN (2024-2025 TO 2026-2027)

PARK MEADOWS ELEMENTARY SCHOOL (NORTH LETHBRIDGE)

Park Meadows Elementary School is 44 years old and has eight modular classrooms that were original to the building. Park Meadows is the boundary school for a developing area in North Lethbridge—the community of Blackwolf—and will see increased enrolment into the future.

Modernization will ensure that this school has modernized learning environments, and building condition addressed through the replacement of major mechanical heating, ventilation, and electrical components. Modernization will extend the useful life of this building as it prepares to accommodate future growth.

SEE PAGE 52 OF THREE-YEAR CAPITAL PLAN (2024-2025 TO 2026-2027)

Figure 3 PRIORITIZED SCHOOL MODERNIZATIONS

Within the three-year span of the Capital Plan, the Lethbridge School Division has identified nine schools requiring modernization measures at an estimated total cost (in 2024 dollars) of \$174 million.

An additional five modernizations beyond 2027 bring the total projected cost to \$259 million.

The general requirements of each modernization project are outlined in the Capital Plan. Page number references are provided in the table.

In our review of the modernizations in the current Capital Plan, the most significant impact in 15 years will be the investment to upsize Gilbert Paterson Middle School to add capacity to the growing population in south Lethbridge. The current school site has sufficient room to accommodate an expansion.

MODERNIZATION PRIORITIES

Priority	School	Age (years)	City sector	2024 cost	Capital Plan page #
1	Galbraith Elementary	112	North	\$23M	50
2	Mike Mountain Horse Elementary	38	West	\$14M	51
3	Park Meadows Elementary	44	North	\$15M	52
4	Nicholas Sheran Elementary	44	West	\$15M	53
5	Lethbridge Collegiate Institute	75	South	\$60M	54
6	Dr. Gerald B. Probe Elementary	33	West	\$15M	55
7	Victoria Park High School	66	South	\$10M	56
8	Senator Buchanan Elementary	70	North	\$12M	57
9	Westminster Elementary	71	North	\$10M	58
	Subtotal			\$174M	
	BEYOND 2027				
10	Gilbert Paterson Middle School	69	South	\$20M	
11	Fleetwood-Bawden Elementary	73	South	\$15M	
12	École Agnes Davidson	62	South	\$15M	
13	Lakeview Elementary	64	South	\$15M	
14	G.S. Lakie Middle School	21	West	\$20M	
	TOTAL			\$259M	





CONTEXT

LETHBRIDGE • CITY SNAPSHOT

With a population of 106,550 citizens as of the 2023 municipal census, Lethbridge is the third largest city in Alberta by both population and land area (at about 120 km²). From 2016 to 2021, its population grew by 6.1 percent—a higher growth rate than both Alberta's (4.8 percent) and Canada's (5.2 percent).

Within the next 30 to 50 years, the city's population is projected to grow to more than 150,000.

Lethbridge is divided into three geographical areas: north, south and west Lethbridge. The city works with developers to grow sustainable neighbourhoods with convenient and family-friendly design that includes schools, parks, shops and services. West Lethbridge is home to much of the city's recent growth and features new communities such as Sunridge, RiverStone and Crossings.

With 330 days of sunshine per year, the region enjoys warm summers and mild winters. The Rocky Mountains 150 kilometres to the west contribute to our unique weather patterns, including the warm Chinook winds that provide frequent reprieves from the chill of the prairie winter.

Although the area's character is largely agricultural, Lethbridge has grown into a vibrant, multicultural urban centre and an important economic and tourism hub. With the full array of modern conveniences and amenities close to home, residents enjoy the best of city living in a place that's retained its friendly small-town attitude. The area offers an increasingly diverse and compelling selection of shops, restaurants, bars and cafes.

The region boasts a thriving arts and cultural scene with a robust calendar of annual festival and events). With distinctive coulees along the inviting Oldman River, one of the largest urban park systems in North America and such facilities as ATB Centre, Nicholas Sheran Leisure Centre and Spitz Stadium, Lethbridge is rich in sport and recreational opportunities.

Lethbridge is among only a few regions of its size with three post-secondary institutions—University of Lethbridge, Lethbridge College and Red Crow Community College. Collectively, these institutions offer a broad range of certificate, diploma and degree programs as well as options in the trades and continuing education.

By virtue of its evolving economy, relative affordability, welcoming climate and exceptional quality of life, Lethbridge is expected to surpass provincial and national growth rate averages over the decades to come.

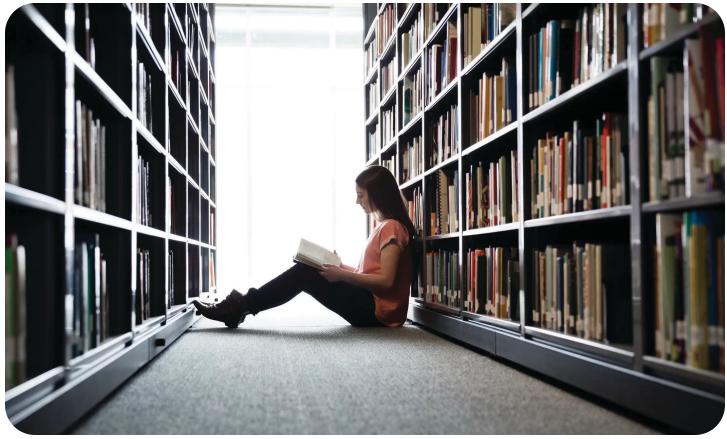
CITY OF LETHBRIDGE CENSUS

According to City of Lethbridge census figures, the city's population grew from 86,659 in 2010 to 106,550 in 2023—a 22.3% increase.

The City predicts that the population of Lethbridge will reach 150,000 residents by 2050.

In 2023, North Lethbridge was home to 29,448 residents (27.6 percent of the total population), South Lethbridge was home to 33,309 (31.3 percent) and West Lethbridge was home to 43,793 (41.1 percent). As the distribution percentages have remained more or less consistent since 2010, we can reasonably extrapolate that when the city's population reaches 150,000, 41,400 will live in North Lethbridge, 46,950 in South Lethbridge and 61,650 in West Lethbridge.





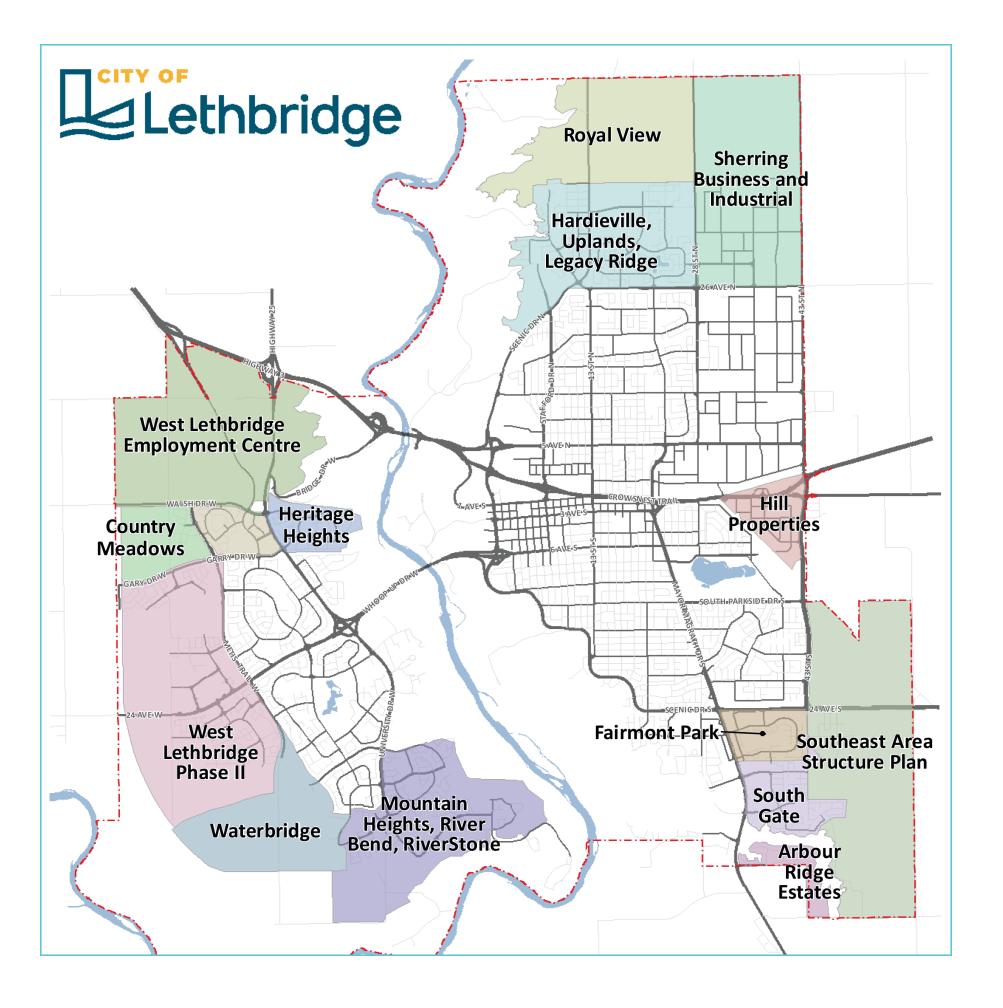
KEY TAKEAWAY

With its relative affordability, exceptional quality of life, welcoming climate and warm sense of community, Lethbridge is certain to continue experiencing significant growth.

To sustain our position as a place of opportunity, our schools need to comfortably accommodate the students of today and tomorrow.



Figure 4
NEW COMMUNITY DEVELOPMENTS
(2022)



		%	2023	2019	2018	2017
TOTAL POPULATION			106,550	101,482	99,769	98,198
	Females	50.4	53,720	49,552	50,697	50,002
	Males	48.5	51,726	51,419	48,883	48,173
	Prefer not to identify	0.9	993	511	189	23
TOTAL DWELLINGS			44,095	42,022	41,358	40,803
AVERAGE RESIDENTS/DWELLING			2.42	2.41	2.41	2.41
AVERAGE AGE			39.0	38.4	38.1	38.1
	Male		38.1	37.5	37.2	37.1
	Female		39.9	39.3	39.1	39.1
	Prefer not to identify		28.9	44.9	40.0	44.8

Figure 5
LETHBRIDGE POPULATION SUMMARY—
APRIL 2023

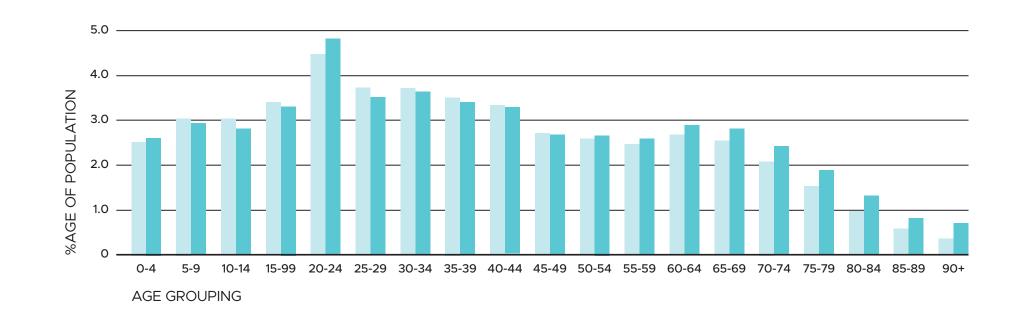


Figure 6
LETHBRIDGE POPULATION DISTRIBUTION—
APRIL 2023

THE WEST LETHBRIDGE STORY

Lethbridge comprises three regions. On the east side of the Oldman River Valley, bisected by Crowsnest Trail (Highway 3), are North and South Lethbridge. The portion of the city west of the Oldman River Valley is West Lethbridge.

Of these three regions, West Lethbridge has the greatest number of residents and has been the fastest growing area of the city for several years. The 1969 West Lethbridge urbanization plan envisioned the growth of the westside to house approximately 80,000 to 90,000 people at full build-out.

Section 4.2 of the City of Lethbridge's Municipal Development Plan (pages 38–39) offers the following description of the growth in West Lethbridge:

Through the 1970s, further growth and development were spurred by the decision to build the university campus in West Lethbridge. Urban development began with plans for the establishment of three 260-hectare (640 acre) suburban neighbourhoods: Varsity Village, Indian Battle Heights, and Mountain Heights. Varsity Village, nearest to the University, was the first to be constructed....

Designed to accommodate 30,000 people, the initial demand for West Lethbridge lots was slow. However, by the early 1980s, fuelled by the abundance of cheap land and consumer preference for space and privacy, the lower-density, automobile-oriented suburban neighbourhood design would attract over 10,000 new residents to Varsity Village, Indian Battle Heights, and the newly-developed Ridgewood Heights along the western edge of the coulees....

Development in Lethbridge has more or less followed the pattern of primarily low-density development taking place on the edge of the city. With a development model that has emphasized consumer choice, urban construction has been active in all three sectors of the city: West, North, and South. Although growth is occurring in all sectors of the city, West Lethbridge has been the primary growth node, where a number of long-planned neighbourhoods are being built out.

More recently, since 2010 and the adoption of the ICSP/ MDP¹, the design of new neighbourhoods has taken on a slightly different look with a move away from curvilinear street networks and a return to grid-like streets—what has become known as the modified grid. Neighbourhood developments are also working toward becoming 'complete neighbourhoods', incorporating 'live, work, shop, and play' opportunities in proximity to one another with a focus on promoting diverse housing options. The Crossings is an example of a long-planned complete neighbourhood currently being developed in West Lethbridge. In 1969, the Urbanization of West Lethbridge report envisioned this area as a cultural and community centre, or as a hub for all of West Lethbridge. It is now the site of schools, a library, a recreation centre, and commercial development, all surrounded by a mix of housing types.

ICSP/MDP: The City of Lethbridge Integrated Community Sustainability Plan/ Municipal Development Plan

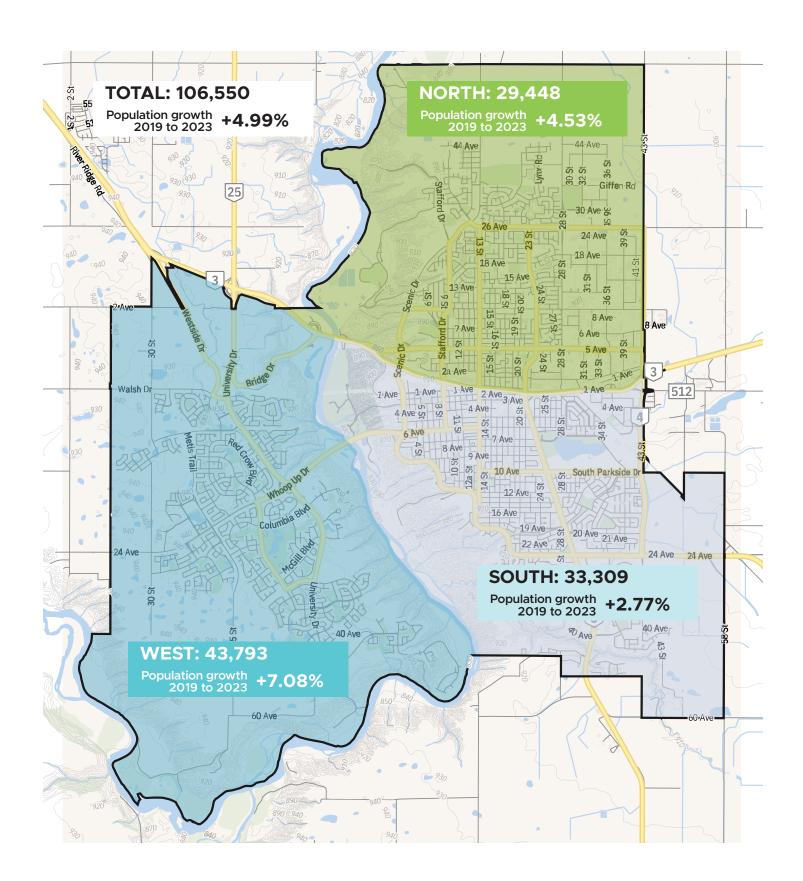


Figure 7
LETHBRIDGE POPULATION BY SECTOR (2023)

Of the three sectors that comprise the city, West Lethbridge has the highest population and, from 2019 to 2023, had the most robust growth rate, surpassing the city average by 42 percent.

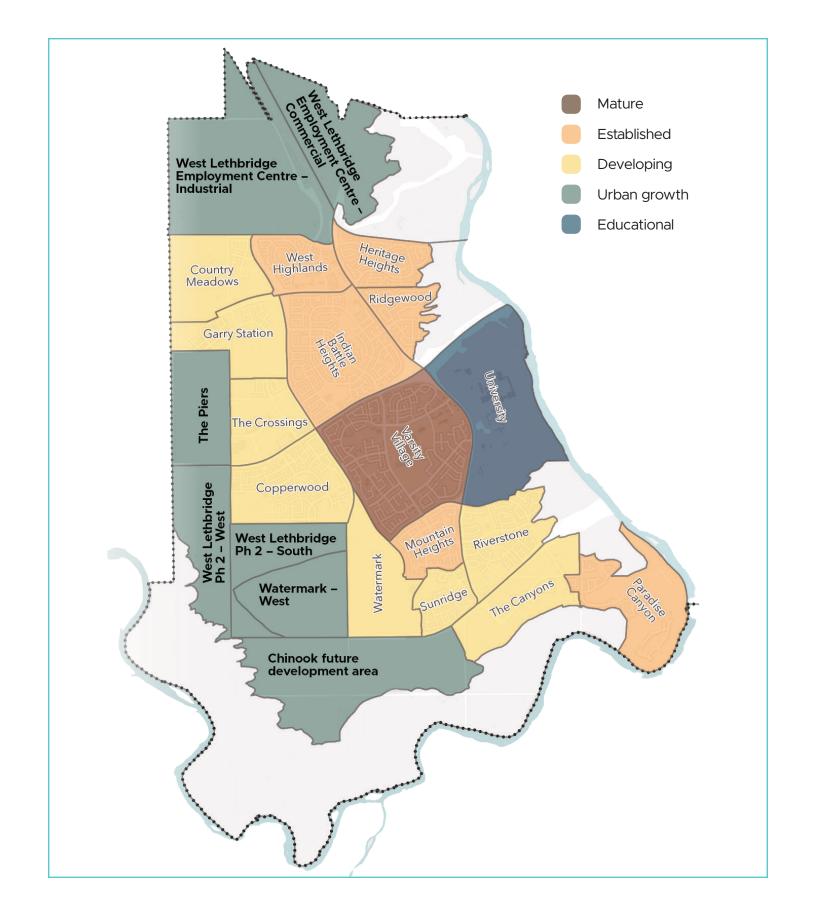
SECTOR	2023	2019	△#	△%
NORTH LETHBRIDGE	29,448	28,172	+1,276	+4.53
SOUTH LETHBRIDGE	33,309	32,412	+897	+2.77
WEST LETHBRIDGE	43,793	40,898	+2,895	+7.08
TOTAL	106,550	101,482	+5,068	+4.99

Figure 8

WEST LETHBRIDGE NEIGHBOURHOODS

Of West Lethbridge's 23 neighbourhoods, seven are considered "developing" (yellow) and seven are designated as "growth" neighbourhoods (green).

The most significant concentration of growth neighbourhoods is on the south end of West Lethbridge.

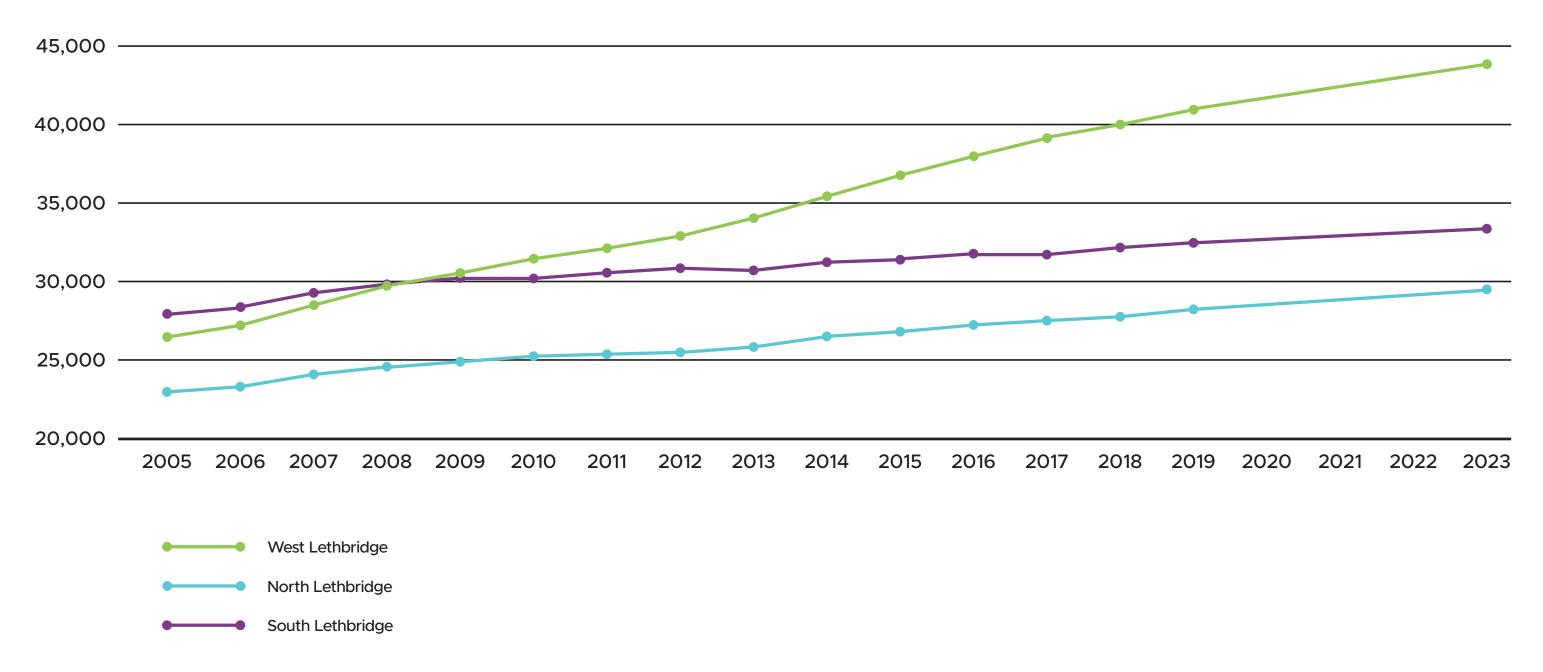


	WEST LETHBRIDGE	± %	NORTH LETHBRIDGE	± %	SOUTH LETHBRIDGE	± %	TOTAL	± #	± %
2023	43,793	7.08	29,448	4.53	33,309	2.77	106,550	5,068	4.99
2019	40,898	2.35	28,172	1.70	32,412	0.94	101,482	1,713	1.72
2018	39,960	2.24	27,700	0.90	32,109	1.42	99,769	1,571	1.60
2017	39,085	3.05	27,453	1.01	31,660	0.19	98,198	1,370	1.41
2016	37,929	3.30	27,179	1.60	31,720	1.22	96,828	2,024	2.13
2015	36.716	3.78	26.751	1.13	31.337	0.52	94.804	1.800	1.94
2014	35,377	4.09	26,451	2.63	31,176	1.70	93,004	2,587	2.86
2013	33,988	3.47	25,774	1.34	30,655	0.45	90,417	1,343	1.51
2012	32,847	2.45	25,432	0.46	30,795	0.95	89,074	1,192	1.36
2011	32,063	2.11	25,315	0.78	30,504	1.20	87,882	1,223	1.41
2010	31,399	2.98	25,118	1.14	30,142	-0.09	86,659	1,167	1.37
2009	30,489	2.75	24,835	1.31	30,168	1.33	85,492	1,532	1.82
2008	29,673	4.32	24,514	2.04	29,773	1.88	83,960	2,268	2.78
2007	28,443	4.75	24,024	3.37	29,225	3.20	81,692	2,979	3.78
2006	27,154	2.83	23,241	1.44	28,318	1.56	78,713	1,511	1.96
2005	26,407	17.74	22,911	2.52	27,884	-0.20	77,202	4,485	6.17
2004	No census								
2003	No census								
2002	22,429	13.48	22,347	2.41	27,941	3.00	72,717	4,005	5.83
2001	No census								
2000	No census								
1999	19,764	6.57	21,821	2.44	27,127	3.59	68,712	2,677	4.05
1998	No census								
1997	18,546	9.12	21,301	-2.04	26,188	-0.03	66,035	1,097	1.69
1996	No census								
1995	No census								
1994	16,996	10.33	21,745	-0.54	26,197	0.28	64,938	1,548	2.44
1993	No census								
1992	15,404	14.80	21,863	1.80	26,123	1.57	63,390	2,776	4.58
1991	No census								
1990	No census								

Figure 9 LETHBRIDGE POPULATION GROWTH BY SECTOR • 1990–2023

For the past 24 years, West Lethbridge has consistently outpaced North and South Lethbridge in population growth.

Figure 10
LETHBRIDGE POPULATION GROWTH BY SECTOR—2005–2023



REGION		△# 2023	△% 2023	△# 2019	△% 2019	2023	2019	2018	2017
NORTH	West	510	5.08	98	0.98	10,559	10,049	9,951	9,789
LETHBRIDGE	East	766	4.23	374	2.11	18,889	18,123	17,749	17,664
SOUTH	West	106	1.14	12	0.13	9,436	9,330	9,318	9,341
LETHBRIDGE	East	791	3.43	291	1.28	23,873	23,082	22,791	22,319
WEST	North	1,510	8.69	388	2.28	18,893	17,383	16,995	16,541
LETHBRIDGE	South	1,385	5.89	550	2.39	24,900	23,515	22,965	22,544
TOTAL		5,068	4.99	1,713	1.72	106,550	101,482	99,769	98,198

Figure 11 LETHBRIDGE POPULATION BY REGION— DETAIL

Within West Lethbridge, growth in the northern half of the region is outpacing growth in the southern half.

GUIDING DOCUMENTS

Summary of enabling legislation that supports school operations and planning.

LETHBRIDGE SCHOOL DIVISION THREE-YEAR CAPITAL PLAN (2024-2025 TO 2026-2027)

This is Lethbridge School Division's government submission for immediate and future capital projects (construction of new schools and modernization of existing buildings).

PROVINCE OF ALBERTA'S EDUCATION ACT

This document provides the basic structure that all Alberta school divisions must follow.

Part 6, Division 8 ("Property") of Alberta's Education Act specifies, right at the start, that "A board shall provide and maintain adequate real and personal property for its administrative and educational purposes" (section 187). As our educational purpose—to be inclusive, forward-thinking and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens—is achievable only if our school division's buildings support continued delivery of quality, relevant and accessible learning experiences, we are legislatively compelled to intelligently address current and anticipated capacity issues within Lethbridge School Division.

ALBERTA INFRASTRUCTURE SCHOOL CAPITAL MANUAL

The School Capital Manual serves as a resource for school jurisdictions (not including private and federal schools) to develop their understanding of their roles and responsibilities regarding the prioritization, implementation and funding of approved school infrastructure projects. The manual also provides details to develop their three-year capital plans, which school jurisdictions develop to build or improve facilities.

CITY OF LETHBRIDGE MUNICIPAL DEVELOPMENT PLAN

The City's MDP sets a vision and policy guidance for the City to:

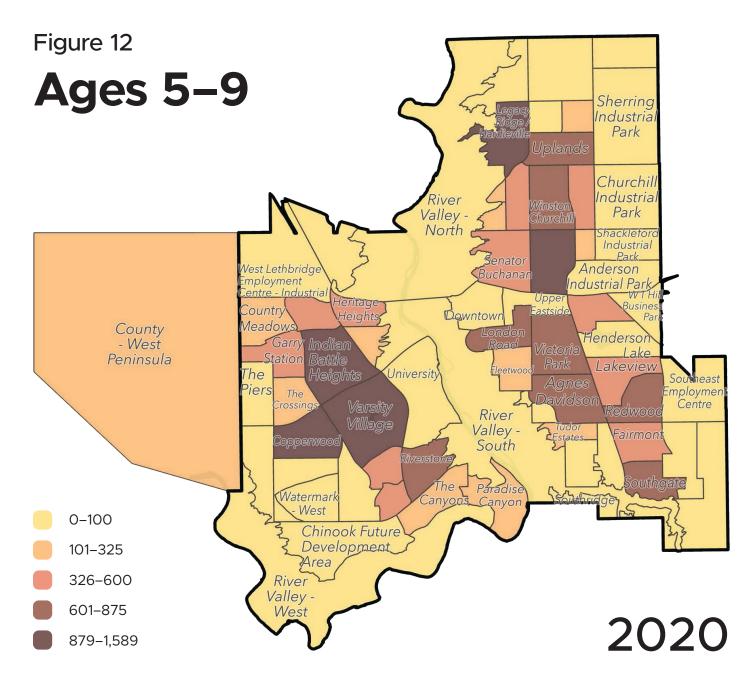
- Improve our residents' quality of life
- Meet the community's changing needs
- Foster a prosperous local economy
- Grow in a responsible and sustainable manner for years to come.

The MDP sets six desired outcomes for Lethbridge, which include creating a city that is:

- Culturally vibrant
- Economically prosperous
- Environmentally responsible
- Healthy and diverse
- Supportive of the region
- Well-designed.



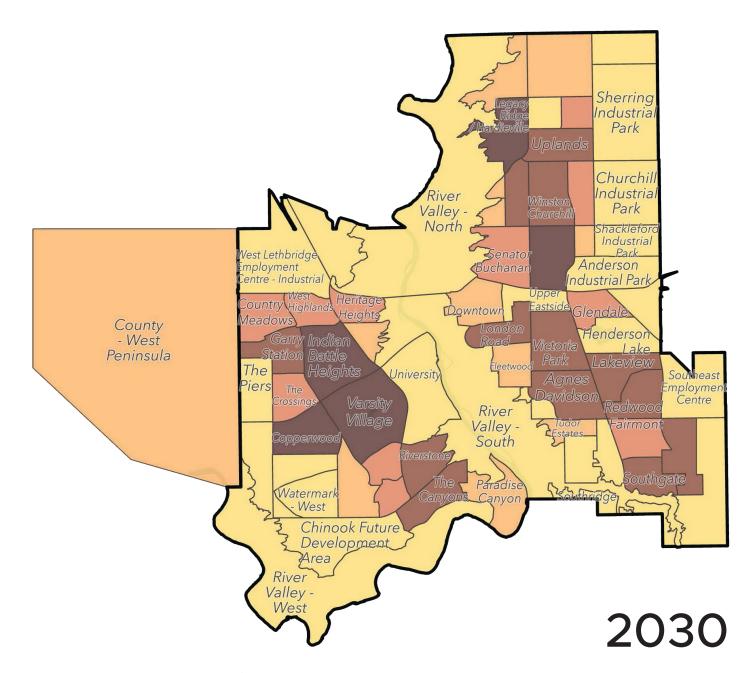
POPULATION, ENROLMENT & UTILIZATION



West Lethbridge had the largest share of the city's age 5-9 population—44 percent—compared to 30 percent for North Lethbridge and 26 percent for South Lethbridge.

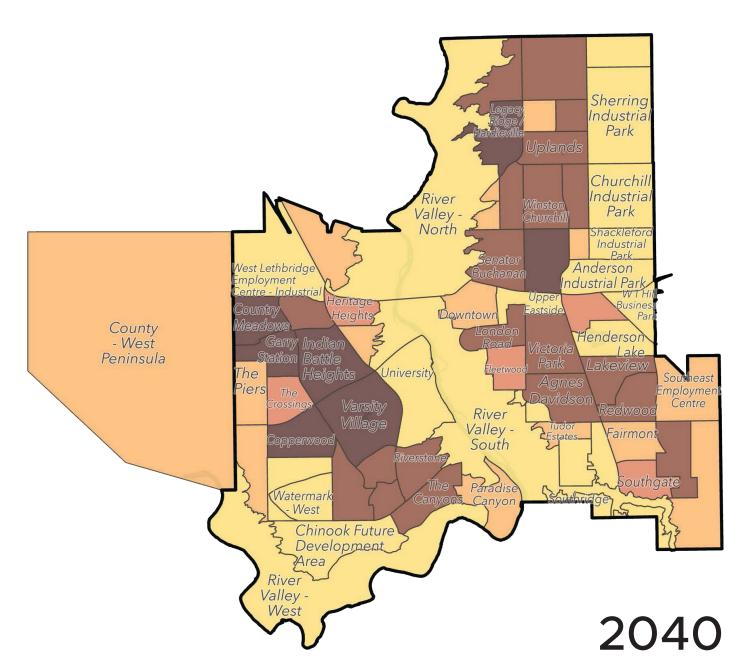
Significant nodes of this cohort were seen in the West Lethbridge neighbourhoods of Indian Battle Heights, Varsity Village and Copperwood. Combined, these three neighbourhoods had more than half of West Lethbridge's age 5-9 cohort (1,337 of 2,579). North and South Lethbridge had comparatively even geographical distribution of students in this cohort.

POPULATION PROJECTIONS 2020–2050

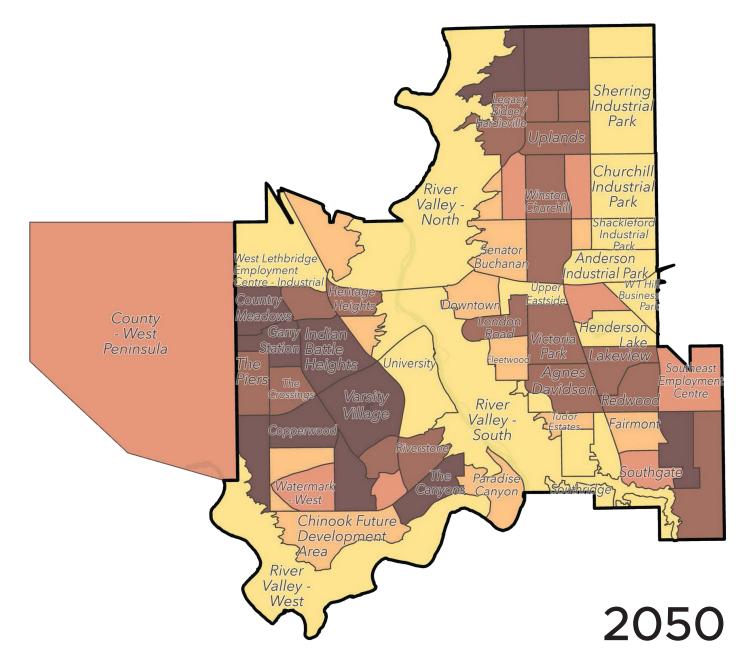


Between 2020 and 2030, significant development continues in Country Meadows, Garry Station, The Crossings and The Canyons in West Lethbridge, Blackwolf 1 In North Lethbridge and Discovery in South Lethbridge. Development is also expected to begin in Watermark in West Lethbridge and, in North Lethbridge, in Blackwolf 2, the Royalview future development area and Burbridge Farms future development area.

This will lead to a large increase in the age 5-9 cohort for these neighbourhoods. The development of Copperwood and RiverStone in West Lethbridge is anticipated to effectively conclude over this same period, leading to a stabilization of the population of the age 5-9 cohort in these neighbourhoods.



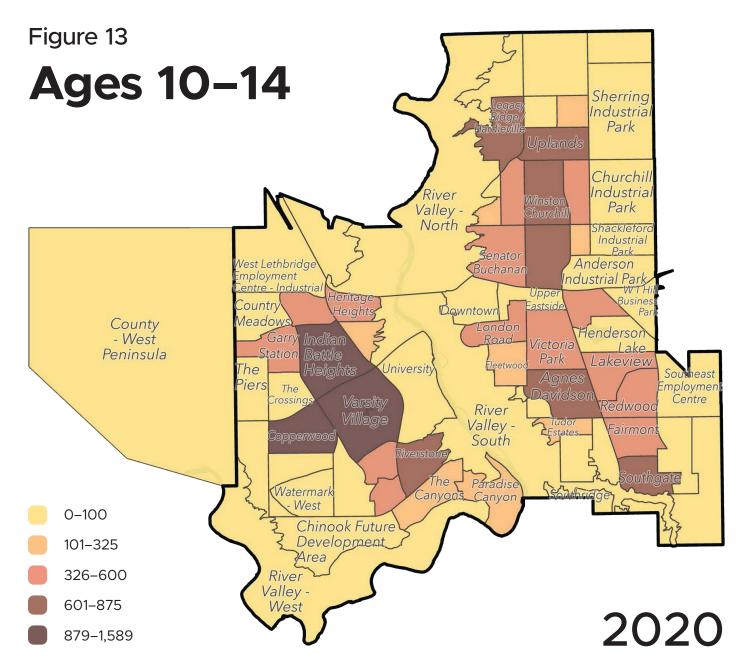
The Piers and the West Lethbridge Phase II–West area in West Lethbridge are anticipated to see growth beginning between 2030 and 2040, as are Blackwolf 2 in North Lethbridge and the Southeast future development area and Southeast Employment Centre in South Lethbridge. Population growth for all age cohorts is expected over this same timeframe in Country Meadows, Garry Station, Watermark and The Canyons in West Lethbridge; the Royalview future development area and Burbridge Farms future development area in North Lethbridge; and Discovery in South Lethbridge. A decrease in the age 5-9 cohort from 2030 to 2040 is expected in the Fairmont and Tudor Estates neighbourhoods in South Lethbridge, while centrally located, established neighbourhoods will likely experience slight fluctuations in total population and the age 5-9 cohort.



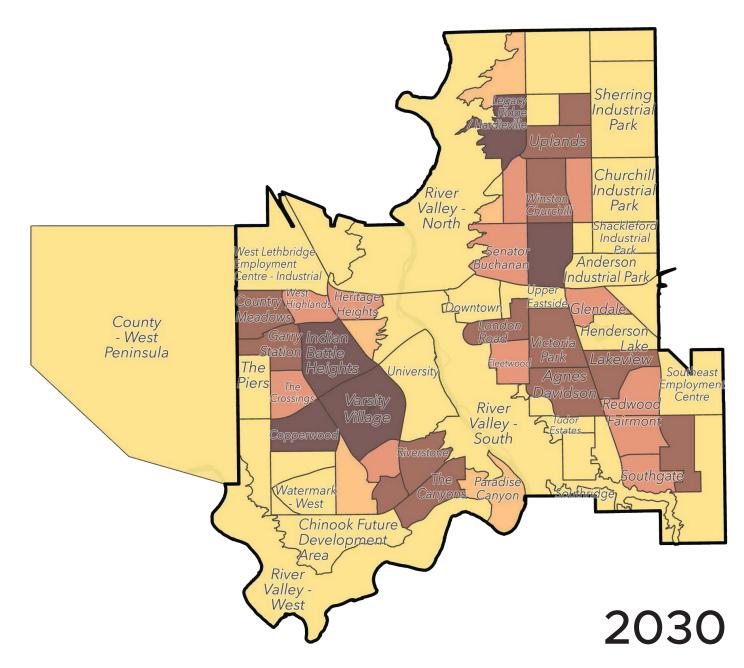
In 2040–2050, growth in the age 5-9 cohort is expected in West Lethbridge Phase II–South area, Watermark–West and the Chinook future development area, all located in the southern portion of West Lethbridge. Growth of this age cohort will continue in The Piers, the West Lethbridge Phase II–West and Watermark in West Lethbridge; Blackwolf 2, Royalview future development area and Burbridge Farms future development area in North Lethbridge; and the Southeast future development area in South Lethbridge.

The area known as County–West Peninsula—the remainder of the west peninsula currently within Lethbridge County—is anticipated to be annexed into the city at some point in the future. Utility servicing and urban development are anticipated to begin in this area between 2040 and 2050, with growth in the age 5-9 cohort also beginning during this timeframe.

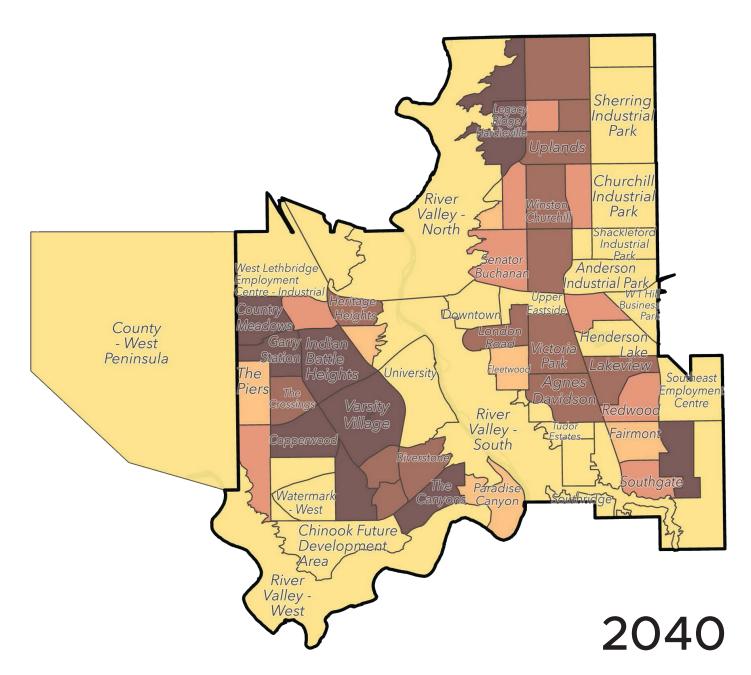
Growth for the age 5-9 cohort will begin to stabilize over this timeframe in Copperwood, Garry Station and RiverStone in West Lethbridge and in Blackwolf 1 and Legacy Ridge/Hardieville in North Lethbridge.



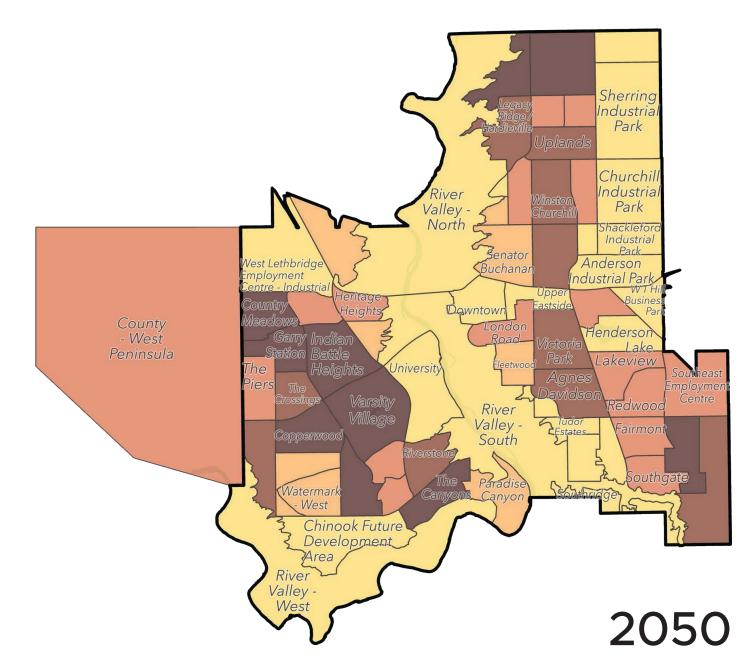
As for the age 5-9 cohort, West Lethbridge had the largest share of the city's age 10-14 population with 46%, compared to 29% for North Lethbridge and 25% for South Lethbridge. Significant nodes of the age 10-14 cohort were seen in the West Lethbridge neighbourhoods of Indian Battle Heights, Varsity Village and Copperwood, which—combined—had just over half (1,341 of 2,654) of the 10-14 age cohort population in West Lethbridge. North Lethbridge had a similar geographical distribution of the share of its population in the age 10-14 cohort, with the neighbourhoods of Uplands, Legacy Ridge/Hardieville and Westminster having the highest numbers of the 10-14 age cohort, but accounting for nearly half of the 10-14 year old population (49%) on the north side. The population of 10-14 year olds in South Lethbridge was more evenly spaced with only 38% residing in the neighbourhoods with the largest 10-14 age cohorts.



Between 2020 and 2030, significant development will continue in Country Meadows, Garry Station, The Crossings and The Canyons in West Lethbridge; Blackwolf 1 In North Lethbridge; and Discovery in South Lethbridge. Development is also expected to begin in Watermark in West Lethbridge and Blackwolf 2, the Royalview future development area and Burbridge Farms future development area in North Lethbridge. This will lead to a large increase in the age 10-14 cohort for these neighbourhoods. The development of Copperwood and RiverStone in West Lethbridge is anticipated to effectively conclude over this same time period, leading to a stabilization of the population of these neighbourhoods along with the age 10-14 cohort.



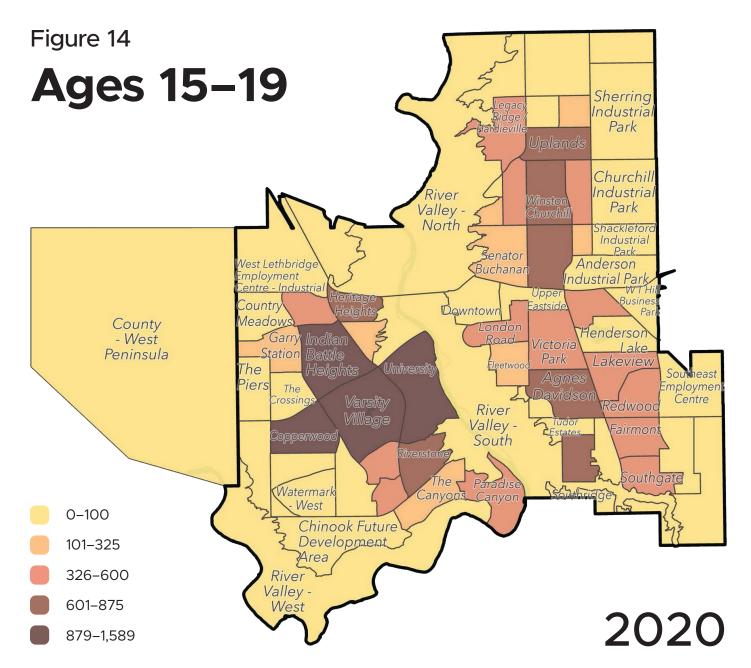
The Piers and the West Lethbridge Phase II–West area in West Lethbridge are anticipated to see growth beginning between 2030 and 2040, as is Blackwolf 2 in North Lethbridge and the Southeast future development area and Southeast Employment Centre in South Lethbridge. Population growth for all age cohorts is expected over this same timeframe in Country Meadows, Garry Station, Watermark, Sunridge and The Canyons in West Lethbridge; Blackwolf 1, Blackwolf 2, the Royalview future development area and Burbridge Farms future development area in North Lethbridge; and Discovery in South Lethbridge. A decrease in the age 10-14 cohort from 2030 to 2040 is expected in the Fairmont neighbourhood in South Lethbridge, while centrally located established neighbourhoods will experience slight fluctuations in total population and the age 10-14 cohort.



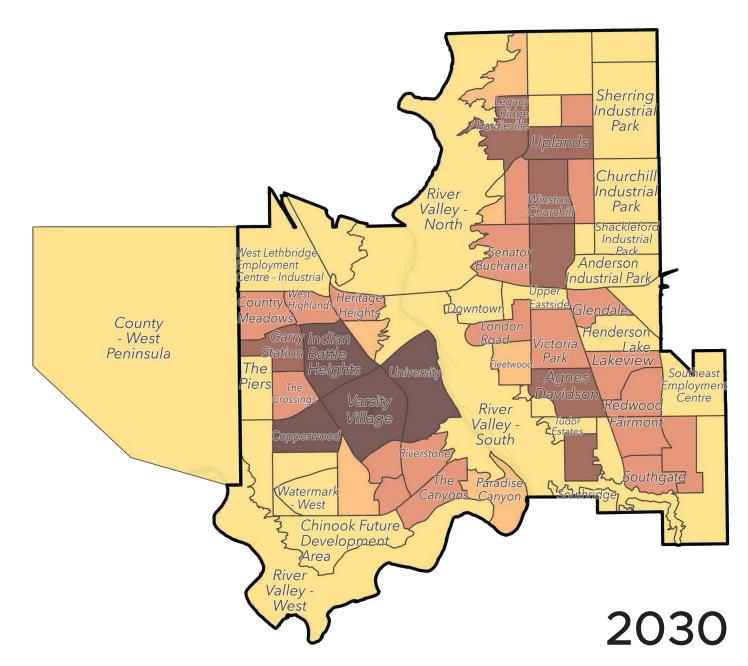
Growth in the age 10-14 cohort from 2040 to 2050 is expected to begin in West Lethbridge Phase II—South area and Watermark—West. Growth of this age cohort will continue in The Piers, West Lethbridge Phase II—West, Country Meadows, Garry Station, The Crossings and Watermark in West Lethbridge; Blackwolf 2, Royalview future development area and Burbridge Farms future development area in North Lethbridge; and the Southeast Employment Centre and Southeast future development area in South Lethbridge.

The area known as County–West Peninsula is anticipated to be annexed into the city at some point in the future. Utility servicing and urban development are anticipated to begin in this area between 2040 and 2050, with growth in the age 10-14 cohort also beginning during this timeframe.

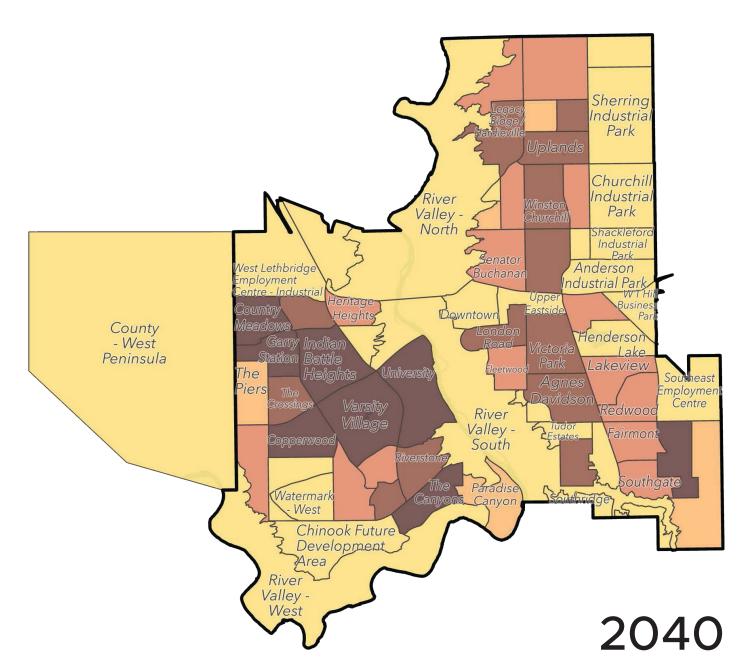
Growth for the age 10-14 cohort will begin to stabilize over this timeframe in Copperwood, Garry Station and RiverStone in West Lethbridge; Blackwolf 1 and Legacy Ridge/Hardieville in North Lethbridge; and Discovery in South Lethbridge.



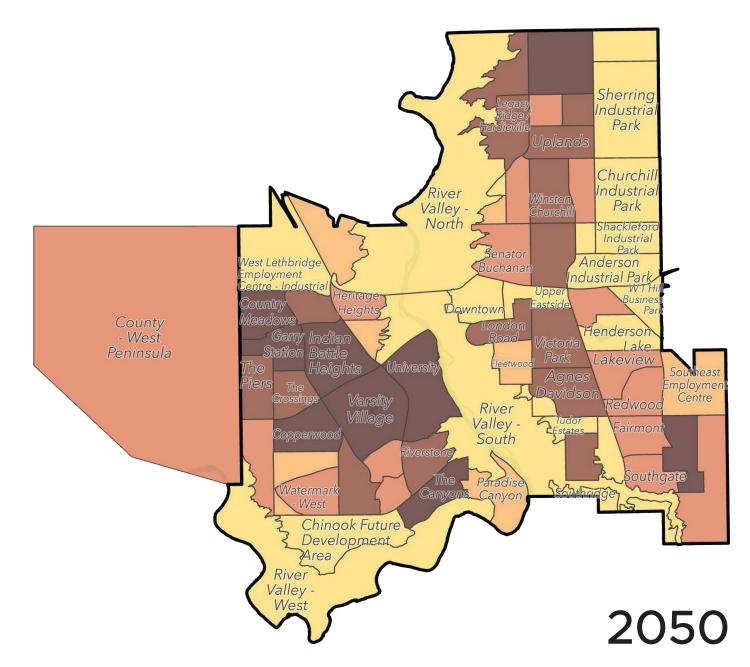
As with the age 5-9 and 10-14 cohorts, West Lethbridge had the largest share of the city's age 15-19 population—51% compared to 23% in North Lethbridge and 26% in South Lethbridge. As with the other age cohorts, significant nodes of the age 15-19 cohort were seen in the West Lethbridge neighbourhoods of Indian Battle Heights, Varsity Village and Copperwood. What was unique is that there was a substantial population of this cohort residing at the University—not surprising as nearly all students residing in oncampus dormitories are 17 to 19 years old. If the University is not considered, these three neighbourhoods combined had just over half (1,537 of 2,911) of the age 15-19 population in West Lethbridge. North Lethbridge had a similar geographical distribution of the share of its population in the age 15-19 cohort, with the neighbourhoods of Uplands, Winston Churchill and Westminster having the highest numbers of the age 15-19 cohort, but accounting for close to half (826 of 1,571) of the 15-19 year old population on the north side. The population of 15-19 year olds in South Lethbridge was more evenly spaced with only 37% (572 of 1,539) residing in the neighbourhoods with the largest age 15-19 cohorts, even with the student population of Lethbridge Polytechnic on-campus housing removed from consideration.



Between 2020 and 2030, significant development will continue in Country Meadows, Garry Station, The Crossings and The Canyons in West Lethbridge; Blackwolf 1 In North Lethbridge; and Discovery in South Lethbridge. Copperwood is expected to complete almost all development over this time period, but the age 15-19 cohort will continue to grow as the population ages. Development is also expected to begin in Watermark in West Lethbridge and Blackwolf 2, the Royalview future development area and Burbridge Farms future development area in North Lethbridge. This will lead to a large increase in the age 15-19 cohort for these neighbourhoods. The development of RiverStone in West Lethbridge is anticipated to effectively conclude over this time period, leading to a stabilization of the population of these neighbourhoods along with the age 15-19 cohort.



The Piers and the West Lethbridge Phase II–West area in West Lethbridge are anticipated to see growth beginning between 2030 and 2040, as is Blackwolf 2 in North Lethbridge and the Southeast future development area and Southeast Employment Centre in South Lethbridge. Population growth for all age cohorts is expected over this same timeframe in Country Meadows, Garry Station, Watermark, Sunridge, The Crossings and The Canyons in West Lethbridge; Blackwolf 1, Blackwolf 2, the Royalview future development area and Burbridge Farms future development area in North Lethbridge; and Discovery in South Lethbridge. A decrease in the age 15-19 cohort from 2030 to 2040 is expected in the Fairmont neighbourhood in South Lethbridge, while centrally located established neighbourhoods will experience slight fluctuations in total population and the age 15-19 cohort.



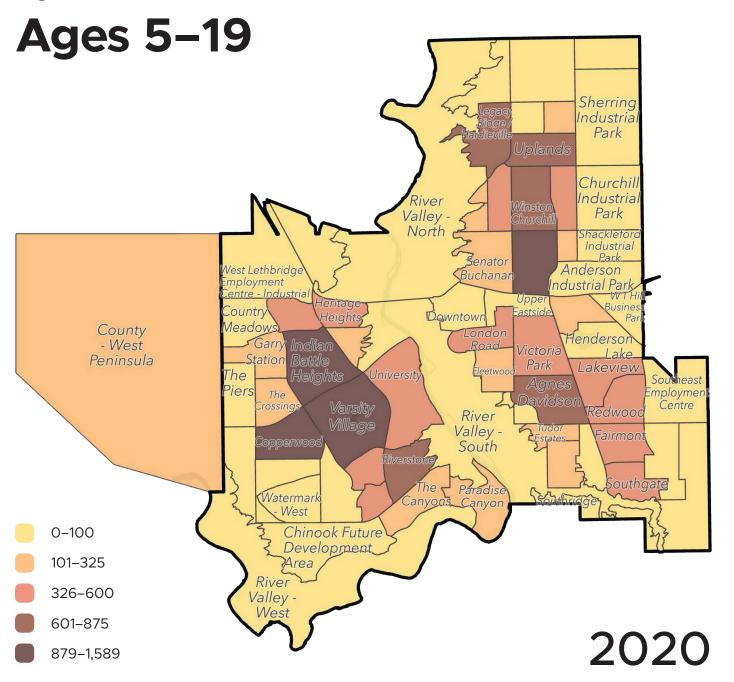
Growth in the age 15-19 cohort from 2040 to 2050 is expected to begin in West Lethbridge Phase II–South area and Watermark–West. Growth of this age cohort also continued in The Piers, West Lethbridge Phase II–West, Country Meadows and Watermark in West Lethbridge; Blackwolf 2, Royalview future development area and Burbridge Farms future development area in North Lethbridge; and the Southeast Employment Centre and Southeast future development area in South Lethbridge.

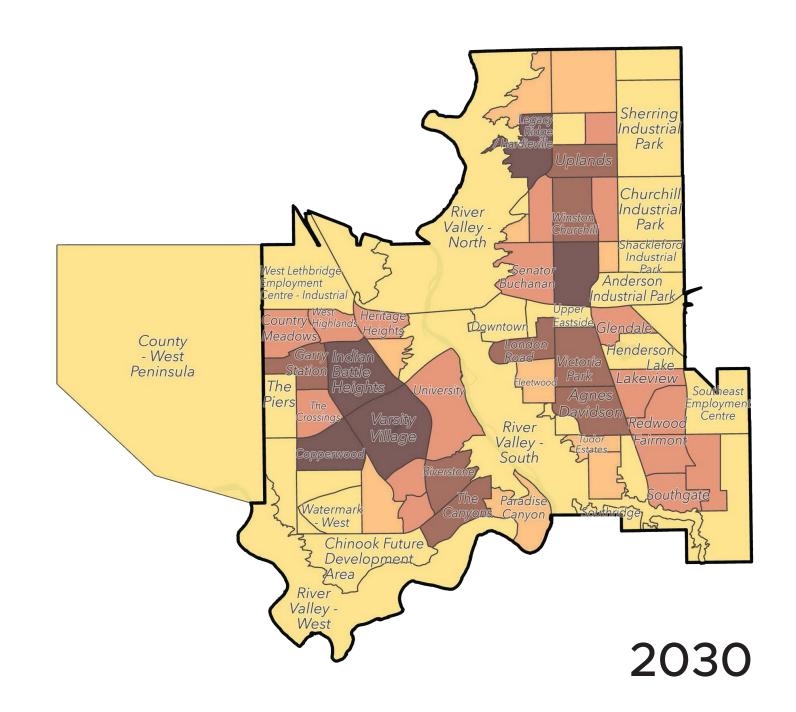
The area known as County–West Peninsula is anticipated to be annexed into the city at some point in the future. Utility servicing and urban development are anticipated to begin in this area between 2040 and 2050, with growth in the age 15-19 cohort also beginning during this timeframe.

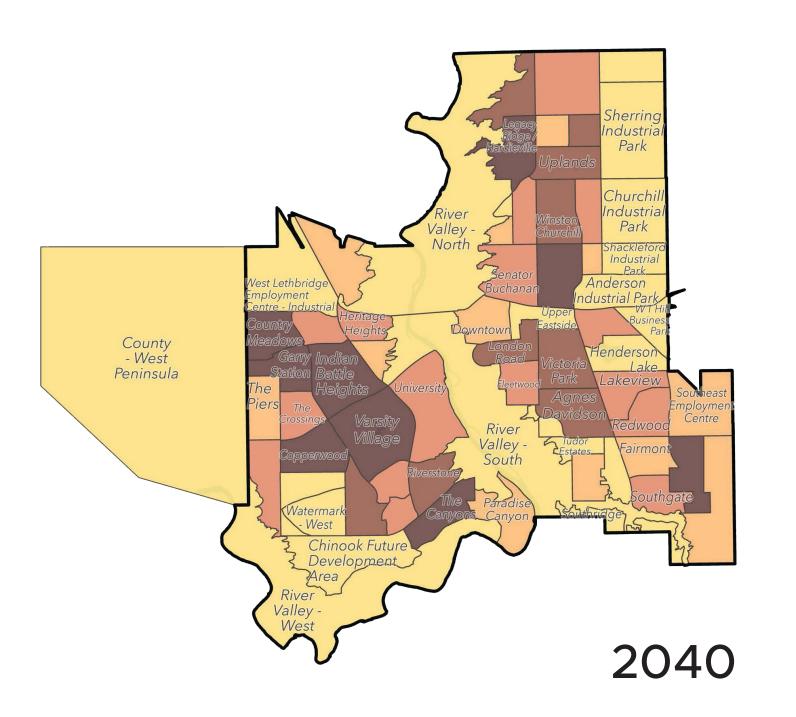
Growth for the age 15-19 cohort will begin to stabilize over this timeframe in Copperwood, Garry Station, The Crossings and RiverStone in West Lethbridge and Discovery in South Lethbridge. The age 15-19 cohort had is expected to decline in Sunridge and Copperwood in West Lethbridge and in Blackwolf 1 and Legacy Ridge/Hardieville in North Lethbridge.

POPULATION PROJECTIONS 2020–2050

Figure 15







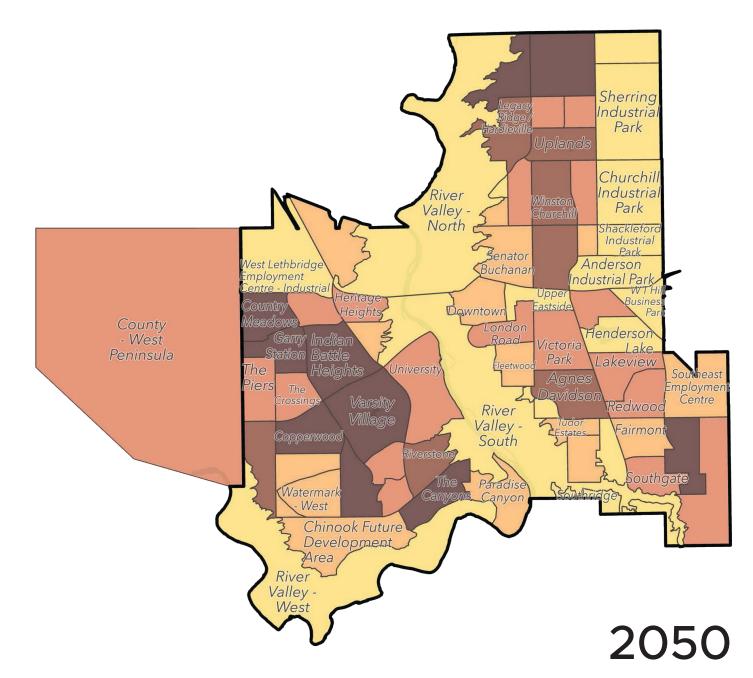
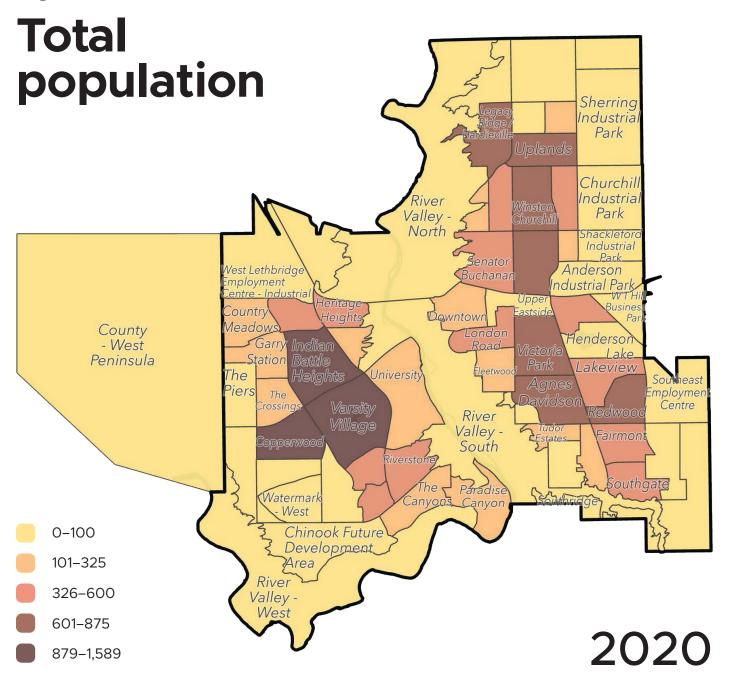
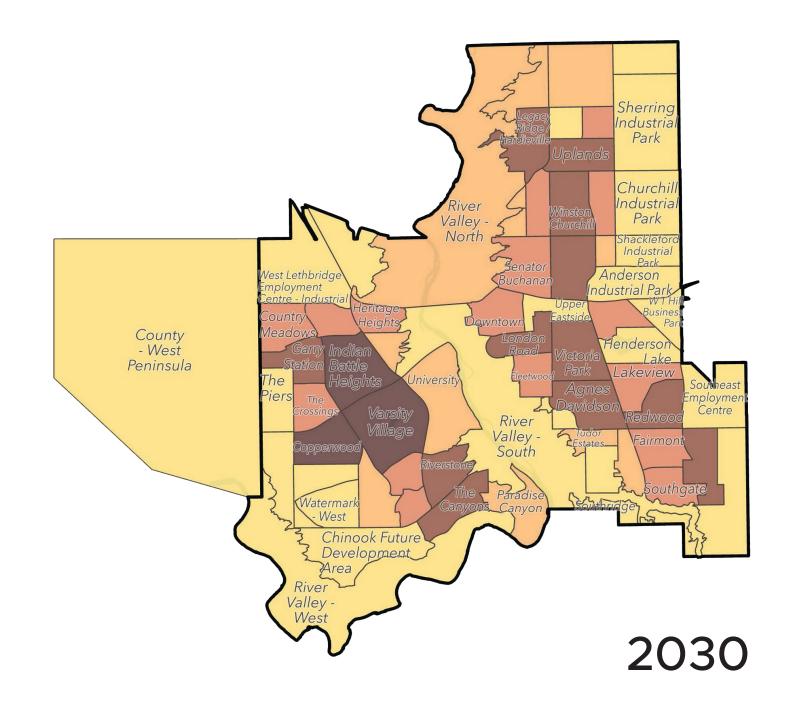
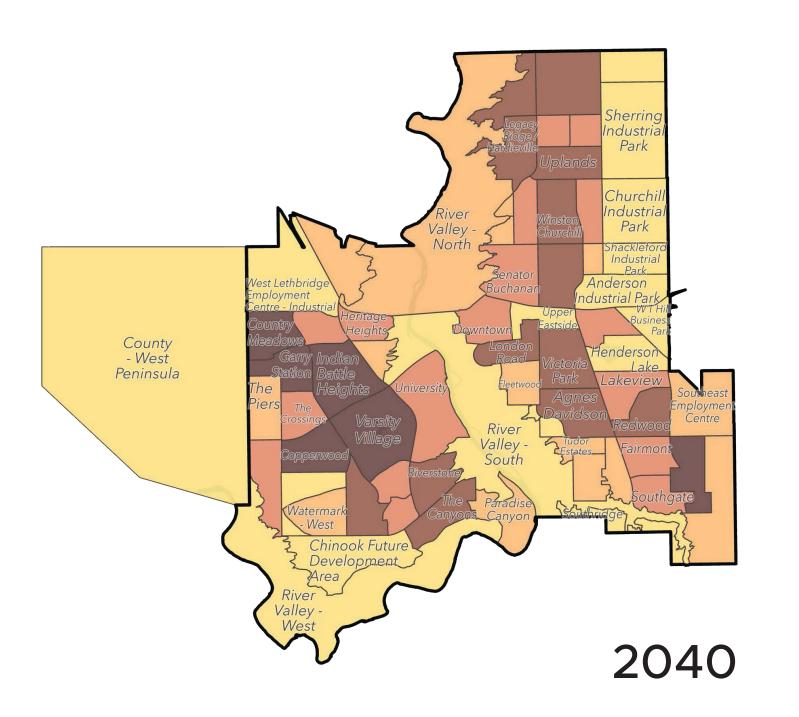
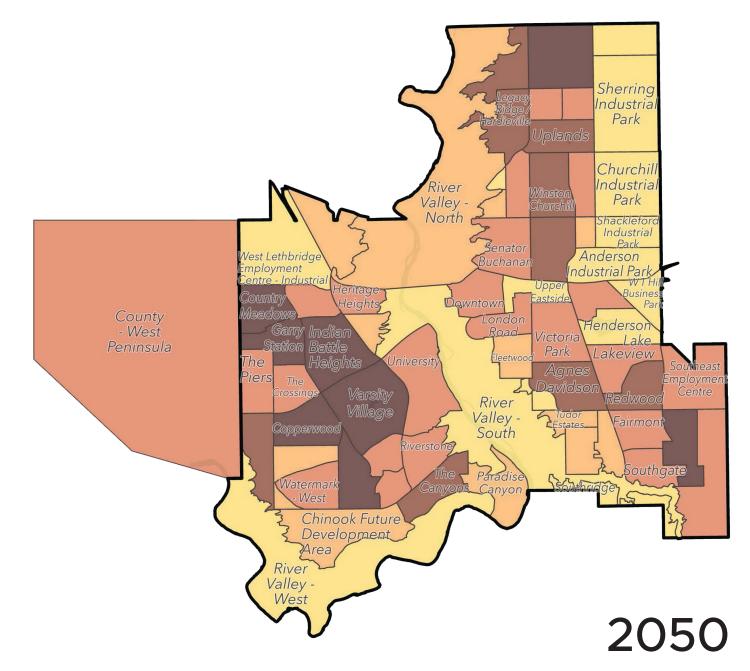


Figure 16









ENROLMENT & UTILIZATION PROJECTIONS

Over the next 10 years, student enrolment in West Lethbridge is projected to increase by more than 700, including 150+ students in Early Learning to grade 6 and about 235 in junior high school. Senior high is projected to increase by 315 students by 2034, and it will continue to increase annually.

These enrolment projections assume that the positive birth trend and positive net migration will continue.

Holy Spirit Catholic School Division does not currently have the capacity to accommodate the increased enrolment at the elementary grade level, and additional space will be required urgently.

LETHBRIDGE SCHOOL DIVISION ENROLMENT

According to its 2023/2024 enrolment figures, Lethbridge School Division has a student population of 12,237—approximately 11.5 percent of the city's total population. By grade level, 42.9 percent are in elementary (kindergarten to grade 5), 22.5 percent are in middle school (grades 6 to 8) and 34.6 percent are in high school (grades 9 to 12).

By geographic region, the distribution of these students is as follows:

- North Lethbridge: 3,521 (28.8 percent)
- South Lethbridge: 4,232 (34.6 percent)
- West Lethbridge: 4,484 (36.7 percent).

This discrepancy between the geographic distribution of students versus that of the general population has two principal explanations:

- Students seeking specialized programs may attend schools outside of their boundary area—for example, the French immersion opportunities for elementary, middle and high school students at South Lethbridge schools
- Due to limited capacity at Chinook High School in West Lethbridge, approximately 400 high school students are bussed from West Lethbridge to Lethbridge Collegiate Institute in South Lethbridge.

LETHBRIDGE SCHOOL DIVISION ENROLMENT GROWTH

Assuming that the city's student population grows at the same rate as the general population (40 percent from 2023 to 2050), the Lethbridge School Division will need to accommodate 17,131 students by 2050—approximately 4.900 additional students.

Figure 17
PRESENT AND PROJECTED ENROLMENT VERSUS CURRENT CAPACITY

School	Туре	Sector	Core Area Only	Total Area	Utilization % Core Area Only	Utilization % Total Area	2023 - 2024 (Actuals)	Forecast increase per year	2030 forecast student population	2030 utilization - core area only	2030 utilization - total area	Capital investment type	2024 cost	Year	Notes
Dr. Robert Plaxton Elementary School	Elementary (K to grade 5)	South	585	585	58%	58%	341	1.30%	373	64%	64%				Ability to add modular classrooms as south community grows
Ecole Agnes Davidson Elementary School	French Immersion Elementary (K to grade 5)	South	450	709	113%	72%	508	1.30%	556	124%	78%	Modernization / Preservation	\$15.0M	Beyond 2027	11 modular classrooms (325 students spaces). Two are 30-40 years old; two are 15-20 years. Age of modulars a concern
Fleetwood Bawden Elementary School	Elementary (K to grade 5) Montessori	South	275	503	133%	73%	367	1.25%	400	146%	80%	Modernization / Preservation	\$15.0M	Beyond 2027	Four modular classrooms (100 student spaces). Two are 15–20 years old
Lakeview Elementary School	Elementary (K to grade 5)	South	442	604	80%	58%	353	1.30%	386	87%	64%	Modernization / Preservation	\$15.0M	Beyond 2027	Six modular classrooms (150 student spaces). Two are 15–20 years old
General Stewart Elementary School	Elementary (K to grade 5)	South	186	186	56%	56%	104	1.30%	114	61%	61%				
Gilbert Paterson Middle School	Middle (grades 6–8) / French Immersion	South	941	941	88%	88%	825	1.30%	903	96%	96%	Modernization / Preservation	\$20.0M	Beyond 2027	Modernization will request additional student spaces to address capacity
Lethbridge Collegiate Institute	High (grades 9–12 / French Immersion	South	1250	2191	118%	67%	1478	1.85%	1,680	77%	77%	Modernization / Preservation	\$60.0M	2024/25	This modernization may be a replacement school on same site
Victoria High School/Outreach Programs	Alternative (grades 7–12)	South	359	359	71%	71%	256	1.25%	279	78%	78%	Modernization / Preservation	\$10.0M	2024/25	
Galbraith Elementary School	Elementary (PK to grade 5)	North	515	515	62%	62%	321	2.11%	372	72%	72%	Modernization / Preservation	\$23.0M	2023/24	Modernization in design phase. Construction expected to begin in 2026 with completion 2028/2029. No change to capacity
Park Meadows Elementary School	Elementary (PK to grade 5)	North	300	509	104%	61%	311	2.11%	360	120%	71%	Modernization / Preservation	\$15.0M	2023/24	10 modular classrooms (250 student spaces). Eight are 40–50 years old (school opening) and two are 30–40 years old. Age of modulars a concern. Modernization would remove old built-in-place modular classrooms
Senator Buchanan Elementary School	Elementary (K to grade 5)	North	369	369	77%	77%	284	2.11%	329	89%	89%	Modernization / Preservation	\$15.0M	2025/26	New school to address enrolment pressure. Modernization required for accessibility
Westminster Elementary School	Elementary (PK to grade 5)	North	367	367	59%	59%	217	2.11%	251	68%	68%	Modernization / Preservation	\$10.0M	2025/26	Modernization required for accessibility
Immanuel Christian Elementary School	Alternative Christian (PK to grade 5)	North	310	310	76%	76%	237	0.98%	254	82%	82%				Society owns this building and develops plans based on projected growth
Lethbridge Christian School	Alternative Christian (K to grade 8)	North	346	346	64%	64%	221	0.98%	237	68%	68%				Society owns this school
Wilson Middle School	Middle (grades 6-8)	North	923	923	66%	66%	612	2.11%	708	77%	77%				
Winston Churchill High School	High (grades 9-12)	North	1094	1094	93%	93%	1015	2.11%	1,175	107%	107%				
Immanuel Christian Secondary School	Alternative Christian (grades 6-12)	North	657	657	46%	46%	303	0.98%	324	49%	49%				
Coalbanks Elementary School	Elementary (K to grade 5) / Spanish Bilingual	West	300	632	221%	105%	664	2.39%	783	261%	124%				14 modular classrooms (350 student spaces).
Dr. Gerald B. Probe Elementary School	Elementary (K to grade 5)	West	400	668	118%	71%	471	2.39%	556	139%	83%	Modernization / Preservation	\$15.0M	2024/25	17 modular classrooms (425 student spaces). Four are 30-40 years old; four are 15-20 years old
Nicholas Sheran Elementary School	Elementary (PK to grade 5)	West	500	727	78%	54%	392	2.39%	462	92%	64%	Modernization / Preservation	\$15.0M	2023/24	14 modular classrooms (350 student spaces). Eight are 40–50 years old, original to building. These would be removed and replaced upon modernization
Mike Mountain Horse Elementary School	Elementary (PK to grade 5)	West	400	771	148%	77%	593	2.26%	693	173%	90%	Modernization / Preservation	\$14.0M	2023/24	21 modular classrooms (525 student spaces). 10 relocatable are vintage to building and almost 40 years old. Age of these relocatables a concern. Once West Coulee Station is complete, a request to remove these modulars will be sent to AB Education
G.S. Lakie Middle School	Middle (grades 6-8)	West	674	770	76%	67%	515	2.26%	602	89%	78%	Modernization / Preservation	\$20.0M	Beyond 2027	Six modular classrooms (150 student spaces). Modernization will be an addition to the building for enrolment growth
Senator Joyce Fairbairn Middle School	Middle (grades 6-8)	West	775	799	80%	78%	623	2.39%	735	95%	92%				10 modular classrooms (part of original capacity calculations)
Chinook High School	High (grades 9-12)	West	1263	1322	97%	93%	1226	2.26%	1,434	114%	108%				

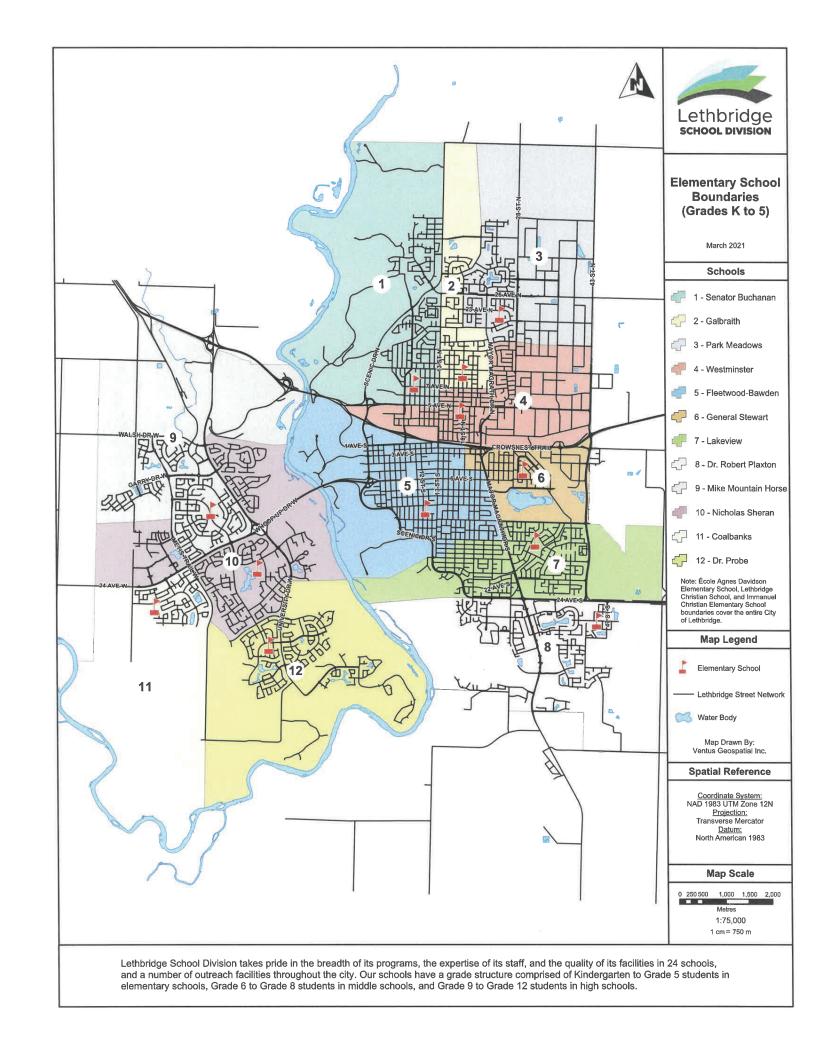
Source: Capital Plan + info provided by architectural consultant / Red denotes overload / capacity

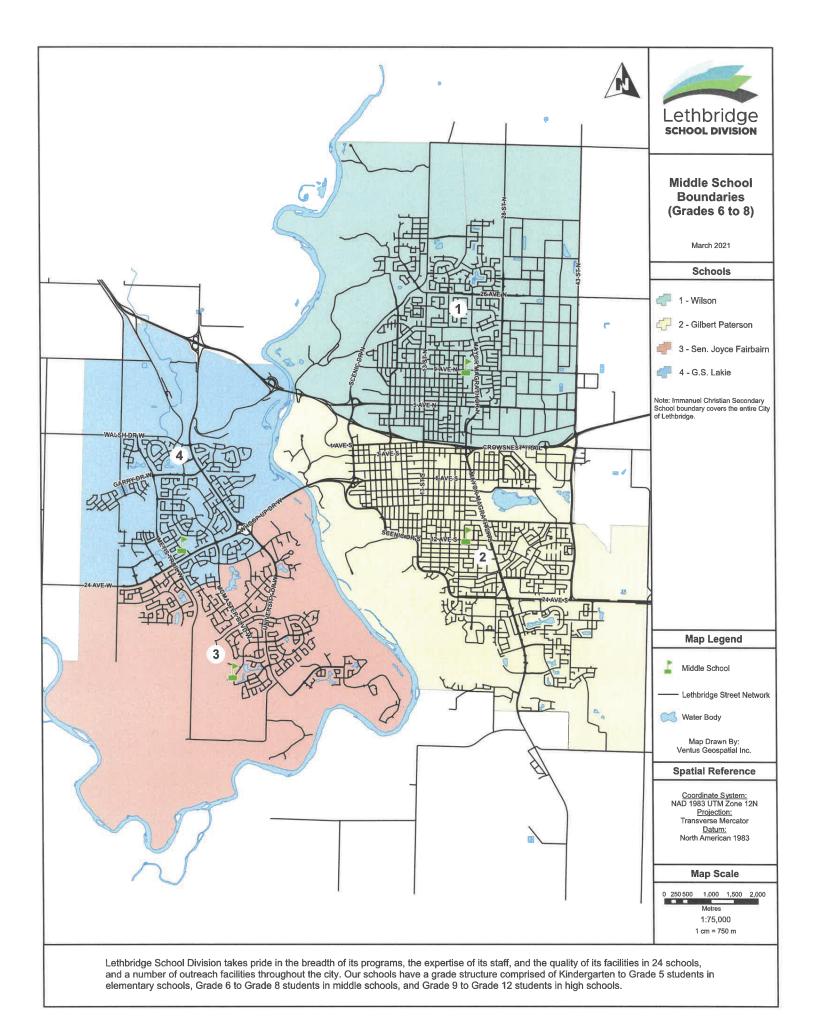
Note: This chart does not take into account the impact on future utilization of adding new schools, such as West Coulee Station Elementary School opening in 2025-2026, a future elementary school and high school requested for West Lethbridge, and an elementary school in north Lethbridge requested in the Division's Capital Plan.

SCHOOL BOUNDARIES

School boundary alterations play a role in formulating investment into new facilities and/or modernization of existing buildings. However, changing school boundaries is challenging and causes consternation among the parents involved. Adjusting school boundaries typically serves as a temporary fix and adds operational costs in busing students.

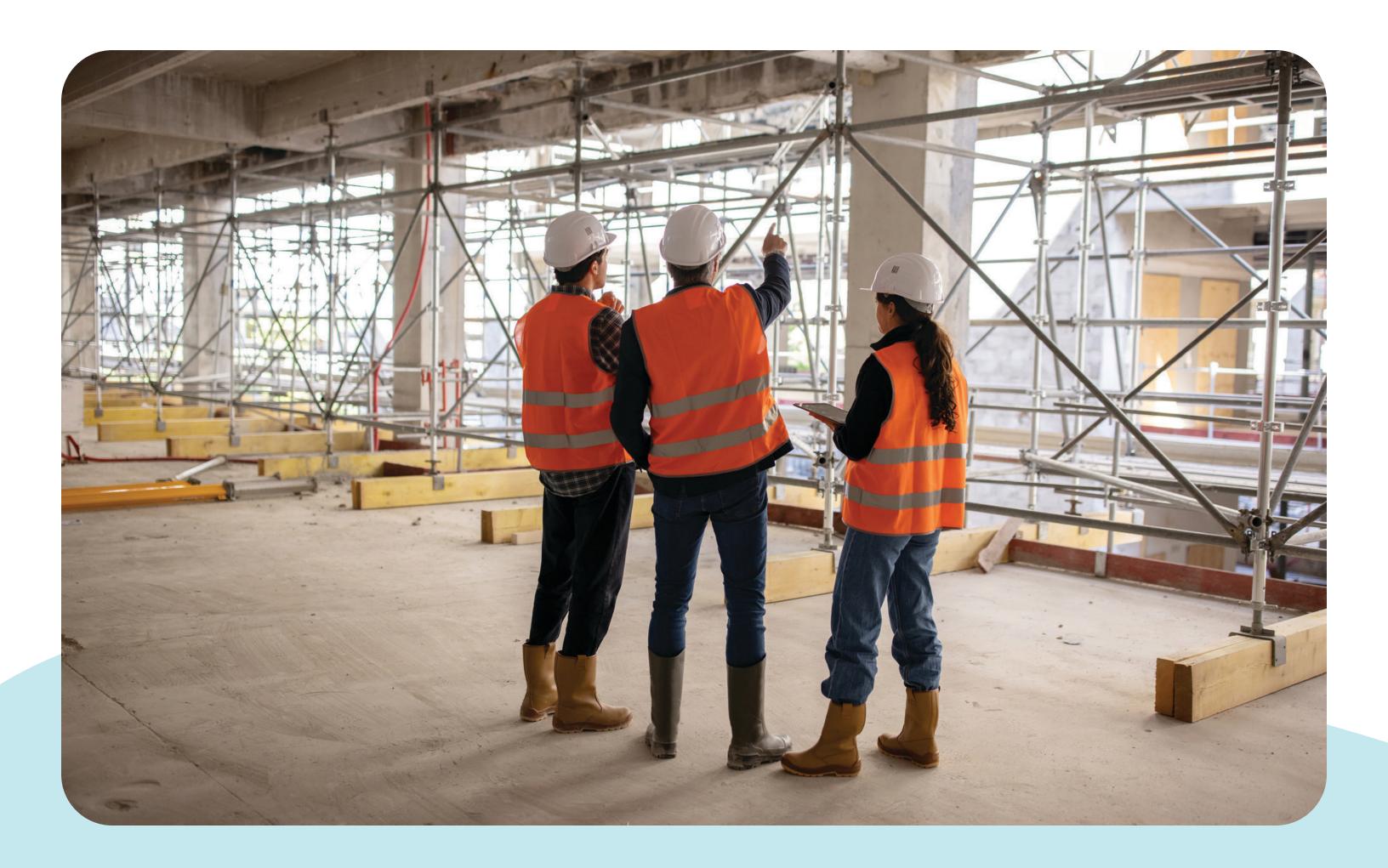
Figure 18
ELEMENTARY, MIDDLE AND HIGH SCHOOL
BOUNDARIES





Lethbridge SCHOOL DIVISION **High School** Boundaries (Grades 9 to 12) March 2021 Schools 1 - Winston Churchill 2-LCI 3 - Chinook Note: Immanuel Christian Secondary School and Victoria Park High School boundaries cover the entire City of Lethbridge. Map Legend High School - Lethbridge Street Network Water Body Map Drawn By: Ventus Geospatial Inc. **Spatial Reference** Coordinate System: NAD 1983 UTM Zone 12N Projection: Transverse Mercator <u>Datum:</u> North American 1983 Map Scale 1:75,000 1 cm = 750 m Lethbridge School Division takes pride in the breadth of its programs, the expertise of its staff, and the quality of its facilities in 24 schools, and a number of outreach facilities throughout the city. Our schools have a grade structure comprised of Kindergarten to Grade 5 students in

elementary schools, Grade 6 to Grade 8 students in middle schools, and Grade 9 to Grade 12 students in high schools.



APPENDIX

ARCHITECT'S NOTES

Nicholas Sheran Elementary School

380 Laval Boulevard W • T1K 3Y2

Nicholas Sheran Elementary School opened in 1980 and has a current official capacity of 727 students based on Alberta Education's Instructional Area Form (IAF) calculations. This overall student capacity is supported by the addition of eight framed-in-place classrooms at the time of original construction. Since then, two additional relocatable classrooms were installed in 1985. Two modular classrooms were added to the school in 2015 and another two in 2017, bringing the total relocatable/modular classroom count to 14. It must be noted here that this number exceeds the total core school instructional spaces of just 13.

In removing portable and modular classrooms from the IAF calculations, we arrive at an original core school capacity of 300 students.

The original eight portable classrooms along with the two 1985 classrooms are framed-in-place wood construction and do not meet today's standards.

The Nicholas Sheran core school gymnasium, with a net area of 617 m², aligns best with a core school capacity of 650–890 students. Nicholas Sheran was designed as a Community School, an initiative at the time to augment school facilities with features such as community rooms and larger gymnasiums to facilitate community use.

The Library Learning Commons has a net area 222 m², reducing that calculation to an approximate core school capacity of 540 students.

With a total net area for Administration of 190 m², the Administration space is undersized for a school of this size, falling just above the smallest allowance made for Administration space in the current Capital Manual. Based on this analysis and the number of both permanent and framed-relocatable classrooms built as a part of the original construction (20), we can assume a core school capacity of 500 students.

The school's current instructional capacity is 145% of design capacity.

Nicholas Sheran Elementary School Statistics

Year opened: 1980

Current enrolment: 392

Core capacity: 500 (78.4% core utilization)

Instructional Capacity: 727 (53.9% instructional utilization)

Instructional capacity versus core capacity: 145%

Core building area: 3,495 m²

Current building area: 5,000 m²

Number of modular classrooms: 14 (Built-in-place/portables: 10 + Modulars: 4)

Mike Mountain Horse Elementary School

155 Jerry Potts Boulevard W • T1K 6G8

Mike Mountain Horse School opened in 1986 and has a current official capacity of 771 students based on IAF calculations. This overall student capacity is supported by the addition of eight framed-in-place classrooms at the time of original construction. Since then, two additional portable classrooms were installed in 1990. In 2007, two modular classrooms were added, along with an additional four in 2010, one in 2013, two in 2015, and finally two in 2016, bringing the total relocatable/modular classroom count to 21. It should be noted that this number exceeds the total core school classroom count of just 13.

The original eight relocatable classrooms and the two 1990 classrooms are framed-in-place wood construction with brick-slice veneer cladding and do not meet today's standards.

The core school gymnasium, with a net area of 490 m², aligns best with a core school capacity of 210–590 students. The Library Learning Commons has a net area 167 m², which narrows that calculation to an approximate 400 students. Based on current Education Area Guidelines, the combination of administration, staff, wrap-around and collaboration spaces programed for would exceed those spaces available within the school by 33m2, or 15%.

The school's current instructional capacity is 193% of design capacity.

Mike Mountain Horse Elementary School Statistics

Year opened: 1986

Current enrolment: 593

Core capacity: 400 (148.3% core utilization)

Instructional Capacity: 771 (76.9% instructional utilization)

Instructional capacity versus core capacity: 193%

Core building area: 3,123 m²

Current building area: 5,436 m²

Number of modular classrooms: 21 (Built-in-place/portables: 8 + Modulars: 13)

ARCHITECT'S NOTES

Dr. Gerald B. Probe Elementary School

120 Rocky Mountain Boulevard W

Dr. Gerald B. Probe Elementary School opened in 1991 and has a current official capacity of 668 students based on IAF calculations. This overall student capacity is supported by the addition of four framed-in-place classrooms at the time of original construction. Since then, two modular classrooms were added in 2007, two in 2008, two in 2014, two in 2015, two in 2016, two in 2017, and finally one in 2019, bringing the total for relocatable and/or modular classrooms on the original core building to 17. It should be noted that this number exceeds the total core school classrooms of just 13.

The original relocatable classrooms are framed-in-place wood construction with brick-slice veneer cladding and do not meet today's standards.

Dr. Gerald B. Probe Elementary School's core school gymnasium, with a net area of 490 m^2 , aligns best with a core school capacity of 210–590 students. The Library Learning Commons has a net area of 167 m^2 , which narrows that calculation to approximately 400 students.

The school's instructional capacity is currently 167% of design capacity.

Dr. Gerald B. Probe Elementary School Statistics

Year opened: 1991

Current enrolment: 471

Core capacity: 400 (85% core utilization)

Instructional Capacity: 668 (70.5% instructional utilization)

Instructional capacity versus core capacity: 167%

Core building area: 3,121 m²

Current building area: 5,035 m²

Number of modular classrooms: 17 (Built-in-place/portables: 4 + Modulars: 13)

Coalbanks Elementary School

230 Coalbanks Boulevard W • T1J 4V4

Coalbanks Elementary School opened in 2017 and has a current instructional capacity of 633 students based on IAF calculations. This overall student capacity is supported by the addition of nine modular classrooms added at the time of the core school construction and the later addition of three modulars in 2018, two in 2019, and another modular classroom and modular washroom unit in 2022. This brings the total modular classroom count to 14.

The core school was constructed to support 600 students with 12 permanent instructional classroom spaces and 12 modular classrooms spaces in its fully built-out configuration.

The current instructional capacity at Coalbanks Elementary School is 106% of design capacity, and the school's enrolment is currently at 111% of design capacity.

Coalbanks Elementary School Statistics

Year opened: 2017

Current enrolment: 664

Core capacity: 600 (111% core utilization)

Instructional Capacity: 633 (105% instructional utilization)

Instructional capacity versus core capacity: 106%

Core building area: 4,032 m²

Current building area: 5,679 m²

ARCHITECT'S NOTES

G.S. Lakie Middle School

50 Blackfoot Boulevard W • T1K 7N7

G.S. Lakie Middle School opened in 2002 and has a current official capacity of 770 students based on IAF calculations. This overall student capacity is supported by a permanent addition of three instructional areas in 2004 and the addition of six modular classrooms in 2007, 2008 and 2010.

G.S. Lakie Middle School was designed to accommodate 600 students. Though areas for potential permanent classroom additions were shown on the original drawings, the core capacity of the school was designed to 600-students.

The school's gymnasium, with a net area of 588 m^2 , aligns best with a core school capacity of between 370 and 625 students. The Library Learning Commons has a net area of 206 m^2 , which narrows that calculation to 525-570-students. At 170 m^2 , the total net area for administration within the school falls well below the current allocation in the Capital Manual and is not useful for comparison. Based on this analysis, the maximum core school capacity is 600 students.

The school's current instructional capacity is 128% of design capacity.

G.S. Lakie Middle School Statistics

Year opened: 2002

Current enrolment: 515

Core capacity: 600 (86% core utilization)

Instructional capacity: 770 (67% instructional utilization)

Instructional capacity versus core capacity: 128%

Core building area: 5,299 m²

Current building area: 6,257 m²

Senator Joyce Fairbairn Middle School

301 Rocky Mountain Boulevard W • T1K 6S4

Senator Joyce Fairbairn Middle School opened in 2018 and has a current instructional capacity of 799 students based on IAF calculations. This overall student capacity is supported by 10 modular classrooms added at the time of the core school construction.

The core school was constructed to support 900 students with 21 permanent instructional classrooms and 15 modular classroom spaces in its fully built-out configuration.

The core capacity at Senator Joyce Fairbairn Middle School is currently at 69%.

Senator Joyce Fairbairn Middle School Statistics

Year opened: 2018

Current enrolment: 623

Core capacity: 900 (69% core utilization)

Instructional capacity: 799 (78% instructional utilization)

Instructional capacity versus core capacity: 88%

Core building area: 6,509 m²

Current building area: 7,550 m²

ARCHITECT'S NOTES

Chinook High School

259 Britannia Boulevard W • T1J 4A3

Chinook High School opened in 2010 and has a current official capacity of 1,322 students based on IAF calculations. This capacity is supported by a permanent addition to the school in 2011 and three modular classrooms added in 2022.

Chinook High School was designed for a core capacity of 900 students, with an initial phase that included instructional area for 700 students. Though the second phase for the school was originally intended to accommodate an additional 200 students, when it was constructed in 2011, enrolment pressure was increasing rapidly, and the expansion was completed with an additional capacity of approximately 550 students.

The school's instructional capacity is currently at 147% of its design capacity.

Chinook High School Statistics

Year opened: 2010

Current enrolment: 1,226

Core capacity: 900 (136% core utilization)

Instructional capacity: 1,322 (93% instructional utilization)

Instructional capacity versus core capacity: 147%

Core building area: 5,735 m²

Current building area: 9,138 m²

Lethbridge Collegiate Institute High School (LCI)

1701 5 Avenue S • T1J 0W4

LCI opened in 1949 and has a current official capacity of 2,191 students based on AIF calculations. LCI comprises the original 1949 building with additions and renovations completed in 1955 and 1957, a significant facility expansion in 1970, and further additions in 1986. All of the additions were completed as permanent construction.

LCI has two gymnasiums with a combined net area of 1,242 m^2 , as well as a smaller physical activity room with a net area of 218 m^2 . A total physical education area of 1,460 m^2 aligns best with a core school capacity of between 1,055 and 1,610 students. The Library Learning Commons has a net area of 523 m^2 , which narrows that calculation to an approximate core school capacity of 1,250 students. With a total net area of approximately 500 m^2 for administration, we can assume a total core school capacity of 1,250 students.

LCI's instructional capacity is at 175% of the school core's designed capacity.

Lethbridge Collegiate Institute High School Statistics

Year opened: 1949

Current enrolment: 1,478

Core capacity: 1,250 (118% core utilization)

Instructional capacity: 2,191 (67.5% instructional utilization)

Instructional capacity versus core capacity: 175%

Core building area: n/a

Current building area: 20,650 m²





MEMORANDUM

October 22, 2024

To: Board of Trustees

From: Genny Steed

Trustee

Re: Division School Council Meeting Report

Recommendations

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

Respectfully submitted, Genny Steed

MEMORANDUM

Oct. 7, 2024

To: Board of Trustees

From: Genny Steed, Trustee

RE: DIVISION SCHOOL COUNCIL REPORT

Attendees:

Mike Nightingale (Superintendent)

Tina Carnegie (Executive Assistant to the Superintendent)

Genny Steed (Trustee)

Christine Light (Trustee)

Allison Purcell (Trustee)

Shelly Roest (LCI) – DSC CHAIR

Nathaniel Kinisky (Lethbridge Christian) - Vice Chair

Carrie Boschman (ICSS/ICES) - Recording Secretary

Skye Curtis (Coalbanks Elementary)

Danica Forsyth (Mike Mountain Horse Elementary School)

Cynthia F (GS Lakie Middle School)

Sarah Heringer (LCI)

Tasha Olsen(Senator Buchanan E)(Wilson Middle School)

Meg Fester (Senator Joyce Fairbaren)

David Franz (Galbraith)

Ryan Walker (Ecole Agnes Davidson)

Gurpreet Singh (Gilbert Paterson)

Tyler Waldron (Nicholas Sheran Elementary)

Kristina Gilmore (GS Lakie Middle School)

Amber Murray (LCI)

Tish Elford (Chinook High School)

Andy Tyslau (Principal at Dr Plaxton Elementary School)

Aaron Fitchett (Principal at NSES)(ATA rep for local 41)

ONLINE: April Gedalman (Dr Gerald B Probe Elementary)

Meeting Report:

Division School Counsel met on Oct. 7 at 6:30 for the first meeting of the 2024/2025 school year during which Shelley Roest was named as Chair, Nathaniel Kinisky as Vice Chair, and Carrie

Boshman as Secretary. Representatives volunteered to participate on Board Committees, including Policy Advisory Committee, Poverty Intervention Committee, Division Wellness Committee, Community Engagement Committee, and School Calendar Committee.

Representation is as is named in the minutes.

The Trustee Report was offered by Trustee Genny Steed outlining the schedule for Board Meetings, access to the Trustee Report, and access to recordings and board information through the division website. Information was provided regarding proposed westside elementary school boundary changes and the feedback loop available until Oct. 18. Representatives were invited to remind their individual school councils of the feedback opportunity as well. It was shared that the Board passed a motion during their Sept. meeting requesting the Superintendent provide information about Grade configuration and investigate what is best for students. It was reported that the Board is advocating through ASBA for government funding for full-time, full day kindergarten for divisions wishing to provide that option in their schools. The Premier's Sept. 17 announcement of the School Accelerator Program was highlighted along with the board's commitment to advocate for the needs of our division in school modernizations and new builds.

The function of ASCA was explained and attendees were invited to discuss membership opportunities with their school councils.

The superintendent's report addressed the Alberta School Engagement Grant and opportunities available to school councils, with the encouragement to brainstorm usage of the funds. An update was provided regarding the Division's deployment of the Personal Mobile Device and Social Media Procedures and their implementation in schools. It was noted that parents would have a feedback opportunity in November. Representatives were asked to discuss potential topics for the division lead Town Hall event in Feb., and to bring those ideas to the Nov. DSC meeting.

The council discussed hosting a School Council Information Night with possible learning opportunities regarding the role of a school council within a school, the role of school council members, how t set an agenda, communication protocols, and how to seek further information. Further information will be forthcoming.

DSC members had the opportunity to submit ideas for further parent learning sessions and were invited to continue to provide additional ideas.

Recommendation

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

Genny Steed, Board of Trustees Vice Chair

MEMORANDUM

October 22, 2024

To: Board of Trustees

From: Christine Light, Chair

RE: Indigenous Education Advisory Committee – Oct 8, 2024

Committee Members in Attendance: Christine Light, Morag Asquith, Joel Tail Feathers, Andrea Andreachuk, Juliet Toledo, Melanie Morrow, Jennifer Day, Megan Pasquoti, Taryn Rodziniak, Taylor Keith

- 1. The Terms of Reference was reviewed by the committee. Time for small group discussion was given. Shared items from these discussions were:
 - a. How is data being gathered and shared?
 - b. What does provincial sharing of best practise look like?
 - c. Need to allow PL opportunities to be inclusive of whole team.
 - d. Indigenous education needs to be a priority of the Division to allow for universal delivery. Division-centered goals and priorities need to be communicated out.
 - e. How do we prioritize and allow for Indigenous education to align with numeracy and literacy?
 - f. PL Reps and school-based committees not consistent throughout the division.
 - g. Need to focus on having a student, parent and community member on the committee for this year.
 - 2. Our division is down to one grad coach at this time. Concern was shared on the workload and gap this creates.
 - 3. The question *What are systemic challenges to sustainability?* was discussed. The committee will continue to explore this topic.
 - 4. Much of the work of the grad coaches is prioritizing getting to know students and families.
 - 5. Indigenous Education calendar was shared and is included within this report.
 - a. Indigenous Bingo nights are scheduled for the month of October
 - 6. The Buffalo Treaty was signed in Standoff on September 25. It is hoped for the Lethbridge School Division leadership to have opportunity o sign the treaty within the 2024-2025 school year.
 - 7. Discussion on policy taking Indigenous and minority groups' perspective in their processes. The process for public and staff feedback to all policies was shared, emphasizing ability for all stakeholders to have access to feedback opportunity through



the Division web site. Joel Tailfeathers will look at policies of other Alberta Divisions to see how this has been done.

Next Meeting: January 22, 2025

Respectfully Submitted, Christine Light

Lethbridge School Division 2024-2025 School Year Calendar: Indigenous Education

Jul	1	Canada	Day

			July			
S	М	т	W	Т	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
19	17	18	19	20	21	22
21	22	23	24	25	26	27

			August			
S	М	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Aug 5 Heritage Day

Aug 26 First day for Teachers First Day for Grad Coaches

Sep 3 first day for students
Sep 20 Buffalo Treaty
Sep 22 Treaty 7 Day
Sep 25 Indigenous Ed Cmt. Mtg
Sep 27 Division Orange Shirt Day
Sept 30 National Day
For Truth and Reconciliation

			eptember			
S	M	Т	W	Т	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

			October			
S	М	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Oct 3 West Elementary BINGO Oct 4 MMIWG2+ Vigil Oct 9 Indigenous PL Oct 10 North/South Elemen. BINGO Oct 14 Thanksgiving Oct 17 Middle School BINGO Oct 22 High School BINGO Oct 23 No School for Elem/MS Oct 24-25 No School for students

,
Nov 7 Inuit Day
Nov 8 Indigenous Veterans Day
Nov 11 Remembrance Day

Nov 12 Division wide PL am

School-based PL pm Nov 12-15 Metis Week Nov 16 Louis Riel Day

			November			
S	М	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

•		•	•••			•	
1	2	3	4	5	6	7	[
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	

S M T W T F S

Dec 21 Winter Solstice Dec 23 – Jan 3 Winter Break

Dec 25 Christmas Day

Dec 26 Boxing Day

Jan 1 New Year's Day
Jan 6 Classes resume
Jan 9 Ribbon Skirt Day
Jan 22 Indigenous Education Committee

Jan 31 PTI MS

			vovember			
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

W

1

8

15

22

29

16 17 18

23 24 25

30 31 S

10 11

М T

6

13 14

20 21

27 28

12

19

26

22	23	24	25	26	27	28
29	30	31				

М

Feb 4 Churchill transition
Feb 6 LCI transition
Feb 11 Chinook transition
Feb Northern Lights

Jan 31 No School PL Elem/HS

				March				
	S	М	Т	W	Т	F	S	
M							1	
PTI	2	3	4	5	6	7	8	•
ool	9	10	11	12	13	14	15	
PL	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Feb 6 LCI transition
Feb 11 Chinook transition
Feb Northern Lights
Feb 17 Family Day
Feb 18-21 No School for students

Mar	13	No	school	for	Elem	in	PΝ

Mar 14 No school PL/ P

Mar 17 No school Mar 20 Spring Equino Division PL AM school Pl Mar 26 Indigenous F

				March			
	S	М	Т	W	Т	F	S
1							1
П	2	3	4	5	6	7	8
ol x	9	10	11	12	13	14	15
/I L	16	17	18	19	20	21	22
	23	24	25	26	27	28	29

April											
S	М	Т	W	Т	F	S					
		1	2	3	4	5					
6	7	8	9	10	11	12					
13	14	15	16	17	18	19					
20	21	22	23	24	25	26					
27	28	29	30								

Apr 1 GP transition
Apr 3 Wilson transition
Apr 7 Green shirt day
Apr 8 SJF transition
Apr 10 Lakie transition
Apr 18 Good Friday
Apr 21-25 Spring Break
Apr 21 Easter Monday

May Moose Hide Campaign May 5 Red Dress Day May 19 Victoria Day Kainai Diabetes Walk and Run May 20 PL No school for students May 20 Indigenous Graduation Celebration May 28 Indigenous Ed Cmt. Mtg May 29 Indigenous Awards Night

May										
S	М	T	W	T	F	S				
				1	2	3				
4	5	6	7	8	9	10				
11	12	13	14	15	16	17				
18	19	20	21	22	23	24				
25	26	27	28	29	30	31				

			June			
S	М	T	w	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Jun 20 Division National Ind. Peoples Day June 21 National Indigenous Peoples Day Jun 25 last day for students Jun 26 last day for teachers

MEMORANDUM

October 22, 2024

To: Board of Trustees

From: Andrea Andreachuk

Re: Spirit of 51 Committee, October 3rd, 2024

In Attendance: Andrea Andreachuk, Tyler Demers, Robbie Charlebois, Rhonda Aos and Carrie Fahl

Support staff recognition: Re-cap of our new practice of opening up nominations year-round nomination form is now kept open year-round. Monthly reminders are sent October – March (up until the event). Any nominations submitted from March – August will be considered for the next year's program. A new link will be created for 2024-25 and the first email will be sent next week.

The committee re-visited the program criteria as it was noted to do so – The decision was made that we will not move the eligibility criteria from three years to two years.

The Spirit of 51 Support staff recognition event will take place March 12, 2025. The following items were noted in anticipation of the event: cookies to be made in sunshine or smile shapes this year (dependent on what is available), Carrie will add the names of recognized staff to the program this year, Carrie will ensure the food is out right at 4:00 for when guests start arriving, the invitation will indicate the start time of the event for 4:15 p.m. to ensure guests arrive on time and have time to eat before the program begins.

Additional details for the event will be discussed and finalized in future committee meetings closer to the event taking place.

Friends of 51: It was confirmed that service contracts are not eligible for recognition under the Friends of 51 program. Carrie will add a disclaimer to the nomination form.

The possible changes to the gift were re-visited.

The idea to involve students in the production process of acrylic apples with a wood base presents a lot of potential complications, as well as concerns with the cost effectiveness of purchasing the CNC machine.

The committee decided to have Carrie investigate local supplier/vendor options for the production of apples. We would still be supporting local business(es) and would potentially be reducing the cost comparable to the current marble apple gift which is sourced from the U.S. A variety of options will be investigated in regard to price, quality, and aesthetic appeal. The committee is open to considering wood, a thicker acrylic/plastic (is there an option which is three dimensional rather than flat), metal, glass.

We are looking for small wood apples to be engraved with the business/recipient's name and year, and large apples (material TBD) engraved

Enclosure # 3.4

We are looking for small wood apples to be engraved with the business/recipient's name and year, and large apples (material TBD) engraved with:

Lethbridge School Division

Friends of 51

Potentially add logo

Carrie will start investigating by inquiring about vendors through Sheri in Purchasing. Carrie will also check with Christine Lee about the website she used for ICE scholarship awards. Our budget is \$40 per unit maximum.

Carrie to have some options sourced for the next committee meeting.

Update on tree art – Andrea:

Andrea provided an update on the artwork being installed in the alcove by reception at the Education Centre: Adam Campbell, Teacher at Dr. Probe is creating a mural for the alcove. The tree will be planned and created following the mural.

It was discussed how long we will have the small apples with business names hanging on the tree – potentially 3 years to line up with the program eligibility. This will be re-visited. Once the art project is complete the committee would like a Friends of 51 sign installed beside it. This should be something that can be easily removed, as the art project may not be permanently tied to the Friends of 51 program.

The next committee meeting has been scheduled for November 19th 10:00 a.m. at the Education Centre in the Computer lab.

The Committee would like to thank Carrie Fahl for her amazing organization and work on behalf of the Spirit of 51 Committee.

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

Respectfully Submitted,

Andrea Andreachuk

MEMORANDUM

October 22, 2024

To: Board of Trustees

From: Andrea Andreachuk

Re: Wellness Committee, October 7th, 2024

It was my pleasure to attend the October Meeting of the Wellness Committee on behalf of Kristina Larkin and myself.

We started with a Territorial Acknowledgement.

Cason Machacek shared and led a reflective Fall Wellness Check-in.

We reviewed the Wellness Committee's Terms of Reference.

Jen Day shared a Counselling Update highlighting the ways our Division Staff are working together to create a safe and caring atmosphere.

DeeAnna Presley Roberts shared the MHCB Report which shows the great work that is planned for the Division this school year, including the Amazing Race – The Best of the Past which has already started and runs until October 31st!

Sydnie Erlendson and Cason Machacek shared an update on Digital Wellness events. They will be having a Parent Night on November around the new cell phone policy in schools.

Robbie Charlebois and Rhonda Aos gathered information around Staff Wellness from committee members and shared plans for a Staff Wellness Newsletter.

Courtnay Epp gave an update from AHS and the professional learning opportunities they will be hosting.

Morag Asquith reported on the Nurses in School Program, Nutrition Update, the Wellness Grants and the Health Champs.

Please find more detail around these reports in the excellent attached minutes, courtesy of Carley Campbell.

Thank you most sincerely to the members of the Wellness Committee for the wonderful work you do in supporting students, their families and staff.

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

Respectfully Submitted, Andrea Andreachuk

Lethbridge School Division

MINUTES

WELLNESS COMMITTEE MEETING #1

October 7th, 2024 Education Centre Board Room 1:15 PM – 3:15 PM

Chair: Andrea Andreachuck, Board Trustee

Co-Chair: Morag Asquith, Associate Superintendent – Instructional Services

Attendees:

Sydnie Erlendsen, Digital Wellness, FSW
Cason Machacek, Digital Wellness, Teacher
Jaqueline Bennis, Classroom Teacher, LCI
Matthew Bekkering, School Administrator,
Immanuel Christian Secondary School
DeeAnna Presley-Roberts, Program Manager MHCB, Family Support Supervisor
Jen Day, Counselling Coordinator
Skye Curtis, Parent Representative
Courtnay Epp, Healthy Schools AHS Rep
Robbie Charlebois, Associate Superintendent Human Resources
Rhonda Aos, Director - Human Resources
Megan Pasquotti, Classroom Teacher,
Coalbanks Elementary

Craig deJong, School Administrator, Senator Joyce Fairbairn

Bob White, School Administrator, Senator Buchanan

Paul Bohnert, Classroom Teacher, Senator Joyce Fairbairn

Supports: Carley Campbell, Executive Assistant – Instructional Services

Regrets:

Kristina Larkin, Board Trustee **Edna Asem**, Parent Representative

1. Welcome & Introductions

- 1.1. Territorial Acknowledgement
- 1.2. Round-Table Introductions
 - Cason led participants in a Fall Wellness Check-In (*attached*) and during introductions, attendees were able to share a 'Harvest, Trick or Treat'.

2. Terms of Reference Review (attached)

3. Policy Review

Review of the Policy 504.2 Wellness in Schools and 504.11 Healthy Nutritional Choices
(attached) was tabled as the Board of Trustees is in the process of reviewing all Division
policies.

4. Human Resources Wellness Update – Robbie Charlebois and Rhonda Aos

- The Division has begun a Send before 6 Initiative and has been well received. HR is currently working with outside applications that send automatic emails to align with the send before 6 initiative.
- A Staff Wellness Newsletter is being created on behalf of HR that will focus on the health and wellbeing of LSD Staff. HR is coordinating with MHCB on their staff initiatives as well.
- A Staff wellness advisory committee with representation from elementary, middle and high schools has been established for this school year. Wellness Committee members were asked to provide feedback by answering the following questions:
 - What are you noticing about staff and student well-being in schools? (focused on current observations and trends in well-being)
 - What aspects of staff and student wellness do you feel are being overlooked or need more attention in education? (focused on gaps or areas that you feel require attention)
- This feedback will be combined with feedback from the Staff Wellness Advisory Committee to determine what strategies can be implemented to support staff wellness.

5. Counselling Update – Jen Day

- As always, a focus of this school year is creating a safe space for all students. Schools are working hard at creating this a safe and caring atmosphere while administering new assessments required at the beginning of the year. An increase in complex behaviors including unsafe behaviours and unsafe language has been seen in schools. The multifaceted array of systems and the increase in complex behaviors has made this start up difficult. We are thankful for the hard work and care the counselling and school teams continue to provide to all students.

6. Updates – Morag Asquith

6.1. **2024-25 Nurses**

 Gilbert Paterson and Victoria Park are hosting a cohort of 12 Nurse Practicum students from the University this fall. We are currently looking for schools that are interested in hosting the winter cohort of Nurses.

6.2. Nutrition Update

 \$277,000 from Alberta Education for nutrition has been allocated to schools. Mindful Munchies who provide lunches to many of our schools have been struggling due to a decrease in funding for this school year. We are working closely with them and brainstorming ways to fundraise as without their support, our schools would be greatly impacted.

6.3. Wellness Grant Update

 \$22,500 was allocated to schools in September. The grant requests covered a variety of wellness initiatives including recess equipment, indoor wellness equipment, outdoor activities etc.

6.4. Health Champs PL Update

Please send any ideas for Health Champs Professional Learning to Carley.

7. MHCB/Family Support Update – DeeAnna Presley Roberts

MHCB and three Events are planned for the year:

- October The Amazing Race!!
 - Staff members have received a pamphlet with information and the first clue for the 2024 Amazing Race – The Best of the Past. This event will run from October 1st – October 31st.
- February Kindness Callout and Kitsikakomimm
 - O MHCB will be partnering with the Indigenous Lead Team to combine the Kindness Call out event with the Kitsikakomimm (git-si-ga-go-mimm -"I Love You" in Blackfoot) project. As both projects focus on acts of kindness and community and take place close together, it made sense to combine the two. Packages will be sent to schools at the beginning of January to allow for time to plan.
- June Connect for Wellness
 - This initiative gives Division staff members a chance to connect with each other and reflect on the school year. It allows staff members to send a quick note to someone they otherwise may not.
- With the assistance of the Division's Health Champs, DeeAnna would like to create a calendar of what school wide wellness events are taking place.
- Family Support has been busy so far this year.
- Angel tree registration is open, and information has been shared with schools with an opportunity for families to self identify their eligibility and self-register.

8. Digital Wellness Update – Sydnie Erlendson and Cason Machacek

- A pamphlet (attached) was shared about the amazing initiatives taking place this year.
- With the unknowns moving forward, the Digital wellness team is working hard to create a program that teachers can continue to use and adapt as needed in future years.
- Discussion on how Digital Wellness is so much more than just screen time. It has grown to include educating staff and students about information sharing, digital privacy, digital literacy etc.
- A Digital Wellness Parent Engagement Session will be held on November 13th which will provide an opportunity to discuss the new cell phone policy which came into effect this year.
- The DW team has been working through the curriculum and looking for ways to incorporate Digital Wellness into subjects like Social Studies and English Language Arts.
- Targeted interventions are taking place throughout the Division and are focused on what students are doing online that may be contributing to a student's threat for violence.

9. AHS Update – Courtnay Epp

- The SW Healthy School's team is hosting a series of professional learning opportunities in partnership with subject matter experts for all school staff on various hot topics in school health. The first one will be on Wednesday October 9th from 3:30-430 on Navigating Cell Phone Guidelines and Digital Wellbeing in Schools presented by your very own Digital

Wellness team! See *attached* poster to register and for more details and distribute broadly to anyone who might be interested.

- The AHS Teaching Sexual Health team is offering free teacher webinars and workshops throughout October. These online sessions will increase your comfort, knowledge and skills in teaching the Alberta human sexuality curriculum. For more information, please visit: Teacher Webinars and Workshops Teachers | Teaching Sexual Health
- Reminder to parents that the Healthier Together Schools website Resources for families Get the Latest Healthier Together Schools has resources for families under the Get the Latest Tab including articles, helpful websites, and links to free virtual education sessions through Community Education Services. The virtual education sessions focus on a variety of topics related to child health and wellness such as understanding video game addiction in kids, navigating technology among youth, how to help your child with peer pressure, how parents can help their kids stay emotionally regulated etc. . Find the fall schedule here: Current Sessions | Community Education Service (hmhc.ca)
- Grant opportunity for schools: The Go Wild Grants support schools across Canada to implement projects that aim to protect or restore natural habitat while engaging school communities. Grants of \$1,500 per institution are available to support practical, hands-on projects that will be completed during the 2024-2025 academic year. Apply by Monday, Oct. 21, 2024, to bring your idea to life! Go Wild Grants are designed to help students and educators protect and restore habitat on school grounds, for the benefit of wildlife and people. For more info visit: Go Wild Grants: Schools K-12 WWF.CA.

10. Adjournment

10.1. Meeting was adjourned at 2:49 pm

Next Meeting: Monday, January 13th, 2025





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

<u>Composition and Appointments (for life of the committee)</u>

- 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/Oct, Jan/Feb, April/May)
- They will be organized by the Chair, with assistance of the Associate Superintendent, Instructional Services.
- Sub-committees as needed
- 3 Health Champ Meetings 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 as required
- Applications to grants yearly

Specific Annual Objectives

- 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
- Exploration of active transport (see <u>AHS Encouraging Safe Active Travel</u>)
- Staff 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.



LETHBRIDGE SCHOOL DIVISION

Approved: September 24, 2019

504.2 Wellness In Schools

Policy

Personal wellness within a system is optimized when there is support for the development of healthy attitudes and actions.

Wellness is a life-long process of personal growth that involves emotional, intellectual, physical, social, and spiritual well-being. Wellness contributes to the ability of individuals to reach their full potential. Optimal wellness incorporates the needs and priorities of learners, nurtures learning experiences, and enables successful transitions through life.

Regulations

The primary vehicle for furthering wellness in the Division will be a Comprehensive School Health Framework including the following Five Dimensions of Wellness (Alberta Education, 2015):

- 1. **Emotional Wellness** is acknowledging, understanding, managing and expressing thoughts and feelings in a constructive manner.
- 2. **Intellectual Wellness** is the development and the critical and creative use of the mind to its fullest potential.
- 3. **Physical Wellness** is the ability, motivation, and confidence to move effectively and efficiently in a variety of situations, and the healthy growth, development, nutrition and care of the body.
- 4. **Social Wellness** is relating positively to others and is influenced by many factors including how individuals communicate, establish and maintain relationships, are treated by others, and interpret that treatment.
- Spiritual Wellness is an understanding of one's own values and beliefs leading to a sense of meaning or purpose and a relationship to the community.

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



LETHBRIDGE SCHOOL DIVISION

References

Division Policies: 400.1 Welcoming, Caring, Respectful and Safe Work

Environments; 402.8.3 Employee Assistance and Wellness Programs; 502.1 Welcoming, Caring, Respectful and Safe Learning Environments; 502.1.1 Student Safety; 502.2 Sexual Orientation, Gender Identity and Gender Expression; 502.3 Suspensions and Expulsions; 504.11 Healthy Nutritional Choices; 504.1 Managing Health Issues In Schools; 602.7 Human Sexuality Instruction; 607.4 Responsible Use of Technology; 608.1 Counselling Services; 700.3 Hazard Control;

700.6 Workplace Health and Safety- Emergency Response

Planning

Other: Framework for K-12 Wellness Education, Alberta Education;

Alberta Health Services Framework for the Comprehensive

School Health Approach (October 2012)

Policy

Approved: February 23, 2010 Amended: May 22, 2012

504.11 Healthy Nutritional Choices

Policy

The principal shall ensure that the school provides age appropriate nutritional health instruction to students, that healthy eating habits are promoted among all students and staff, and that nutritious foods are available for sale and/or distribution.

Regulations

- The primary reference for the provision, promotion, sale and distribution of food in schools shall be the Alberta Nutrition Guidelines for Children and Youth from which schools shall include foods from the *choose most often* and *choose* <u>sometimes</u> categories, and avoid foods from the <u>choose least often</u> category.
- Schools must ensure that strategies are in place to foster the knowledge, skills and attitudes that promote healthy eating. In fulfilling this expectation, schools shall:
 - 2.1. promote nutrition education and create an environment of positive food messages;
 - 2.2. establish strong connections between nutrition education and foods available at the school:
 - 2.3. schedule nutrition break(s) that provides time for eating and recreation; and
 - 2.4. avoid the use of food items as rewards.
- 3. All school communities will examine their nutrition practices and provide opportunities, support and encouragement for staff and students to eat healthy foods. In fulfilling this expectation, schools shall:
 - 3.1. choose healthy fundraising options;
 - 3.2. create an environment where healthy foods are available, affordable and promoted as the best choice;
 - 3.3. review options with food suppliers to maximize the nutritional value of the items:
 - 3.4. limit the frequency of special days when food is offered; and
 - 3.5. be encouraged to model healthy nutritional practices.

500 - Students Page 1 of 2





504.11 Healthy Nutritional Choices...

- 4. Schools are encouraged to create their own health and wellness team that includes staff, parents, public health nurses and students with possible involvement from other health-related organizations.
- 5. Schools shall promote healthy, reasonably priced food choices when food is sold or otherwise offered. In fulfilling this expectation, principals, in consultation with the school community, shall:
 - 5.1. access expertise in the community through approaches including but not limited to partnerships, programs, referrals; and
 - 5.2. offer healthy foods including healthy meal combinations..

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

References

School Act: 60

Other: Alberta Nutrition Guidelines for Children and Youth,

Single Serving Packaged Food List: Supporting Nutrition Initiatives in Schools Health (K-12), CALM Programs of

Study

Policy

500 – Students Page 2 of 2

Lethbridge School Division



About

Navigating the digital landscape together, the Lethbridge School Division Digital Wellness Team is committed to helping our students, staff, and school communities thrive online.

We focus on core well-being concepts, promoting a healthy and balanced technology approach for a positive impact on mental, physical, social, and emotional well-being in the digital age.

Digital Wellness

Educating, equipping, and empowering individuals in the digital landscape.





What We Offer

Classroom Teaching

Our Digital Wellness Teacher collaborates with educators to create innovative, Alberta standards-aligned Digital Wellness curricula that foster both academic success and healthy digital habits. Through this partnership, teachers are better equipped to integrate digital well-being concepts into their classrooms, ensuring a holistic education experience for students.

Focus Groups

Our Family School Liaison Counsellor provides personalized support to students and families in the Lethbridge School Division. Building strong and trusting relationships to create a supportive and welcoming environment where individuals feel valued and understood.

Professional Learning

Our professional development sessions help educators develop expertise in Digital Wellness curricula and balanced technology use that support well-being. Additionally, we offer parent engagement sessions to equip families in our Division with the skills to navigate the evolving digital landscape alongside their learners.

Reach Us



https://digitalwellnessteam.schoolsites.ca/



(403) 380-5300



433 15th Street South Lethbridge, Alberta T1J 2Z4

"Let's work together to equip students and all stakeholders with the knowledge, skills, and confidence to make informed choices, support their well-being, and thrive in today's digital world!"



The Why?

- Increased Screen Time: Screens have become an ubiquitous part of our daily lives. A 2021 Common Sense Media study found that American teens spend an average of 8 hours and 39 minutes per day on screens, not including schoolwork. This constant exposure can negatively impact sleep, focus, and overall well-being.
- Mental Health Concerns: Research suggests a correlation link between excessive screen time and its effects on mental well-being, especially in young individuals. Digital Wellness education empowers individuals to identify these concerns, develop coping strategies, and maintain a healthy balance between online and offline activities.
- Evolving Technology: New technologies are constantly emerging, from immersive virtual reality to advanced social media algorithms. Digital Wellness education equips and empowers individuals of all ages to understand how these technologies can impact oneself and others and approach technology with increased mindfulness and awareness.





It is great to have someone reinforce this conversation about digital balance with our students. Playing the games was a good way to show students ways to have fun, be creative away from technology. My students continued the conversations about time spent on tech after the session. The little booklet to take home was a nice way to show parents things we had been discussing.

- Elementary Teacher

My classes really enjoyed Cason Machacek and his Digital Wellness classes. They were informative and engaging and the presentations he created are user friendly and visually enhance the lessons. These resources are something I will be adding to my portfolio next year!

- Middle School Teacher

Cason and Sydnie are committed dedicated and passionate student focused professionals. They are creative, thoughtful and hard working. I am so very fortunate I have the privilege of working alongside these two dynamic individuals.

- Associate Superintendent, Instructional Services







Hot Topics in School Health: Speaker Series Dates

The Southwest Healthy Schools Team, in partnership with <u>SAPDC</u>, present a virtual speaker series on emerging mental health topics in schools! Sessions are **FREE** for all education staff.

Click each title for more details and to register for the event! Future links to follow

October 9, 2024 | 3:30 - 4:45 pm Navigating Cell Phone Guidelines and Digital Well Being in Schools

In light of the new Ministerial Order for Personal Mobile Devices and Social Media in Schools, please join Lethbridge School Division's Digital Wellness Team in their discussion on the impact and use of technology in the education environment, as well as the wellbeing of students, staff, and parents in the digital age.

November 13, 2024 | 3:30 - 4:45 pm <u>Compassion Fatigue: Addressing Empathic Strain for Educators</u>

Education is about connection and caring. Empathic Strain is the gradual erosion of the things that keep us connected to others in our caregiver role: Our empathy, hope, and compassion - not only for others but also for ourselves. Lethbridge Family Services Outreach & Education Supervisor, John Thompson,leads us through the cost of caring and how to address it.

January 15, 2025 | 3:30 - 4:45 pm Technology and Sexualized Behaviours in Schools

Description to Follow

January 22, 2025 | 3:30 - 4:45 pm Supporting Teacher Wellness in Grief

Please join Dr. Linita Eapen Mathew as she explores the facets of grief and grieving. This session will define key terms, discuss common misconceptions, examine a history of grief models, and provide self-awareness around one's grieving process.

February 12, 2025 | 3:30 - 4:45 pm Supporting Student Wellness in Grief

Please join Dr. Linita Eapen Mathew as she explores the presence of student grief in Canadian schools. The session will define student grief, discuss the effect of trauma on the brain and learning, and provide educators with examples of how storytelling can support student grief work in the classroom.

April 9, 2025 | 3:30 - 4:45 pm Mental Health: What's Nutrition Got To Do With It?

This session will highlight the role of nutrition in supporting the work we do for our mental health. It will highlight how our nutritional intake can impact our mood and motivation and vice versa and provide tips to navigate this. Brainstorming ways in which we can use nutrition to help us pull through those tough days and weeks.

MEMORANDUM

Date: October 22, 2024

To: Board of Trustees

From: Christine Light, Chair

RE: Policy Advisory Committee—October 9, 2024

Members Present:

Mike Nightingale, Christine Light, Kevin McBeath, Rodd Scott, Carrie Boschman, Shelly Roest, Skye Curtis, Maggie Taylor, Ana Gonzalez. Regrets: Kristina Larkin (Committee Chair), Genny Steed.

The purpose of the first meeting of the Policy Advisory Committee is to confirm purpose and process for the year ahead. This year we welcome 2 new members to the committee: Ana Gonzalez (CUPE 290), and Shelley Roest (DSC, High School Parent Representative).

The Terms of Reference were reviewed. Need for amendment was seen in two sections:

- 1. Purpose: To advise on the amendment or development of Division policies, in consultation with those who will be impacted by them, for consideration by the Board.
- Reports and Target Dates: The PAC will provide a summary of concerns feedback
 received from interest groups stakeholders 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.

It was decided to bring the Terms of Reference to the November meeting for further discussion.

Discussion regarding committee review process was largely around how best parent representatives could fulfil their roles and experience the most success in connecting and communicating with their stakeholder groups. Division email addresses will be provided for each member to communicate with their stakeholder groups specifically. The feedback loops will also request disclosure of what level (elementary, middle school, high school) they are representing when sharing their perspective. It is hoped this will allow for clearer understanding and delivery of information shared.

Inviting Indigenous perspective to policy feedback was discussed. Opportunity to present this within the regular feedback loop was spoken to be the means to do this.

In discussion on policies to review in the November meeting, Appendix 502.1 Student Code of Conduct and Policy 607.4 Responsible Use of Technology will be reviewed. Further discussion on policies to review will happen at the November meeting. Christine Light will connect with

the policy consultant to inquire if there can be guidance with how best to move forward with this decision.

Dates for the remainder of the year are:

November 13

December 11

January 15

February 12

March 5

April 2

May 7

June 4

Respectfully submitted, Christine Light

MINUTES FROM THE MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD SEPTEMBER 24, 2024.

In Attendance:

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

Andreachuk, Tyler Demers, Craig Whitehead

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

The Chair called the meeting to order at 1:02 p.m.

1. Move to In-Camera

Trustee Kristina Larkin moved:

"that the Board move to In-Camera."

Move to In-Camera 7325/24

CARRIED UNANIMOUSLY

Trustee Christine Light moved to reconvene the public meeting at 2:44

p.m.

Reconvene Meeting

Territorial Acknowledgement

2. <u>Territorial Acknowledgement</u>

A territorial acknowledgement was read.

Consent Agenda

3. Approval of Agenda

- Addition of item 9.9 School Construction Accelerated Program Trustee Andrea Andreachuk moved:

"to approve the agenda as amended."

Approval of Agenda 7326/24

CARRIED UNANIMOUSLY

4. Approval of Minutes for June 25, 2024

Trustee Andrea Andreachuk moved:

"The minutes of the regular meeting of June 25, 2024, be approved and signed by the chair"

CARRIED UNANIMOUSLY

Approval of Minutes from June 25, 2024 7327/24

Approval of Minutes

from September 10,

Approval of Minutes of the Organizational Meeting for September 10, 2024

Trustee Tyler Demers moved:

"Motion to approve the Organizational Meeting Minutes as amended."

2024

7328/24

CARRIED UNANIMOUSLY

REGULAR MEETING - SEPTEMBER 24, 2024

1

Allison Purcell requested an amendment on Organizational Meeting Minutes, September 10, 2024, Joint Committee 7.3.2, Christine Light and Kristina Larkin should be the only two trustees listed, remove Allison Purcell.

Amendment Reauested 7329/24

CARRIED UNANIMOUSLY

Business Arising from the Minutes

Business Arising from

the Minutes

6. Associate Superintendent Reports

6.1 **Business and Operations**

> Associate Superintendent Christine Lee provided a written report.

Associate Superintendent Reports Business and Operations

6.2 **Instructional Services**

> Associate Superintendent Morag Asquith provided a written report.

Instructional Services

6.3 **Human Resources**

> Associate Superintendent Robbie Charlebois provided a written report.

Human Resources

7. Superintendents Report

7.1 Board Priorities Report

Board Priorities were included in the agenda.

Superintendents Report

Board Priority Report

7.2 World Teacher's Day

World Teachers' Day

7.3 Calendar of Events

Calendar of Events was included in the agenda.

Calendar of Events

7.4 <u>Acknowledgement of Excellence</u>

> Acknowledgements of excellence and reports showcasing the accomplishments of Mike Mountain Horse and General Stewart Elementary are included in the agenda.

Acknowledgement of Excellence

8. Presentations

8.1 Sital Parekh

Public Presentation 7330/24

8.2 West Elementary School Boundary Changes- Christine Lee presented on proposed changes for School Boundary Alignment Committee.

West Elementary **Boundary Changes**

7231/24

9. Action items

9.1 High School Locally Developed Courses

Trustee Craig Whitehead moved:

"That the 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,

CARRIED UNANIMOUSLY

9.2 Natural Gas Contract – Christine Lee

Trustee Craig Whitehead moved:

"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."

CARRIED UNANIMOUSLY

9.3 Review of Grade Configuration – Genny Steed

Trustee Allison Purcell moved:

"That the Board request the Superintendent, Mike Nightingale, to provide information pertaining to Grade Configuration and report back to the board at the November Committee of the Whole Meeting."

CARRIED UNANIMOUSLY

H.S. Locally Developed Courses Approval 7232/24

Natural Gas Contract 7233/24

Review of Grade Configuration 7234/24

9.4 Zone 6 Nomination – Christine Light

Trustee Christine Light moved:

"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."

MOTION RESCINDED

9.5 Policy 607.4 Responsible Use of Technology

Trustee Andrea Andreachuk moved:

"That the Board adopt revisions of Policy 607.4 Responsible Use of Technology as presented."

CARRIED UNANIMOUSLY

Policy 607.4 Revisions 7236/24

Zone 6 Nomination

7235/24

9.6 Second Reading: Bylaw 2024-01

Trustee Allison Purcell moved:

"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"

CARRIED UNANIMOUSLY

Trustee Allison Purcell moved"

"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 third reading"

CARRIED UNANIMOUSLY

Second Reading Bylaw 2024-01 7237/24

Third Reading Bylaw 2024-01 7238/24

School Construction Accelerator Program 9.9

Trustee Allison Purcell:

"Recommended that the Board have a discussion of the next steps to engage with our city partners as well to learn more about our developers and construction limitations given the current labor climate in our area.

Further for our Board to look at the governance aspects for students, whether that be by modulars, modernizations or new school builds. It is recommended that the Board determine the advocacy necessary to best support our community."

School Construction Accelerator Program 7239/24

9.7 <u>Board Standing Committee Annual Reports and Terms of Reference</u> Review.

The standing committee annual reports and terms of reference were included in the agenda.

Board Audit Committee:

Trustee Christine Light moved:

"That the Board approve the terms of reference as presented."

CARRIED UNANIMOUSLY

Board Budget Committee:

Trustee Christine Light moved:

"That the Board approve the terms of reference as presented."

Board Budget Committee 7240/24

Trustee Kristina Larkin moved to "Call the Question"

For: Allison Purcell, Tyler Demers, Christine Light,

Kristina Larkin

Against: Craig Whitehead, Genny Steed, Andrea Andreachuk

CARRIED

Trustee Craig Whitehead moved to amend the motion:

"That the Board Budget Committee be inclusive of all trustees not just two trustees for terms of reference amendment."

For: Craig Whitehead, Genny Steed, Allison Steed
Against: Tyler Demers, Christine Light, Andrea Andreachuk,
Kristina Larkin

DEFEATED

Trustee Craig Whitehead moved to extend the meeting past 6:00 pm.

Meeting Extended

For: Craig Whitehead, Allison Purcell, Christine Light, Tyler

Demers

Against: Genny Steed, Andrea Andreachuk

Community Engagement Committee:

Trustee Kristina Larkin moved:

"That the Board approve the terms of reference as presented."

CARRIED UNANIMOUSLY

Community Engagement Committee 7241/24

Division Wellness Committee:

Trustee Tyler Demers moved:

"That the Board approve the terms of reference as amended."

CARRIED UNANIMOUSLY

Division Wellness Committee 7242/24

Facilities Committee:

Trustee Christine Light moved:

"That the Board approve the terms of reference as presented."

CARRIED UNANIMOUSLY

Facilities Committee

7243/24

Indigenous Education Committee:

Trustee Christine Light moved:

"That the Board approve the terms of reference as presented."

Indigenous Education Committee 7244/24

CARRIED UNANIMOUSLY

Policy Advisory Committee:

Trustee Tyler Demers moved:

"That the Board approve the terms of reference as amended."

Policy Advisory Committee 7245/24

CARRIED UNANIMOUSLY

Poverty Intervention Committee:

Trustee Christine Light moved:

"That the Board approve the terms of reference as amended."

CARRIED UNANIMOUSLY

Poverty Intervention Committee

7246/24

School Boundary Alignment Committee:

Trustee Craig Whitehead moved:

"That the Board approve the terms of reference as presented."

School Boundary Alignment Committee 7247/24

CARRIED UNANIMOUSLY

Spirit of 51 Committee:

Trustee Andrea Andreachuk moved:

"That the Board approve the terms of reference as amended."

Spirit of 51 Committee 7248/24

CARRIED UNANIMOUSLY

Superintendent Evaluation Committee:

Trustee Christine Light moved:

"That the Board approve the terms of reference as presented."

Superintendent Evaluation Committee 7249/24

CARRIED UNANIMOUSLY

Year-end Committee Terms of Reference

Trustee Christine Light moved:

"It is recommended that the Committee Terms of Reference for the Standing Committees be approved as presented or amended." Year-end Committee Terms of Reference 7250/24

CARRIED UNANIMOUSLY

"A change was made to the Superintendent Evaluation Committee Trustee Assignments to replace Genny Steed with Allison Purcell. It is recommended that the Board approve Trustee assignments to the Standing and Special (ad-hoc) Committees as assigned and amended at the September 10th, 2024 Organizational Meeting."

Organizational Meeting Amendment

CARRIED UNANIMOUSLY

9.8 Trustee Code of Conduct

Trustee Christine Light moved:

"That the Board accept and adopt the amended Trustee Code Of Conduct Policy as presented for first reading."

For: Christine Light, Kristina Larkin
Against: Craig Whitehead, Genny Steed, Allison Purcell,
Tyler Demers

Trustee Code of Conduct Update 7251/24

DEFEATED

Genny Steed moved to call the question to request draft be added to online.

CARRIED UNANIMOUSLY

10 Division Highlights

Craig – Attended Immanuel Christian Elementary Town Hall

Christine - 51/25 Celebration

Genny – Staff in Division re: cell phone announcement,

assessments=no complaints, went smoothly-staff deserve accolades

Andrea – Invited by Joel Tailfeathers to spend the day at Red Crow

College

Kristina – Welcome Back Breakfast

Allison - Welcome Back Breakfast, Mental Health Capacity Building

Team

11 ATA Local 41 Meeting Dates

Executive Assistant Tina Carnegie will share a sign-up document to trustees to be shared with the ATA Local 41. Attached in agenda package.

ATA Local 41 Meeting

Division Highlights

7251/24

dates 7252/24

11.2 FGM Submission Amendment.

Document is attached in agenda.

FGM Submission Amendment 7253/24

12 Correspondence Received - None

Correspondence Received

13 Correspondence Sent - None

Correspondence Sent

14 Adjournment

Trustee Tyler Demers moved:

"to move into in-camera at 7:10 P.M."

Adjournment 7254/24

CARRIED UNAIMOUSLY

Trustee Christine Light reconvened the meeting at 7:17 P.M."

Trustee Christine Light moved:

"To adjourn the meeting at 7:17 P.M."

CARRIED UNANIMOUSLY

Christine Light, Christine Lee,

Associate Superintendent Business and Operations

Chair

MINUTES FROM THE SPECIAL MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD October 9, 2024

In Attendance:

Trustees: Christine Light; Allison Purcell; Genny Steed; Tyler Demers; Andrea

Andreachuk

Administrators: Mike Nightingale; Robbie Charlebois

Via Teams: Craig Whitehead; Kristina Larkin; Christine Lee

The Chair called the meeting to order at 8:33 a.m..

- 1. Chair, Christine Light moved that the Board approve the agenda.
 - Trustee Allison Purcell requested the Capital Plan be added to the agenda as per email and to not go In-Camera.

2. Move In-Camera

Trustee Tyler Demers moved:

"That the Board approve to not go In-Camera, and to approve the agenda as amended."

7255/24

CARRIED UNANIMOUSLY

2.1 School Construction Accelerator Program

Trustee Genny Steed moved:

"That the Board commit to working directly with our superintendent in development of a strategy for accessing and advocating for these funds." School Construction Accelerator Program 7256/24

Move to In-Camera

CARRIED UNANIMOUSLY

Trustee Allison Purcell moved:

"That the Division request accelerator funds, specifically to address accessibility concerns for LCI, Senator Buchanan Elementary and Westminster Elementary to ensure we are meeting the health, safety and compliance requirements for our students and staff when it comes to accessibility, as well as accessing any other funds available. The accessibility piece would fall under the modernization funds."

CARRIED UNANIMOUSLY

2.2 Capital Plan

Trustee Allison Purcell moved:

Capital Plan 7257/24

"To modify the current Capital Plan to place LCI from No. 5 to No. 2, and to request both pre-planning and planning funding dollars in support of a modernization of that school."

For: Christine Light, Genny Steed, Kristina Larkin, Craig Whitehead,
Andrea Andreachuk
Tyler Demers was absent for vote

CARRIED

Trustee Kristina Larkin moved:

"That the Board support executive council to continue to advocate as required for necessary funding for the identified modernization needs, as articulated in the capital plan, including Mike Mountain Horse, Park Meadows and Nicholas Sheran, and request additional information about rationale for capital plan priorities."

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

Against: Allison Purcell, Genny Steed

CARRIED

3. Adjournment

Adjournment 7258/24

Chair, Christine Light moved:

"To adjourn the meeting at 10:19 a.m."

CARRIED UNANIMOUSLY

Christine Light,	 Christine Lee,
Chair	Associate Superintendent
	Business and Operations

MEMORANDUM

October 22, 2024

To: Board of Trustees

From: Christine Lee

Associate Superintendent, Business and Operations

Re: Business and Operations Report

Background

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

Recommendations

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

Respectfully submitted, Christine Lee



REPORT

BUSINESS AND OPERATIONS





West Lethbridge Elementary School Boundaries

A<u>report</u> on the proposed changes to the West Lethbridge elementary school boundaries was presented to the Board of Trustees during the September 23rd meeting. A survey was conducted to collect feedback on these proposed changes. The results of this survey will be shared with the Trustees, and a special meeting is scheduled for October 29th at 7 PM to further discuss the proposal and potentially approve the new boundaries.





School Contruction Accelorator Program

To manage historic growth, the Alberta government launched the School Construction Accelerator Program to create approximately 50,000 new and modernized student spaces. This includes building up to 90 new schools, modernizing or replacing 24 existing ones, expanding modular classrooms, and increasing public charter school construction over the next three years. The Lethbridge School Division will collaborate with the City of Lethbridge to identify suitable sites for new schools and has re-prioritized its Capital Plan to support the modernization of Lethbridge Collegiate Institute (LCI) and funding for accessibility improvements at Senator Buchanan and Westminster Elementary Schools. and LCI.



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 parking and drop off area have been graded and ready for paving. Brick cladding continues on the exterior. Inside classrooms are taking shape.

Aerial images of the school site, taken on September 28th by Mike Harris of Lethbridge Headshots, is provided below for reference.





GALBRAITH MODERNIZATION

Alberta Infrastructure has assigned the design for Galbraith's modernization to Oystryk Taff Architecture (OTA). The Division is currently collaborating with OTA, serving as the bridging architect for West Coulee Station Elementary School. Daniel Heaton, the Director of Facility Services, will share insights collected from two stakeholder engagement sessions held so far, and he will continue to support the design process. Once the design phase is complete, the project may qualify to advance to the construction phase under the School Construction Accelerator Program.



FINANCE

The annual audit of the Division's financial statements is currently underway. In September, the Audit Committee convened with auditors from BDO LLP to review the audit plan for the 2023-2024 financial statement audit. Auditors will be on-site from October 21st to 24th to conduct the audit. Furthermore, the Audit Committee has nominated specific schools for auditing by BDO concerning the management of school-generated funds. This year, the chosen schools are Chinook High School, Senator Joyce Fairbairn Middle School, Dr. Probe Elementary School, Immanuel Christian Elementary School, and Mike Mountain Horse Elementary School.

After the audit concludes, the auditors will meet with the Audit Committee to go over the findings. Avice DeKelver, the Director of Finance, will present the audited financial statements to the Board of Trustees for approval on November 26th, prior to submitting them to Alberta Education by November 30th.





TRANSPORTATION

In order to promote safe and active transportation to schools, last year, Nicholas Sheran Elementary School engaged in a year-long School Travel Planning process led by The City of Lethbridge, involving volunteers from the school and local community, including agencies like the Alberta Motor Association and Lethbridge Police Service. The initiative focused on safety concerns, student travel, and traffic around the school. Collaborating with the Division maintenance department, the school team conducted facility walkabouts and discussed solutions, while also engaging the community. The process included a spring walkabout, surveys for parents and students, a Student Safety Poster Contest, and various awareness activities.



TECHNOLOGY

- **Network Changes and Support** The Tech Department engaged with tech teacher leads to discuss network changes and support strategies, promoting open communication.
- **One-on-One Meetings:** Jesse and Johny conducted individual meetings with tech staff, gathering feedback to drive innovation and focus on customer needs.
- **Family Video Game Night:** Scheduled for November 8, this event, in collaboration with the Galt Museum, will showcase sports and gaming history. Board members are invited.
- **Al Committee:** Over 100 applications were received; the first meeting is on November 13 at 1:30 PM, with feedback options for non-selected applicants.
- **Guest Wi-Fi Upgrade:** Enhancements to guest Wi-Fi will require users to accept a policy and rejoin every 30 days.
- **Cyber Alberta Meeting:** Tech team members attended the first in-person Cyber Alberta meeting, learning about provincial initiatives.
- **ATLE Conference:** Team members presented on esports and computer science education at the Alberta Technology Leaders in Education conference in Calgary on October 16-17, strengthening ties among Alberta educators.

LETHBRIDGE SCHOOL DIVISION GUEST WI-FI

Our guest Wi-Fi is a free, open network available to students and community members. Users must agree to a service agreement before joining. This network has the highest restrictions on filtering inappropriate content and blocks all social media activity except for YouTube. We have a separate school network that only school-owned devices can connect to, which allows for greater control over applications based on user profiles or the device.

GOOGLE SAFE SEARCH

All Division-owned computers have Google Safe Search implemented in the browser for added security. Students cannot add browser extensions or pluging uples they are no run approved list.

GAMING ON OUR NETWORK

Games requiring downloads or plugins, like Roblox, are blocked on our network. Similarly, games that need Steam accounts or are from companies like Riot are also blocked. However, exceptions are made for students on our esports teams, who can play certain titles like League of Legends with special permission. We have Minecraft for Education on our computers, primarily used as an educational tool. It does not allow students to play on a server with others unless a teacher arranges it. Browser-based games using HTML, like Cookle Crumble, are not always blocked and can be challenging to manage.

INSTALLING SOFTWARE

No staff or students have the privileges to install any software on our computers or network.

All users have basic accounts with no elevated privileges.

SOCIAL MEDIA ON SCHOOL DEVICES

Social media on school-owned computers connected to our main network is filtered through profiles. Students can only access YouTube and Pinterest for educational purposes and should be upervised when using computers. Please refer to Procedure 607.4 Responsible Use of Technology. Staff have more access to social media, including YouTube and Instagram, to update school social media posts. Some social media posts (Discord, Hudl and Twitch, are allowed for particular extracurricular activities, selected on a case-by-case basis in consultation with administration. Media platforms like Shapchat, TikTok and Reddit are blocked and not accessible to all users.

NETWORK INSIGHT

The IT department can run reports to support student investigations.

These firewall reports are only conducted when an administrator is conducting an investigation and directed by the superintendent. The reports can be quite extensive but are limited depending on the student's activities. Our network firewall is updated continually and constantly scans for malicious software or inappropriate content it has the most aggressive settings in the areas of violence, security and mature content.

www.lethsb.ab.ca

Clareness Month



YOUR PASSWORD: THE KEY TO YOUR PERSONAL INFORMATION

Always use a strong password or passphrase!

Passwords that are easy to remember, like a pet's name or family member's birthday, are also easy for attackers to guess. Instead, follow these tips to create a strong passphrase or password:

• When possible, create a passphrase: a combination of four or more random words, and a minimum of 15 characters

For traditional passwords:

- Use at least twelve characters
- Use a combination of upper- and lower-case letters and at least one number
- Include at least one character that isn't a letter or number, like: !,# or \$.
- Use a series of letters that only make sense to you, like the first letters of each word in a sentence

The above information is from Get Cyber Safe..ca

OCCUPATIONAL HEALTH AND SAFETY

· Digital resources - to reduce paper clutter



To encourage safe working practices for our employees, the Division is offering Injury Prevention training from the Alberta Association for Safety Partnerships specifically for our CUPE 290 staff. Caretaking and Maintenance personnel are invited to participate in a two-hour injury prevention session set for October 24th and 25th.



As seen in the Division Dispatch





MEETINGS AND EVENTS

- Orange Shirt day, Blackfoot Naming Ceremony, and Truth and Reconciliation day
- Leadership Team meeting

Doors and windows are free from

obstructions and clutter

- Business and Operations Director's meeting
- West Coulee Station Elementary construction site meetings
- Urban School Insurance Consortium (USIC) underwriter meetings
- USIC Risk Management and Claims Committee Meeting
- USIC IT Committee Meeting
- Association of School Business Officials (ASBOA) Zone 4 meeting
- Planning meetings for CUPE collective bargaining
- Alberta School Boards of Alberta webinar on elections
- Presentation of West Side Study and Facilities Committee Meeting
- Administrators Committee Meeting
- Lethbridge School Division Year End Audit
- Injury Prevention Seminar for CUPE 290 staff members by Alberta Association for Safety Partnerships
- Lethbridge Regional Police Ball
- Joint City of Lethbridge and School Boards Committee Meeting
- USIC and McLennan Ross Human Rights Seminar

October 22, 2024

To: Board of Trustees

From: Morag Asquith

Associate Superintendent, Instructional Services

Re: Instructional Services Report

Background

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

Recommendations

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

Respectfully submitted, Morag Asquith

ASSOCIATE SUPERINTENDENT Instructional October 2024

October	
1	Division Placement Committee
1	Literacy Working Group
4	PPSA (Pathways Partnership of SA)
7	Wellness Committee
10	Chinook CYAC Leadership Advisory Meeting
15	Dual credit Polytech meeting
18	TIP (Teacher Induction) ISP/EAL Benchmarking
18	Spanish Bilingual Consortium- leaders meeting
21	Learning Commons Facilitator Meeting
21	VTRA Training- Neurodevelopmental disorders
21	Pilot report card parent evening
23	PL for Elementary and Middle Schools
28	Health Champs Meeting #1
November	
4	Poverty Intervention Committee
6-8	College of Alberta Superintendents Fall conference

Thanksgiving and Hallowe'en Season!

September flew by and we are already talking about turkey and trick or treating!!! We have all had a tremendously busy start up and the pace has continued.

October has already had some lovely moments and celebrations that honor and spotlight the excellence that happens every day in our division.

From Southern Alberta Collegiate middle school initiatives, play rehearsals, Spirit of Reconciliation Award to our division for the work we have done toward Truth and Reconciliation, professional learning events, etc, etc. Lethbridge School Division is a busy and positive place to be!



Inclusive Education

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

The Inclusive Education Department has been working closely with our schools exploring support ideas for new students who have arrived in our division.

Jackie and her Inclusive Education Team have collaborated on "next steps" regarding the feedback they received from their evening event, as well as teachers and administrators related to Instructional Support Plans (please see the image that they have created that also will be shared online).

[DOCUMENT TITLE] MORAG ASQUITH

DIVERSITY AND INCLUSION PARENT ROUND TABLE: SPRING 2024

INSTRUCTIONAL SUPPORT PLANS (ISP'S)



CURRENT PRACTICE

- currently, the number of ISPs in a typical Grade 2-5 elementary school class of 20 students falls between 7 and 12. This means that some of our classrooms may have half of their students using ISPs.
- teachers within our school
 Division use a number of
 communication methods with
 their families; our DIPT group
 identified 11 methods currently
 being used by their child's
 teacher
- following Alberta Education guidelines in regard to ISP content, meeting timelines, etc.
- monthly meetings with Learning Support Teachers with a focus on ISPs, Response to Intervention and Instruction, Pyramid of Intervention professional learning each month
- updates with Admin Committee as needed
- Currently meeting with tech teams (Dossier and PowerSchool) to discuss the ISP format and possibilities for change
- Currently researching ISP templates of other Alberta School Divisions
- Currently meeting with Director of Curriculum and Learning to align ISPs with new elementary outcomes-based report card

DIPT FEEDBACK

- main area identified in feedback for focused improvement is communication
- desire for increased communication and engagement with all stakeholders
- desire for more proactive and consistent communication between teacher and home
- desire for more specific and personalized ISP content
- accuracy and direct correlation between recommendations and actions/implementation in classroom
- desire for more effective communication during transitions (class to class, elementary to middle, middle to high, etc.)

NEXT STEPS...

- LST meetings will continue to focus on professional learning
- ISP Working group with administrators and teachers will be developed to improve ISPs based on feedback from all stakeholders
- Parent working group will be developed, seeking input and feedback re: possible changes
- Create new ISP template with selected tech group (Dossier or PowerSchool)
- Provide professional learning to Division staff once new format has been finalized
- Ensure ISP practices align with Alberta Education guidelines (which were created in 2005 update expected soon?)

Wellness

The Wellness Committee met on October 7th there were presentations by Mental Health Capacity Building, Family Support, Counselling,

teachers, administrators, Healthy
Schools Promotion Courtney
Epp and our Digital Wellness
Team (Cason Machacek and
Sydnie Erlendson). Congratulations
to Sydnie and Cason for getting
published in Healthy Schools Alberta and
supporting SAPDC with providing
professional learning to our southern
counterparts regarding supporting
Digital Wellness!!!

Work Experience and Dual Credit

In the Pathways Partnership of Southern Alberta meeting, we received updates around the Southern Alberta Collegiate and the new programs they are offering to our middle schools. The two teachers working with the project are developing teacher training around STEM learning opportunities as well as developing work competencies. The three strategies with the E3 program are: project-based learning, career exploration and career experts. The workshops they are offering our students involve agriculture, health care, and trades. In dual credit this semester we have 24 students enrolled in trade opportunities and 30

Learning and Instruction

Director of Learning - Erin Hurkett, Joel TailFeathers

Erin Hurkett continues to support the work connected to developing a new report card (1-5) that aligns with the learning outcomes of our new Alberta Curriculum. Erin is planning an information night to parents of the pilot report card on October 21st (registration is through the schools that are piloting). Erin and Jackie are working closely on the feedback and development of the new report card as the feedback and learning directly impacts Instructional Support Plan development as well. Erin presented a PL on October 11th related to Phonological Awareness for teachers and continues to explore PL opportunities that compliment the learning outcomes within the new curriculum. October 23-25 there will be a variety of PL events going on around our division. Indigenous Education led a beautiful day long PL event in Waterton for 24 teachers who are Indigenous Education reps at each of our schools Oct.9th

Mental Health Capacity Building

Coordinator of MHCB - DeeAnna Presley-Roberts

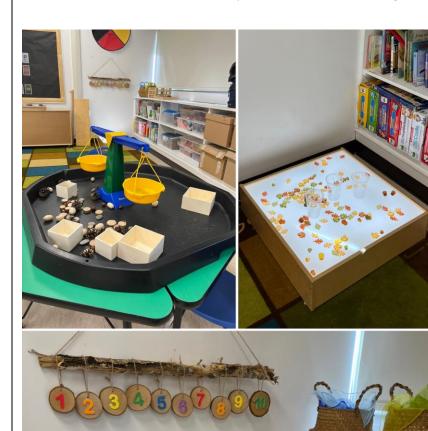
Staff members have received a pamphlet with information and the first clue for the 2024 Amazing Race! This event will run October 1st to October 31st. Thank you to MHCB for organizing this terrific yearly activity our staff and families love it! Angel Tree is open, and information has been shared with schools with an opportunity for families to self-identify their eligibility and self- register. Our Family Support Workers continue to support referred families and provide guidance and build skills in navigating systems so that families in need can access necessities.

[DOCUMENT TITLE] MORAG ASQUITH

Early Learning

Coordinator of Early Education- Rochelle Neville

Children enrolled in our KinderCare programs operating out of Senator Buchanan and Nicholas Sheran School are engaging in purposeful play-based activities designed to encourage exploration, foster creativity, problem solving skills and languag4e expression. A special thankyou to the school teams who have worked together to establish smooth transitions and supports for successful full day programming for our Kindergarten children. We currently have 26 children enrolled in KinderCare, with spaces available for registration.



"The first five
years have so
much to do with
how the next 80
turn out."

[DOCUMENT TITLE] MORAG ASQUITH

October 22, 2024

To: Board of Trustees

From: Robbie Charlebois

Associate Superintendent, Human Resources

Re: Human Resources Report

Background

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

Recommendations

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

Respectfully submitted, Robbie Charlebois



Associate Superintendent, Human Resources Report to the Board of Trustees October 22, 2024





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 staff are well-supported, enabling them to focus on delivering high-quality education and fostering student success.

Updates: September 13 - October 11, 2024

Onboarding

- Support Staff/Casual: 35

- Teacher/TOCS: 12

ATA

- Teacher contracts extended : 3

- Teacher hires: 9

- Teachers added to the sub list: 11

- Total number of teachers on the sub list: 159

CUPE 290

- Caretakers : 2

CUPE 2843

- Educational Assistants: 4

- EA's added to the casual list: 29

- Administrative Support and Learning Commons added to the casual list: 2

Non-Union

- No updates



Highlights

- Robbie Charlebois visited the Off Campus Alternative High School (OCAHS) Program with Principal Cayley King.
 - This successful specialized student program can be attributed to the dedication and commitment of the staff, building strong relationships and fostering positive student outcomes.
 - Teacher Brant Anderson and Student Support Worker Taylor Thomas go above and beyond to create a supportive, nurturing environment where students feel valued and understood. They prioritize trust and open communication, which helps their students feel more comfortable and engaged.
- Robbie Charlebois met with teacher Nikki Cale to talk about her integral role with Fast Forward (High School Completion Initiative).
 - Nikki Cale has been an instrumental part of the successful outcomes of Fast Forward on an annual basis for 11 years.
 - o In 2023 2024 Fast Forward supported 135 students who earned 1190 credits.
 - The High School Completion Initiative remains a highly effective and essential program providing support to many of our most vulnerable high school students and young adults.
- We have 108 Division staff signed up to complete First Aid Training throughout October and November.
 - o 69 completing full certification
 - o 39 completing re-certification
- Human Resources related professional learning for Administrators September 25, 2024
 - o Focused on Leaves of Absence and Growth Supervision and Evaluation.
 - o 35 School Administrators and Education Centre Supervisors participated.
- Recruitment The HR Team has been working with Communications Officer Garrett Simmons on developing a billboard advertisement with Go West Billboards. Locations to be determined.





Wellness

- Staff Wellness October Newsletter
- 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 took place on October 10, 2024.

2024 - 2025 Enrollment Update

The following information is based on information collected on September 30, 2024.

K-12 Enrollment

	September 30, 2023	September 30, 2024	Difference from 2023
Total	12,049	12,176	+127

Total Student Enrollment (includes EARLY LEARNING programs)

	September 30, 2023	September 30, 2024	Difference from 2023
Total	12,229	12.341	+112

Grade Level Cohort Growth 2023-2024

Growth 2023-2024	Difference
667 KG students in <u>2023</u> became 775 Grade 1 students in <u>2024</u>	+108
885 Grade 1 students in <u>2023</u> became 901 Grade 2 students in <u>2024</u>	+16
914 Grade 2 students in 2023 became 925 Grade 3 students in 2024	+11
880 Grade 3 students in <u>2023</u> became 895 Grade 4 students in <u>2024</u>	+15
908 Grade 4 students in <u>2023</u> became 928 Grade 5 students in <u>2024</u>	+20
880 Grade 5 students in <u>2023</u> became 928 Grade 6 students in <u>2024</u>	+48
967 Grade 6 students in <u>2023</u> became 999 Grade 7 students in <u>2024</u>	+32
875 Grade 7 students in <u>2023</u> became 895 Grade 8 students in <u>2024</u>	+20
931 Grade 8 students in <u>2023</u> became 970 Grade 9 students in <u>2024</u>	+39
1080 Grade 9 students in <u>2023</u> became 1175 Grade 10 students in <u>2024</u>	+95
988 Grade 10 students in <u>2023</u> became 980 Grade 11 students in <u>2024</u>	-8
1009 Grade 11 students in <u>2023</u> became 1131 Grade 12 students in <u>2024</u>	+122

Enrollment by Geographic Area 2024-2025

Elementary							
	2023-24	2024-25	Difference from 23/24 – 24/25				
North	1453	1476	+23				
South	1636	1632	-4				
West	2046	1990	-56				
		Middle					
	2023-24	2024-25					
North	821	818	-3				
South	834	857	+23				
West	1127	1147	+20				
		High					
	2023-24	2024-25					
North	1178	1213	+35				
South	1723	1824	+101				
West	1231	1219	-12				
TOTAL	12049	12176	+127				

Number of Combined Classes 2024-2025

Grade 1/2	2
Grade 2/3	18
Grade 3/4	4
Grade 4/5	20
6/7/8 Learning Support	1 (Wilson)
7/8 K&E	2
	(Paterson/Wilson)
6/7/8/ EAL	1 (Wilson)
6/7/8/9 Online	1 (SJF)
9/10/11/12 EAL	3 (LCI, 2 WCHS)

The half to			024 C+	C	+ MAIITH CO	TEARINI	FARMUNIC	1		
			024 Student							
Elementary Schools	Pre school	Pre-K	К	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	26-Sep-24	Difference vs 20
Coalbanks			73	97	106	128	112	112	628	-36
Dr. Robert Plaxton			43	55	62	77	55	59	351	10
Dr. Gerald B.Probe			45	59	60	81	82	89	416	-36
Ecole Agnes Davidson			73	79	84	89	85	96	506	-2
Fleetwood-Bawden			31	53	58	57	52	58	309	-20
Galbraith			39	35	49	50	59	45	277	-12
General Stewart			10	15	22	14	19	22	102	-2
Lakeview			59	49	60	64	60	69	361	8
Mike Mountain Horse			65	87	114	99	92	111	568	12
Nicholas Sheran			53	64	76	61	65	59	378	4
Park Meadows			47	44	50	56	56	52	305	13
Senator Buchanan			39	33	47	57	55	50	281	-3
Westminster			47	35	46	34	33	43	238	38
Lethbridge Christian			27	21	35	13	29	19	144	-7
Immanuel Christian ES			23	47	31	45	41	44	231	-6
Sub Total	0	0	674	773	900	925	895	928	5095	-39
Middle Schools	Gr 6	Gr 7	Gr 8							
Gilbert Paterson	263	306	278						847	22
GS Lakie	166	219	165						550	36
Wilson	221	200	188						609	-3
Immanuel Christian MS	48	49	35						132	-6
Lethbridge Christian	26	26	25						77	6
Senator Joyce Fairbairn	203	198	196						597	-16
Sub Total	927	998	887						2812	39
High Schools	Grade 9	Grade 10	Grade 11	Grade 12						
Senator Joyce Fairbairn	9								9	3
Immanuel Christian HS	60	51	44	35					190	25
LCI	348	467	361	370					1546	69
WCHS	253	284	220	266					1023	10
Chinook	287	320	303	300					1210	-15
Victoria Park	10	47	48	153	9				267	27
EPI schools					24				24	8
Sub Total	967	1169	976	1124	33				4269	124

3 3 1/2

一大下

	/					III.	1		100	4
October 3, 2024 Student Enrollment WITH EARLY LEARNING										
Elementary Schools			K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	26-Sep-24	Difference vs 20
Coalbanks			73	97	106	128	112	112	628	-36
Dr. Robert Plaxton			43	55	62	77	55	59	351	10
Dr. Gerald B.Probe	4	12	45	59	60	81	82	89	432	-39
Ecole Agnes Davidson			73	79	84	89	85	96	506	-2
Fleetwood-Bawden	4	26	31	53	58	57	52	58	339	-28
Galbraith	8	28	39	35	49	50	59	45	313	-9
General Stewart			10	15	22	14	19	22	102	-2
Lakeview			59	49	60	64	60	69	361	8
Mike Mountain Horse	5	26	65	87	114	99	92	111	599	8
Nicholas Sheran	5	12	53	64	76	61	65	59	395	2
Park Meadows	6	11	47	44	50	56	56	52	322	11
Senator Buchanan			39	33	47	57	55	50	281	-3
Westminster	4	14	47	35	46	34	33	43	256	39
Lethbridge Christian			27	21	35	13	29	19	144	-7
Immanuel Christian ES			23	47	31	45	41	44	231	-6
Sub Total	36	129	674	773	900	925	895	928	5260	-54
Middle Schools	Gr 6	Gr 7	Gr 8							
Gilbert Paterson	263	306	278						847	22
GS Lakie	166	219	165						550	36
Wilson	221	200	188						609	-3
Immanuel Christian MS	48	49	35						132	-6
Lethbridge Christian	26	26	25						77	6
Senator Joyce Fairbairn	203	198	196						597	-16
Sub Total	927	998	887						2812	39
High Schools	Grade 9	Grade 10	Grade 11	Grade 12						
Senator Joyce Fairbairn	9								9	3
Immanuel Christian HS	60	51	44	35					190	25
LCI	348	467	361	370					1546	69
WCHS	253	284	220	266					1023	10
Chinook	287	320	303	300					1210	-15
Victoria Park	10	47	48	153	9				267	27
EPI schools					24				24	8
Sub Total	967	1169	976	1124	33				4269	124

300

一大下

October 22, 2024

To: Board of Trustees

From: Mike Nightingale

Superintendent of Schools

Re: Board Priorities Report

Background

The Division Office Leadership Team is committed to keeping the Board informed regarding progress in Board priority areas. The priority areas as identified by the Board at their spring retreat are attached. The Education Centre Leadership Team is currently working on the development of strategies to address the priorities. An update on progress will be provided in the form of a report each month.

Recommendation

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

Respectfully submitted, Mike Nightingale

2024-2025 DIVISION PRIORITIES REPORT TO THE BOARD

PRIORITY: GOVERNANCE

Engagement with Stakeholders (All)

On October 21st, Erin Hurkett, Director of Learning will host a report card pilot
meeting for parents involved in the elementary pilot report card this year. Details on
the new curriculum, outcomes-based reporting, the structure, and accessibility of the
report card will be discussed. Presentations about new curriculum and the pilot
report card have also been recorded and will be shared at School Council Meetings.
Opportunities for parental feedback will be provided throughout the school year.

Collaboration with other School Authorities, Municipalities, and Community Agencies

- Lethbridge School Division was successful at securing an Alberta Education start-up grant for dual credit for this upcoming year- it will assist in supporting many new dual credit opportunities at Bow Valley College and Lethbridge Polytechnic
- We are grateful again to Careers Next Generation for covering a portion of the position held by our Careers Student Support worker, in this last year we have placed 178 students in internship positions in and around Lethbridge
- Jackie Fletcher, Director Inclusive Education, along with our English as an Additional Language (EAL) Team, hosted the Lethbridge Family Services: Immigrant Services team to discuss and collaborate on various topics including accessing interpreters/translation, involvement of Settlement Workers in our schools, and upcoming trends in Immigration
- Carmen Carvalho, Curriculum Support Teacher, has been collaborating with Lethbridge Family Services to support student pathways from high school to Lethbridge Polytechnic language classes
- Morag Asquith, Associate Superintendent, is planning a meeting with the Chief of Lethbridge Police Services (LPS), Holy Spirit administrators and our staff to discuss the ongoing challenges our schools are facing with regard to the pressing and significant challenges our day-to-day operations are facing with access to only one Youth Engagement Officer (YEO) shared between both divisions our YEO is only able to assist with Violence/Threat Risk Assessment (VTRA) processes currently.
- The Tech Department is collaborating with the Calgary Board of Education (CBE) tech
 teams to determine bandwidth needs for schools. Our first task is to monitor and test
 services. CBE uses different plans in some of their schools that may cost more but
 offer more flexibility. We are working with them to see if their solutions would
 benefit our school division as well.

Report Cards

Erin Hurkett, Director of Learning, continues to meet with the English Language Arts and Literature (ELAL) and Math working groups where teachers are designing assessments that correlate with the outcomes in the new curriculum. The assessments created will be utilized as guideposts for teachers across the division as they assess and report on new curriculum. *Experiential Learning including secondary initiatives:*

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

 We are excited to have 10 students participating in the Introduction to Esports dual credit course at Bow Valley College starting in February and we are exploring other potential dual credit learning opportunities for 2025-2026

Innovation and Technology

- The Technology Department held in-person tech teacher meetings on October 10th. These meetings provided an opportunity to communicate upcoming changes to schools. Some of the topics discussed included changes to division Wi-Fi and understanding social media on our network. Overall, it was a very productive day.
- The Technology Department attended and presented at the Alberta Technology
 Learners in Education Conference in Calgary on October 16^{th.} Jesse Sadlowski,
 Director of Technology and Innovation and David Harmon, Senior Network Security
 Analyst, presented on using virtual computers to teach computer science. Jesse
 Sadlowski also sat on a panel hosted by Edmonton Public, discussing how our school
 division implemented the Ministerial Order for personal devices.
- On November 12th, during the division-wide professional learning day, the Technology Department will be hosting two exciting workshops as requested by teachers last school year. Teachers can sign up for sessions on using Microsoft Reading Coach or incorporating Minecraft Education in the classroom. Both sessions are being offered due to requests we received from staff last year at the Ed Tech meetings.
- We are reviewing the level of use and how MyBluePrint is being used in our system. Morag Asquith, Associate Superintendent of Instructional Services, shared out a survey to all the high school Career and Life Management (CALM) Teachers regarding MyBluePrint use. Of the 16 teachers who responded, 12 are currently using MyBluePrint for "about me surveys: researching different occupations, building resumes, cover letters, surveys, career exploration, it can help Career and Life Management (CALM) students research job and post-secondary opportunities, graduation planning, learning styles, and aptitudes. As a result, Morag Asquith will be offering a PL session for CALM teachers to receive some training around MyBluePrint use for the remainder of the 2024-25 school year.

 November 27th 6:30-8:30 we are hosting "Try a Trade". So far, we have recruited at least 8 businesses who have opened their doors to allow for students to visit and learn about certain trades

Early Learning

- Our Early Education Programs currently have 68 children accessing support through Pre-K Program Unit Funding (PUF) Grant and 12 children accessing support through Pre-K PUF Moderate Language Grant. This is a decrease of 9 children identified with a severe delay from the September 2023 numbers.
- Our Kindergarten Programs currently have 75 children accessing support through Kindergarten Severe Grant and 20 children supported through PUF Moderate Language Delay Grant. This is an increase of 21 children identified with a severe delay from September 2023 numbers.
- We currently have 26 children registered in our KinderCare programs, with registration open for children enrolled in kindergarten at Senator Buchanan or Nicholas Sheran School.
- Rochelle Neville, Early Education Coordinator, will attend the SAPDC Early Learning Advisory Committee on October 15.
- Rochelle Neville spent time in Early Education and Kindergarten classrooms throughout September and October and continues to work with the Inclusive Education team to ensure appropriate support is in place.

Indigenous Education

Wellness

- Administrators Staff/Workplace Wellness Advisory Committee was formed, and the first meeting occurred on October 10, 2024, hosted by Human Resources
- October 7th the Wellness Committee met and discussed many initiatives that are taking place throughout the year in Lethbridge School Division, the School based Health Champion meeting is scheduled to happen the afternoon of October 28th in the Board Room.

Diversity

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, especially supporting school teams with students experiencing sustained periods of intense dysregulation
- Rebecca Adamson joined the Counselling team to provide additional support for VTRA processes
- Richard Sallah, Student Support Worker and Carmen Carvalho, Curriculum Support
 Teacher continue to complete intakes with our newcomer students. Richard has been
 involved in our English for Access Programs and is assisting students with registration
 and problem solving. Richard has also joined schools for learning team meetings
 when needed.
- Carmen Carvalho, Curriculum Support Teacher has also been working on aligning the Provincial Assessments with our English as an Additional Language (EAL) assessment. Carmen also supports schools in developing curricular content and assessments that support our English as an Additional Language (EAL) students
- Jim Kerr, Student Engagement Consultant, continues to support our schools through consultation meetings focused on bringing students new to our community into schools (involved with CFS, Woods Homes, McMann Youth Services)
- Jim has been identifying and communicating with school point people regarding students requiring Success in Schools Plans, along with in servicing those staff that are new to this process
- Jim has also been continuing his monitoring and communicating of students with engagement/attendance concerns, aiming to find the root cause of their struggles and building strategies around these students/families to help them engage.

PRIORITY: LEADING LEARNING AND CAPACITY BUILDING

Administrator Professional Learning

 Erin Hurkett, Director of Learning attended the Assessment as Communication conference in Canmore, AB on October 3-5th with four other administrators in the division. Educators from across Canada attended the conference. Speakers included Tom Schimmer, Natalie Vardabasso, Damian Cooper, Ken O'Connor, and Myron Dueck.

Division Professional Learning (Collaborative Communities, support staff PL, teacher PL, inquiry based professional learning) (Erin Hurkett/Jackie Fletcher/ Rhonda Aos/ Christine Lee/Mike Nightingale/Jesse Sadlowski)

- Parabytes Update for 2024-2025:
 - o October 24th 9:00 11:30 AM Parabytes: Foundations 1&2 Newly scheduled session for Educational Assistants (EA's) hired after Aug. 28th
 - October 24th, 1:00 3:30 PM Parabytes: Foundations 3&4

- Self-Directed learning modules for Parabytes: Behaviors will be rolled out prior to the October Professional Learning days.
- Rochelle Neville and Rebecca Adamson have received training in VIP VTRA (VTRA From an Indigenous Perspective)
- Rebecca Adamson trained an additional 24 staff in SIVA
- Carmen Carvalho continues to support our school staff with professional learning, most recently supporting Gilbert Paterson Middle School with the Benchmarks 2.0 Fall Process
- 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 High School gym through Nosh Safety.
- Human Resources offered Administrators Professional Learning on September 25 from 4:30-6:30 pm and had 34 attendees.
- Injury Prevention Training is being provided to caretaking and maintenance staff. The
 event is organized by Lana Johnson, Benefits Coordinator with support from Christine
 Lee, Associate Superintendent and Brenda Clear, Caretaking Coordinator. Session
 dates are Oct. 24 & 25, 9:00-11:00 or 2:00 4:00 each day. The training is provided
 through Alberta Association or Safety Partnerships.

October 22, 2024

To: Board of Trustees

From: Mike Nightingale

Superintendent of Schools

Re: Donations and Support

Background:

Lethbridge School Division is fortunate to be in a community that strongly supports programs and services for students. The Division is appreciative of the difference the support makes to the lives of children. These partnerships and support further the efforts of helping children come to school ready to learn, providing opportunities for engagement, and facilitating student growth and well-being. Listed below and attached are the donations and support received by the Division since September 1, 2024.

- Park Meadows:
 - \$1000.00 from the Ladies Auxiliary Ladies Auxiliary F.O.E.#2111 towards our breakfast program
- Galbraith:
 - o \$1000.00 from the Ladies Auxiliary F.O.E. #2100 for their Breakfast Program
- Mike Mountain Horse Elementary
 - \$505.00 from Kona Ice
 - o \$1000.00 from Saad Alibrahim

Recommendation:

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

Respectfully submitted, Mike Nightingale

October 22, 2024

To: Board of Trustees

From: Mike Nightingale

Superintendent of Schools

Re: Acknowledgements of Excellence / School Showcase

Background:

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

School Showcase:

École Agnes Davidson:

Even though we have only had a month of school, École Agnes Davidson is off and running with the start of a fantastic school year. We started the year before the students walked through the doors with a "meet the teacher" event on August 29th. This was the first year we had done this event before the start of the school year and the feedback from parents was outstanding. Students felt more settled and ready to start school the following week. Next, we had a very strong group of parents attend our first School Council meeting of the year making some exciting plans to support our students in the year ahead. They have organized hot lunches throughout the year for the students to enjoy and are planning a Holiday Market on November 23rd as a fundraiser event. Although the provincial testing took time, teachers commented that they had some great 1:1 time with their students and now have a good sense of their students' learning needs right from the start of the school. Teachers are now excited to really move ahead with the learning in the classroom. September 27th found our entire school gathering outside in our playground donning our orange shirts for a group photo. This is one of our marks of reconciliation, coming together as a school community to mark Truth and Reconciliation. We have also committed to other acts of reconciliation this year such as the reading of several Indigenous books by Indigenous authors. École Agnes Davidson is thriving with clubs and activities for our students ranging from Handbells, Sr. and Jr. Choir, and Yogo Club. In the coming months we will also see the Grade 5 Volleyball and Basketball leagues take place which are always very popular amongst our students. One of the unique events at Agnes Davidson is our Feel Good Friday. This is promoted by our school counselor and a highlight of the week by everyone. Each Friday we have special morning announcements and jokes hosted by our students. It is a time we highlight the achievements of our students and connect as a school community, ending our week on a very positive note. École Agnes Davidson wouldn't be who we are without celebrating our roots to the French culture. In the next month we will be hosting a "cultural food tasting" for our students. This time around it will be Tourtiere, a traditional Quebecois meat pie, miam miam!

Victoria Park High School:

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

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

- Creating a place to belong and be a part of something larger than the individuals themselves
- Our purposeful reflection and response design to our school-wide focus on Jonathan Haidt's "The Anxious Generation"
- Our school-wide focus on youth health, from physical to relational to financial health, we are exploring!!!
- Because we are constantly working to develop programming that is both responsive and engaging, we have made a significant focus on increasing our number of high interest/high experience option offerings. Some of the options this year include:
 - Active Lifestyles class
 - Workplace Readiness class
 - Brains, Bones and Blood class
 - Forensic Science
 - Experimental Psychology
 - Wheels and Wildlife
 - Nature, Wellness and Healthy Relationships class
 - Team Games Class
 - Art class

- Volunteerism Class
- Foods Class
- Construction class
- Cosmetology class
- Leadership and Social Responsibility class
- You and Your Child— Young Mom's Program
- Photography Class
- Fashions Class

- The continuation of a Driver Experience Program which will enable students of Victoria Park High School who have little to no access to a vehicle the opportunity to gain driving experience they otherwise would not have available to them. The responsibility and skill development, along with getting to know the community volunteers, has given students levels of confidence they would otherwise not have. With access to an eventual driver's license and experience with driving, students' lives will open up with opportunities in the areas of personal development, independence and the world of work.
- A renewed commitment to getting out of the traditional classroom/building and using nature and the community as our learning space
- As always, the creation of a caring, compassionate, soft place to land, where students are able discover and nurture their own strengths and abilities, connecting to purpose and passion in their education

The realities of supporting people in their growth and development give us cause for constant joy, laughter, worry, and anticipation. Through it all, we make a concerted effort to practice recognition of the determination that it takes to succeed, and to celebrate the forward





movement that we see in our students' lives. Thank you for your ongoing support of our school and programs.

Chinook High School:

The school year at Chinook High School is off to an incredible start, thanks to the collective energy and commitment of our students, staff, and the broader school community. From academics to athletics, fine arts to student clubs, we've already seen tremendous growth and success across the board.

Our athletics program has had an exciting start. Volleyball, cross country, and football have been in full swing, with athletes demonstrating their dedication, teamwork, and our philosophy to "Compete with Character". Whether on the court, track, or field, our students are putting in

hard work and representing Chinook High with pride. These programs continue to build a sense of community, sportsmanship, and school spirit, and we are confident this momentum will carry through the rest of the season.

In fine arts, our programs in dance, choral, rock and pop, and band are flourishing. A standout moment of the fall was hosting the "Tri High Autumn Band Concert" on October 2nd. Chinook High welcomed students and staff from LCI and Winston Churchill for a full day of workshops, learning, connection, and music. The beauty of the event wasn't in competition but collaboration. Students worked side by side, learning from each other and their directors, culminating in a powerful performance in front of a packed audience on our very own Chinook stage. The concert featured 130 students from all three schools, performing a variety of pieces, from the whimsical Tetris Theme to the dramatic "Night on Bald Mountain." It was a night to remember, as the audience was treated to the impressive talents of these young musicians, leaving everyone in attendance proud of the work and dedication that went into the performance. This spirit of collaboration and celebration was apparent right from the first week of school. Our "Howlfest" event highlighted our students' musical talents and offered an opportunity for our fine arts programs to shine. Howlfest was also indicative of the commitment of our staff, who continually strive to provide platforms for our students to connect and show pride in our community.

Another highlight of the year has been our "Fall Club Rush." With 30 student-led clubs already up and running, there's something for everyone. These clubs vary widely in focus, from academic enrichment and games to entrepreneurship and social awareness. The diversity of our clubs ensures that every student has the opportunity to connect with peers who share their interests, fostering a greater sense of belonging and a strong connection to Chinook High and the broader community. Whether students are interested in starting a business, tackling social issues, or simply playing games with friends, they can find a club that speaks to their passions.

Overall, the start of the year has been marked by enthusiasm, engagement, and a deep commitment from both students and staff. We're incredibly proud of what we've already achieved, and we're looking forward to building on this strong foundation as the year progresses. Whether in academics, athletics, fine arts, or clubs, the opportunities for growth, learning, and connection at Chinook High are plentiful, and we're excited to see what comes next!

Recommendation:

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

Respectfully submitted, Mike Nightingale

Calendar of Events for Board of Trustees

November	4	Division School Council 6:30pm, Education Centre Board Room/ TEAMS
	5	Digital Wellness Parent Engagement Night
	6	Policy Advisory Committee 1:00pm, Education Centre Board Room
	12	Committee of the Whole
	20	Working Conditions Committee 4:00pm, Education Centre Board Room
	26	Board Meeting 1:00pm, Education Centre Board Room

Date: October 22, 2024

To: Board of Trustees

From: Christine Light, Chair

RE: Response Discussion to Public Presentation on Inclusive Education Parent and Community Advisory Panel

Background:

A Public Presentation was made by Sital Parekh at the September 24, 2024 Board Meeting. Stemming from Parkland School Division's current practice and the desire to have an effective and collaborative process with greater parent-voice input, Sital proposed that Lethbridge School Division establish an *Inclusive Education Parent and Community Advisory Panel*.

Recommendation:

It is recommended that the Board be advised of the work currently happening in conjunction with Inclusive Education and discuss the opportunity for further communication of information to the Board on this topic.

Respectfully submitted, Christine Light

Date: October 22, 2024

To: Board of Trustees

From: Christine Light, Chair

RE: Joint City/School Boards Committee

Background:

A review of Lethbridge City Council's active Boards, Commissions and Committees was conducted as per direction from Council. On July 25, 2024, the *Review of Boards, Commissions, and Committees Report* was presented to the Governance Standing Policy Committee.

Recommendation #5 states:

That the Joint Committee of the City of Lethbridge and Lethbridge School Boards be disbanded, encouraging Schools and the City to communicate directly with the elected boards through the Standing Policy Committee meeting structure and Administration when required.

The relationship between the three serving school boards within Lethbridge and the City of Lethbridge is vital to the delivery of quality of education to students, reflecting the spirit of shared pride and vision for our community, and maintaining the recognition of being a city that serves as a model and leader in collaborative partnership between organizations.

Christine Light will provide a summary of steps being taken to advocate for the continuation of this committee.

Recommendation:

That the Board receive this report as information.

Respectfully submitted, Christine Light

Date October 22, 2024

To: Board of Trustees

From: Allison Purcell, Trustee

RE: Inclusive Education Parent and Community Advisory Panel

Background

Lethbridge School Division over the last number of years has had many requests as well as made some progress to engage with parents regarding inclusive education but the request for more and consistent offerings continue.

Around 2018, parents in the Division brought in Dr. Dianne McConnell, a well-respected speaker in the world of inclusive education, working previously for Alberta Education, and other school Divisions in the province. She engaged with parents about Individual Program Plans, about team meetings, about parents being engaged in their student's education and for them to advocate for their student's needs.

In October 2019, a Division parent group, met to gather and share feedback to schools around building greater inclusive practices. This was followed by bringing in speaker Shelley Moore. In June 2023, the Division hosted a Diversity and Inclusion Parent Table.

In May 2024, the Division hosted an Inclusive education parent session focussing on Individual Support plans for students.

In September 2024, parent presented to the Board at the regular Board meeting referring to the Parkland School Division Inclusive Education Parent and Community Advisory Panel. It is a new panel that had first call for members in 2022 and again this past June 2024. The panel accepts applications and selects a variety of parents and community members to sit on the panel that meets on a regular basis (at least 6 times a year). The objective of the panel is to provide inclusive education advice, and/or action items for administrative consideration. The work of the panel is considered as enhancing the work of the Division in its development of an inclusive education system, and as enabling parent and community voices to be included in the process.

Recommendation

It is recommended that the Division create an Inclusive Education Parent and Community Advisory Panel that meets on a regular ongoing basis. Parents and community need to know and see that inclusive education is a priority in Lethbridge School Division.

Respectfully submitted, Allison Purcell

Date October 22, 2024

To: Board of Trustees

From: Allison Purcell, Trustee

RE: Reducing barriers to Trusteeship for future Boards – providing health benefits for trustees

Background

Trusteeship (for Lethbridge School Division) is a role that is available to residents in Lethbridge as per the Local Authority Elections Act (other eligibility rules apply) and the Education Act and as a Division we should help to reduce barriers for those considering to run. Financial means and employment that is conducive to the role of trustee is important, but also means it is limiting to those that may consider running. As a Division, we could help to reduce some financial barriers for those that are elected and it may expand opportunity for those considering running for trusteeship.

Many boards across the province provide health benefits (100%) to their school board trustees as a means to ensure the wellbeing of all within the Division. As a Division, we have moved to provide health benefits to all of our employees, with a belief that the well being of those that work for us is important. For our trustees, the same importance should be placed. The well-being of our trustees should be a priority, as our trustees are making decisions for the Division and should be taking care of themselves and be well.

This would be consistent with our neighbouring Divisions such as Holy Spirit School Division, Livingstone Range School Division, Medicine Hat Public School Division whom all pay 100% of health benefits for trustees as its important to care for the wellbeing of trustees.

Next October is a new election for school board trustees, and trusteeship should be for everyone, not just those that have the financial means to reduce their employment, potentially no longer having access to benefits (if they move from full time to part time employment etc.)

Recommendation

Trustee health benefits will be paid at a rate of 100% as per all employees within the Division, beginning in the next school year (2025/26)

Respectfully submitted, Allison Purcell

October 22, 2024

To: Board of Trustees

From: Robbie Charlebois

Associate Superintendent, Human Resources

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

Background

For the past several years, the Board has approved a Voluntary Retirement opportunity for Alberta Teachers' Association Retirement Fund Members, Canadian Union of Public Employees (CUPE) 290, CUPE 2843 and non-union employees. This allows employees who qualify to collect a pension and are members of the Alberta Teachers' Association Retirement Fund or Local Authorities Pension Plan to retire as of January 31, 2025, and then begin a temporary contract with the Board effective February 1, 2025, to June 26, 2025 (or the end date as per the appropriate employee calendar). This opportunity is subject to the terms and conditions of the Alberta Teachers' Association Retirement Fund or the Local Authorities Pension Plan.

The process for accessing this opportunity is as follows:

- An email will be sent to all Division employees informing them of the Voluntary Retirement opportunity.
- Any employee intending to access this opportunity will be required to notify the Division in writing of their intention to retire by December 13, 2024. This notification must be provided in the letter format prescribed by the Division.
- The Division will respond in writing if the staff member qualifies for the Voluntary Retirement opportunity.
 - o Criteria for qualification includes, but are not limited to:
 - Member of an approved pension fund
 - Eligible for retirement per the pension fund
 - Process parameters outlined by the Division have been met
- Should the employee qualify, they will be placed on a temporary contract from February 1, 2025, to June 26, 2025 (or the end date per the appropriate employee calendar).

Recommendations

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

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

Trustee moves:

• That the Board extend the Voluntary Retirement opportunity for the 2024-25 school year to employees who qualify to collect a pension and are members of the Alberta Teachers' Retirement Fund or Local Authorities Pension Plan (CUPE 290, CUPE 2843 and non-union employees). Employees intending to access this opportunity will be required to notify the Division in writing, per the process outlined by the Division and submit a letter of retirement effective January 31, 2025. These employees will be offered a temporary contract effective February 1, 2025 – June 26, 2025 (or the end date as per the appropriate employee calendar).

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

Trustee _____ moves:

• That the Board does not extend the Voluntary Retirement opportunity for employees for the 2024-25 school year.

Respectfully submitted,

Robbie Charlebois

October 22, 2024

To: Board of Trustees

From: Christine Lee

Associate Superintendent, Business and Operations

Re: West Lethbridge Elementary School Boundary Changes Feedback

Background:

At the September board meeting, a report of the School Boundary Alignment Committee on proposed changes to West Lethbridge elementary school boundaries was presented. An online survey was conducted to gather feedback on the proposed changes.

Christine Lee will provide a verbal summary of the feedback.

The Board will hold a Special Meeting on October 29th to further discuss and possibly approve the boundary changes as presented or amended.

Recommendation

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

Respectfully submitted,

Christine Lee