

# Lethbridge School

## Board of Trustees Regular Meeting Agenda

January 28, 2025

1:00 p.m.

Board Room / Microsoft Teams



- |           |  |               |
|-----------|--|---------------|
| 1:00 p.m. | <b>1. Move to In-Camera</b>  |               |
| 2:30 p.m. | <b>2. Territorial Acknowledgement</b>  |               |
|           | <b>3. Consent Agenda</b>   |               |
|           | 3.1 Division School Council Report   | Enclosure 3.1 |
|           | 3.2 Policy Advisory Committee Report   | Enclosure 3.2 |
|           | 3.3 Wellness Committee   | Enclosure 3.3 |
|           | 3.4 Community Engagement Committee   | Enclosure 3.4 |
|           | 3.5 Indigenous Education Committee   | Enclosure 3.5 |
|           | <b>4. Approval of Agenda</b>   |               |
| 2:32 p.m. | <b>5. Approval of Minutes</b>  |               |
|           | If there are no errors or omissions in the minutes of the Regular Board Meeting of December 17, 2024, it is recommended that the minutes be approved by the Board and signed by the Chair. |               |
| 2:35 p.m. | <b>6. Business Arising from the Minutes</b>  |               |
| 2:40 p.m. | <b>7. Associate Superintendents Reports</b>  |               |
|           | 7.1 Business and Operations  | Enclosure 7.1 |
|           | 7.2 Instructional Services   | Enclosure 7.2 |
|           | 7.3 Human Resources  | Enclosure 7.3 |
| 3:00 p.m. | <b>8. Superintendents Report</b>   |               |
|           | 8.1 Assurance Priorities Report  | Enclosure 8.1 |
|           | 8.2 Donations and Support  | Enclosure 8.2 |
|           | 8.3 Acknowledgements of Excellence   | Enclosure 8.3 |
|           | 8.4 Town Hall  | Enclosure 8.4 |
|           | 8.5 Calendar of Events   | Enclosure 8.5 |
| 3:45 p.m. | <b>9. Action Items</b>   |               |

- |     |  |               |
|-----|--|---------------|
| 9.1 | First Quarter Financial Report                           | Enclosure 9.1 |
| 9.2 | Suspensions & Expulsions Policy 502.3                    | Enclosure 9.2 |
| 9.3 | Superintendent Evaluation Policy                         | Enclosure 9.3 |
| 9.4 | Trustee Code of Conduct Policy (1 <sup>st</sup> Reading) | Enclosure 9.4 |
| 9.5 | 2025-2026 School Calendar                                | Enclosure 9.5 |
| 9.6 | International Trip Approval – LCI                        | Enclosure 9.6 |
| 9.7 | Board Agenda Organization                                | Enclosure 9.7 |

**3:15 p.m. 10. Board Chair Report**

- |      |                                    |                |
|------|------------------------------------|----------------|
| 10.1 | Election Information               | Enclosure 10.1 |
| 10.2 | Community Conversations            | Enclosure 10.2 |
| 10.3 | Joint City/School Boards Committee | Enclosure 10.3 |

**4:30 p.m. 11. Division Highlights**

**4:35 p.m. 12. Information Items**

- |      |                           |                |
|------|---------------------------|----------------|
| 12.1 | School Council            | Enclosure 12.1 |
| 12.2 | Boundary Committee Update | Enclosure 12.2 |
| 12.3 | New School Site Update    | Enclosure 12.3 |

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

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

**5:50 p.m. 13. Correspondence Received**

- 13.1 Letter from Minister of Education, Demetrios Nicolaides

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



**MEMORANDUM**

January 28, 2025

To: Board of Trustees

From: Genny Steed, Trustee

**RE: DIVISION SCHOOL COUNCIL MEETING REPORT**

Attendees: Mike Nightingale (Superintendent) Tina Carnegie (Executive Assistant to the Superintendent) Genny Steed (Trustee) Shelly Roest (LCI) – DSC CHAIR Nathaniel Kinisky (Lethbridge Christian) - Vice Chair Carrie Boschman (ICSS/ICES) - Recording Secretary Danica Forsyth (Mike Mountain Horse Elementary School) Cynthia Figueroa (GS Lakie Middle School) Sarah Heringer (LCI) Tasha Olsen (Wilson Middle School) Michelle Bore (Senator Buchanan E) Cynthia Young (Winston Churchill High School) Meg Fester (Senator Joyce Fairbaren) Ryan Walker (Ecole Agnes Davidson) Tyler Waldron (Nicholas Sheran Elementary) Kristina Gilmore (GS Lakie Middle School) Tisha Elford (Chinook High School) Andy Tyslau (Principal at Dr Plaxton Elementary School) Aaron Fitchett (Principal at NSES)(ATA rep for local 41) Nicole Williams  
ONLINE: April Gedalman (Dr Gerald B Probe Elementary), Skye Curtis (Coalbanks Elementary), Allison Purcell

**Meeting Report:**

Division School Counsel met on Jan. 13 at 6:30 for a learning session provided by Mike Nightingale about Annual Education Results Reporting.

The Trustee Report was offered by Trustee Genny Steed outlining the Board's involvement and seeking input for budget and upcoming strategic planning. Engagement through the Town Hall meeting was encouraged. Conversation was held regarding the work of the Facilities committee and the ongoing effort from the Board to obtain capital funds.

It was reported that ASCA's Annual General meeting will be virtual this year, held on April 27, 2025. The Resolutions will be release in March.

Aaron Fitchett provided the ATA report, sharing that Jason Schilling addressed the House of Commons Standing Committee regarding hate motivated violence towards LGBTQ students and staff. The ATA's position opposing Alberta Education Assessments was addressed. And the date for SWATCA was announced to be Feb. 20-21.

Andy Tyslau brought greetings from the Admin Committee but had no further report to share.

The superintendent's report addressed the upcoming Town Hall and the Inclusion Stakeholder Committee.

The Committee was presented with an Expression of Interest for hosting Constable Heather Bangle from the Internet Child Exploitation Unit for a parent and community learning opportunity. Interest was high for both parent and student sessions. Further information and organization to follow.

**Recommendation:**

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

Respectfully submitted,  
Genny Steed,  
Board of Trustees Vice Chair

**MEMORANDUM**

January 28, 2025

To: Board of Trustees

From: Kristina Larkin, Trustee

**RE: Policy Advisory Committee Report**

**Background**

The Policy Advisory Committee Met on January 15, 2025. Present: Mike Nightingale, Kristina Larkin, Genny Steed, Rod Scott, Kevin McBeath, Maggie Taylor, Ana Gonzalez, Carrie Boschman, Skye Curtis, Shelley Roest

The Committee and Chair thanks Carrie Boschman who will be stepping down from the committee, with appreciation for Carrie's ongoing and active participation in division processes and engagement. Megan Fester (Representative) and Cynthia Figueroa (Alternate) will take the role as middle school parent representative effective February.

Policies reviewed:

- Policy 607.4 Responsible use of technology. Policy edits from the committee drafted. Policy will go out for feedback to stakeholders and on feedback website.
- Policy 800.1 Signing Authority. Policy edits from the committee drafted. Additional recommended edits based on financial requirements or standards may be added by Superintendent upon consultation with Associate Superintendent, Business Affairs and Operations. Policy will go out for feedback to stakeholders and on feedback website.

Committee discussion on plans for review of policies in this committee year, based on legislation or other regulation requirements, and review of policies not review in 5+ years.

- Policy 402.11.2 Support Staff Growth, Supervision and Evaluation (review -March PAC)
- Policy 303.3 Administrator Growth, Supervision and Evaluation (review - April PAC)
- Policy 1005.6 School Generated Funds (review - May PAC)
- Policy 1001.3 Communications (review - June PAC)
- Policy 502.2 Sexual Orientation and Gender Identity (pending board direction and review of finalized legislation)

**Recommendation**

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

Respectfully submitted,  
Kristina Larkin

**MEMORANDUM**

January 28, 2025

To: Board of Trustees

From: Andrea Andreachuk

**Re: Wellness Committee Report, January 13, 2025**

The Wellness Committee had its second meeting of the school year on January 13, 2025.

We had excellent updates on Health Champs, Digital Wellness, MHCB and Mindful Munchies, the Physical Education and Wellness Curriculum, the Nurses Program and an Alberta Health Services Update.

Please see the attached excellent minutes that Carley Campbell has prepared for us.

Of special note is the information that the Mindful Munchies program that provides 1200 lunches per week to our students is expected to continue until the end of June, however the program is unsure if funding will allow for this.

AHS has put together free professional learning opportunities with their Hot Topics in School Health Speaker series. A link to registering for these is provided within the minutes.

Thank you to all attendees and to Carly Campbell for the excellent minutes.

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

Respectfully submitted,  
Andrea Andreachuk



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## WELLNESS COMMITTEE MEETING #2

January 13, 2025

Education Centre Board Room

1:15 PM – 3:15 PM

**Chair:** Andrea Andreachuck, Board Trustee

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

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### Attendees:

**Andrea Andreachuck**, Board Trustee

**Sydney Erlendsen**, Digital Wellness, FSW

**Cason Machacek**, Digital Wellness, Teacher

**Bob White**, School Administrator SB

**Matthew Bekkering**, School Administrator,  
Immanuel Christian Secondary School

**DeeAnna Presley-Roberts**, Program Manager  
- MHCB, Family Support Supervisor

**Courtney Epp**, Healthy Schools AHS Rep

**Craig deJong**, School Administrator, SJF

**Morag Asquith**, Associate Superintendent –  
Instructional Services

**Paul Bohnert**, Classroom Teacher SJF

**Ryan Walker**, Parent Representative

**Erin Hurkett**, Director of Learning

**Ainsley Croil**, School Administrator, General  
Stewart

**Jeni Halowski**, School Administrator, Wilson  
Middle School

**Supports:** **Carley Campbell**, Executive  
Assistant – Instructional Services

### Regrets:

**Kristina Larkin**, Board Trustee

**Jen Day**, Counselling Coordinator

**Jaquiline Bennis**, Classroom Teacher, LCI

**Megan Pasquotti**, Classroom Teacher,  
Coalbanks Elementary

**Rhonda Aos**, Director - Human Resources

**Robbie Charlebois**, Associate Superintendent  
- Human Resources

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### 1. Welcome & Introductions

- Territorial Acknowledgement
- Round-Table Introductions
  - Andrea led participants in a Territorial Land Acknowledgement. Everyone was introduced and shared a moment over the winter break that made them feel 'well'.

### 2. Health Champs Meeting #1 Update

- Cason shared highlights from the first Health Champions Meeting of the year (*attached*). Highlights included:

- “Working Alongside Families & Students” presented by DeeAnna Presley-Roberts. This presentation was well received and DeeAnna had the opportunity to present to the staff at Gilbert Paterson during a PL session
- AHS Speaker Series topics
- Health Champs were given time to collaborate in grade level teams about a ‘Hot Topic’ and consider the 3 C’s – connections, current climate and considerations. The information collected gave some direction for the Health Champs moving forward

### **3. Digital Wellness Update**

The Digital Wellness team has been busy presenting in classrooms and for professional learning. Highlights include:

- Hosting a Parent Engagement Event on Wednesday, November 13<sup>th</sup>, 2024
- Increase in requests for interventions from parents before issues become problematic
- Recently, students have been self-referring about technology use which is showing great self awareness
- Over 45 lessons were taught by Cason in the month of November including a large amount of time in high school CALM classes
- Professional learning events in collaboration with AHS, SAPDC and Healthier Schools Together
- Connecting with Media Smarts which has great free resources that align with Alberta Education outcomes
- 2025 Digital Wellness Day is in the works with ‘Sleep’ as the theme and how technology can affect sleep patterns

Discussion on the cell phone policy that was implemented in the 2024-25 school year. Responses have been positive including students being more engaged and present in class, after weekend issues have been less evident, parents have shared it is easier at home to set rules and students are engaging in conversation more often during breaks. It was also shared that some students have been struggling to disengage and self regulate their screen time even when admitting the habits are not healthy.

### **4. MHCB & Mindful Munchies Update**

- 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. Information has been sent to Division staff today.
  - Kindness Call Out gives ALL division staff an opportunity to catch students doing acts of kindness. For each act of kindness, their name (and school) will be entered into a draw for a prize.
  - Kitsikakomimm Project asks each school level to collect items (Elementary – bottled water and non perishable food items; Middle School – mitts, gloves, toques, socks

and hand/foot warmers; high schools – personal hygiene products) that will be distributed to various organizations throughout the city

- Mindful Munchies – Provides approximately 1,200 lunches per week to our students
  - We have been told the program will continue until the end of June, however, the program is unsure if funding will allow this
  - We are waiting to hear how we can best support this program
  - A survey was completed by Administrators regarding food programming in their schools to provide information on the needs within the Division should this program be scaled back or no longer available
  - Division Nutrition Grants are available for schools to request around May. These funds are used in a variety of ways and may need to be used creatively if Mindful Munchies is no longer available

## **5. PEW Curriculum**

- Physical Education Wellness
  - New resources are being developed for the Division
  - Grade 4 and 5 teachers received training with the new resources and curriculum as the outcomes have changed
  - Grade 6 is currently a work in progress
  - Grade 7-10 (CALM) is currently being developed by Alberta Education. AHS resources have been implemented to update the curriculum in grades 10-12
  - The Division currently has 2 online resources available to support PEW:
    - Second Step is an online resource that focuses on student well being and has user friendly lessons that align with Alberta Education outcomes created for all grade levels (K-12). Licences are available for use if staff members are interested.
    - Enriched Academy is available for grades 6-12 and offers Alberta Education outcome-based lessons for financial literacy

## **6. Updates**

- 2024-25 Nurses Semester 2
  - Second semester practicum students will be attending a Division orientation on January 16<sup>th</sup> and will have an opportunity to break out into groups with the Administrators they have been paired with. Thank you to LCI, Chinook and Senator Joyce Fairbairn for hosting nurses for the second semester.
  - A request was made for a presentation at the next Division Wellness Committee meeting about the projects the practicum nurses have completed in our schools.
- Nutrition Grant Presentation – Jeni Halowski
  - Wilson Middle School
    - Snacks are available for students in common areas that are accessed by grade level. As there is a large number of students at Wilson, fresh fruit and veggies are difficult to offer.
    - Discussions about how to best support students in the school who are dealing with food insecurities at home and provide the nutrition in meals they may be missing.

- Wellness Grant Presentation – Ainsley Croil
  - General Stewart
    - The wellness grant has been used to build up the PE equipment inventory, most notably new volleyball nets. As there has been an increase of complex needs at the school, self regulation tools have been purchased and placed in classrooms. With the help of an additional grant, a sensory room is in the works. A portion of the grant has been allocated to focus on supports for EAL students.

## 7. AHS Update – Courtney Epp

- If you're not familiar with the Healthy Schools website, check it out at [Healthier Together Schools](#) to learn more about Comprehensive School Health, how to take action on student wellness, find support from AHS school health programs, get the latest on school health resources, and find, lesson plans to support your work. As a reminder, there is a section for parents with articles and free virtual learning opportunities related to student health and wellness. To find out more, click here: [Resources for families - Get the Latest - Healthier Together Schools](#)
- To stay up to date on what's happening on the Healthy School's team across the province, please subscribe to our monthly e-newsletter by clicking here: [AHS Healthy Schools Team \(list-manage.com\)](#)
- If you're looking for some free professional learning opportunities, the SW Healthy Schools team has put together a Hot Topics in School Health Speaker series for divisions in the SW zone in partnership with SAPDC and subject matter experts in the field (**see attached**). The next one is this Wednesday, January 15th and is intended for ALL school staff. To find or more or to register, click here: [SAPDC | Hot Topics in Schools: Exploring the Relationship Between Digital Media, Sexual Health and Violence in Today's School Environment](#) or see attached calendar.
- The Healthy Schools team will be hosting a booth and presenting at SWATCA on Thursday February 20th from 2:30-4 on Enhance Learning, Enhance Well Being: The Comprehensive School Health Approach. Stay tuned for more info and registration details!
- To learn more about food and mood, join our After School Special on Wednesday January 29th from 3:30-4:30 for our session on Mental Health: What's Nutrition got to do with it? For more info or to register, click [here](#)
- The Healthy Schools team will be joining Morag on Thursday January 16th to present an Orientation to Comprehensive School Health to UofL nursing students.

## 8. Adjournment

- The meeting was adjourned at 3:12





Lethbridge School Division

# AGENDA

January 13<sup>th</sup>, 2025

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## WELLNESS COMMITTEE MEETING #2

Education Centre Board Room

1:15-3:15 PM

**Chair:** Andrea Andreachuk, Board Trustee

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|      | ITEM   | ATTACH. | TACT TIME |
|------|--|---------|-----------|
| 1:15 | <b>1. Welcome &amp; Introductions</b><br>1.1. Territorial Acknowledgement<br>1.2. Round-Table Introductions  |         | 15:00     |
| 1:30 | <b>2. Health Champs Update Meeting #1</b> – Cason Machacek   | Yes     | 10:00     |
| 1:40 | <b>3. Digital Wellness Update</b> – Cason Machacek & Sydnie Erlendson  |         | 15:00     |
| 1:55 | <b>4. MHCB &amp; Mindful Munchies Update</b> – DeeAnna Presley-Roberts   |         | 10:00     |
| 2:05 | <b><i>MOVEMENT/SNACK BREAK</i></b>   |         | 10:00     |
| 2:15 | <b>5. PEW Curriculum</b> – Erin Hurkett  |         | 15:00     |
| 2:30 | <b>6. Updates</b><br>6.1. 2024-25 Nurses Semester 2 - Morag Asquith<br>6.2. Nutrition Grant Presentation – Wilson Middle School –<br>Jeni Halowski, Principal<br>6.3. Wellness Grant Presentation – General Stewart Elementary -<br>Ainsley Croil, Principal |         | 20:00     |
| 2:50 | <b>7. AHS Comprehensive School Health Update</b> – Courtnay Epp  |         | 10:00     |
| 3:00 | <b>8. Wrap up &amp; Adjournment</b>  |         |           |



## HEALTH CHAMPIONS MEETING #1

Monday, October 28, 2024

Board Room

1:15 PM – 3:30 PM

**Chair:** Morag Asquith, Associate Superintendent – Instructional Services

### Attendees:

**Danielle Low** – Ecole Agnes Davidson

**Miranda Myndio** – Coalbanks Elementary

**Jodie Goruk** – Dr. Plaxton

**Kelly Jo Craddock** – Dr. Probe

**Ali Wensmann** – Fleetwood Bawden

**Jen Samayoa** – Galbraith

**Jesse Huckabay** – General Stewart

**Allison Tadey** – Lakeview

**Jordan Funk** – Lethbridge Christian School

**Karen Bourassa** – Mike Mountain Horse

**Stephanie Reid** – Nicholas Sheran

**Adam Reid** – Park Meadows

**Bob White** – Senator Buchanan

**Cheryl McIntyre** – Westminster

**Austin Davenport** – G.S. Lakie

**Parker Bilj** – Wilson Middle School

**Leo Lacourciere** – Senator Joyce Fairbairn

**Eva Gorny** – Chinook

**Rachel Greeno** – ICSS

**Jacqueline Bennis** – LCI

**Lenore Lindeman** – Victoria Park

**Omar Kadir** – Winston Churchill

**DeeAnna Presley-Roberts** – MHCB, Family Support

**Cason Machacek** – Digital Wellness Teacher

**Sydney Erlandson** – Digital Wellness FSW

**Courtney Epp** – Alberta Health Services

**Jen Day** – Counselling Coordinator

### Supports:

**Carley Campbell**, Executive Assistant – Instructional Services

### Regrets:

**Morag Asquith** – Associate Superintendent, Instructional Services

**Julian Hazell** – ICES

**Tamara VanCleave** – Victoria Park

**Taylor Martens** – Gilbert Paterson

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### 1. Welcome – Cason Machacek

#### 1.1. Territorial Acknowledgement

#### 1.2. Introductions

- 1.2.1. Attendees participated in a D-Ice Breaker activity (**attached**).

### 2. Housekeeping Health Champ Roles & Responsibilities - Cason Machacek

#### 2.1. Health Champ Roles & Responsibilities (**attached**)

#### 2.2. Health Policies & Procedures

- 2.2.1. The Board of Trustees is currently reviewing all school division policies and procedures.

Please let Carley know if you are interested in participating in a committee that would like to review the Health Champs Related Policies and Procedures.

- [Policy 504.2 Wellness in Schools](#)

- [Procedure 504.2 Wellness in Schools](#)
- [Policy 504.11 Healthy Nutritional Choices](#)
- [Procedure 504.11 Healthy Nutritional Choices](#)

### 2.3. Wellness Grants

- Every year schools can apply for wellness grants to support wellness initiatives in the school. This year, grants allocated ranged between \$1000 to \$2500 in funds for specific initiatives including self-regulation equipment, outdoor learning or recess equipment, field trip wellness promotion and staff incentives for wellness. Schools are required to submit a yearly report on their initiative.

### 2.4. Nutrition Update

- Schools were able to apply for a nutrition grant for the 2024-25 school year. These grant funds are available through Government funding.
- Many schools in the Division have been accessing the local Mindful Munchies program for about 4 years. This year, due to Government funding changes happening with community funding, it is unknown if the Mindful Munchies program will be available to schools as of January 1<sup>st</sup>, 2025. A meeting is scheduled to discuss the future of the lunch program moving forward.

## 3. MHCBC Update – DeeAnna Presley-Roberts

### 3.1. “Working Alongside Families & Students” (*attached*)

DeeAnna presented about how personal perspective can affect how we react to situations with students and families. As requested, the presentation is attached for future reference.

## 4. Alberta Health Services – Courtney Epp

### 4.1. Healthy Schools Update

- If you’re a new HC, please check out the Healthy Schools website at [Healthier Together Schools](#) to learn more about Comprehensive School Health, how to take action on student wellness, find support from AHS school health programs, get the latest on school health resources, and find lesson plans to support your work.
- To stay up to date on what’s happening on the Healthy School’s team, please subscribe to our monthly e-newsletter by clicking here: [AHS Healthy Schools Team \(list-manage.com\)](#)
- If you’re curious about how other schools are taking action on wellness, check out these success stories from across the province: [Stories \(healthiertogether.ca\)](#)
- If you’re looking for some free professional learning opportunities, the SW Healthy Schools team has put together a Hot Topics in School Health Speaker series in partnership with SAPDC and subject matter experts in the field (*see attached*). The next one is on Addressing Empathetic Strain for Educators in November followed by Technology and Sexualized Behavior in Schools in January. You can register for one or all of them. Each session will be recorded so even if you can’t make the live event, we encourage you to sign up anyways to gain access to the recording so you can listen later at your own convenience.
- Physical Health Education Canada is offering grants to support Healthy Active School Programming or Professional Development. The grant provides funds to support schools with projects that initiate, enhance, or increase access to meaningful health education programming or initiatives

that address physical activity, healthy eating, mental health or substance awareness and prevention. The funds can be used towards new or existing programs and typically range between \$500-2500 for the School Programming grant and \$50-250 for the Professional Development grant. The deadline to apply is November 15<sup>th</sup> and the funds must be spent by the end of this school year.

- AHS Nutrition Services is looking for K-9 teachers to pilot their new Teaching Food, Nutrition, and Body Image lesson plans. The pilot project runs until the end of November and for each lesson plan you pilot and provide feedback on in the form of a survey, you get entered into a draw for a \$25 gift card. For more information, please visit the AHS Teaching Food and Nutrition page [Teaching Food and Nutrition | Together 4 Health \(albertahealthservices.ca\)](https://albertahealthservices.ca/teaching-food-and-nutrition-together-4-health)

## **5. Digital Wellness – Sydnie E and Cason Machacek**

### **5.1. Navigating Technology Together – Parent Engagement Evening (*poster attached*)**

- The Digital Wellness team is hosting a parent Engagement Evening on Wednesday, November 13<sup>th</sup> at G.S. Lakie Middle School. This event is for families throughout the Division and attendees will have the opportunity to learn more about the newly implemented cell phone policy as well as the safeguards and firewalls that are in place when using Division Wi-Fi. Participants will also take part in a round table discussion and have an opportunity to share their feedback and perspectives. Those interested in attending are asked to confirm their attendance as there is limited space available. Cason and Sydnie are available for any questions about this event.

## **6. Collaboration and Planning Time**

- Participants took time to collaborate in div level groups and discuss topics that will provide opportunities to foster healthier school communities. Groups were asked to choose a topic or theme and record 3 C's (Connections, Current Climate and Considerations). (*Group responses are attached*)

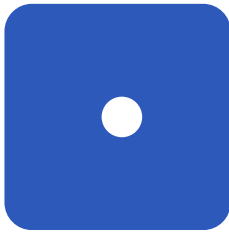
## **7. Adjournment**

- The meeting was adjourned at 3:07 P.M.

**Next Meeting:** Monday, February 10th, 2025

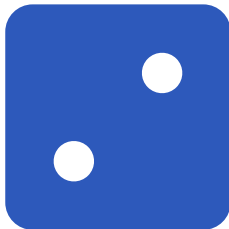
# D-ICE BREAKER

## activities



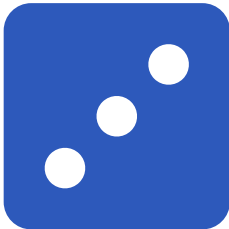
### **Your Journey Here....**

Describe your journey here today, where did you complete your undergraduate degree and or previous experiences the led you here!



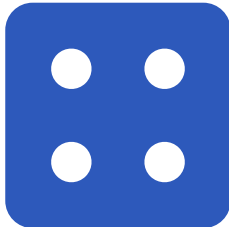
### **School Community**

Can you share an initiative or program in your school community that promotes health and wellness? What impact has it had on students and staff?



### **Personal Well-Being**

What are some of your current directions, initiatives, and actions that have been guiding your own well-being? How has this practice benefited you?



### **Professional Context**

Can you describe your current teaching context? What challenges or opportunities do you face in your role?



### **One Boring Fact About Yourself...**

Share something boring about yourself that most people don't know. (eg. I put ketchup on my fries.)



### **Professional Culture**

What is one thing you love most about your school community and culture? What makes it a special place to work and learn?

# Health Champions



**Every School has a designated Health Champion – someone who has an interest in making their school a healthier place.**

These Health Champions meet three times per year, along with the Associate Superintendent - Instructional Services and other Wellness Staff to share information and inspiration on how to enhance wellness in schools.



*Nicholas Sheran Park*

*Photo credit: [What to do in Lethbridge, Alberta - Hecktic Travels](#)*

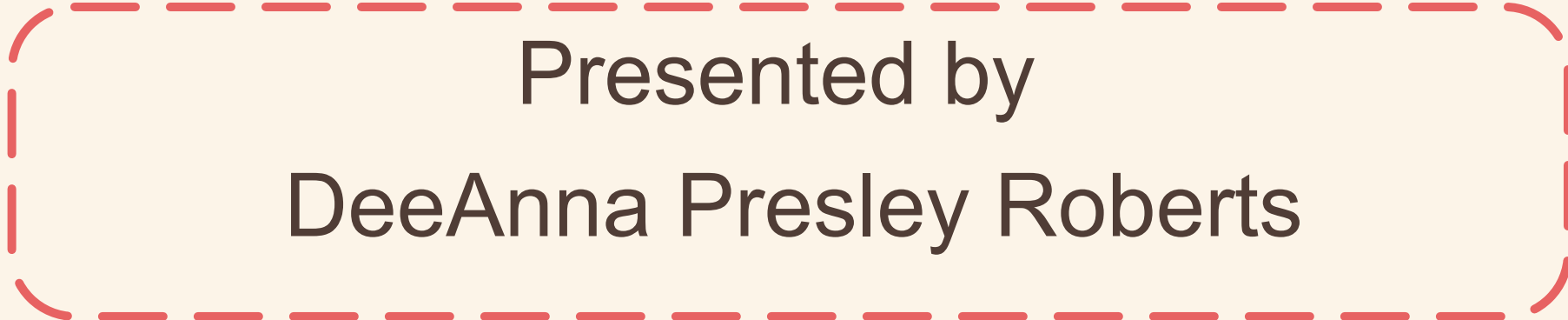

## **MEETINGS**

- #1 – October 28, 2024
- #2 – February 10, 2025
- #3 – May 12, 2025

Meetings take place at the Education Centre Board Room from 1:15 – 3:30 pm, unless otherwise communicated.

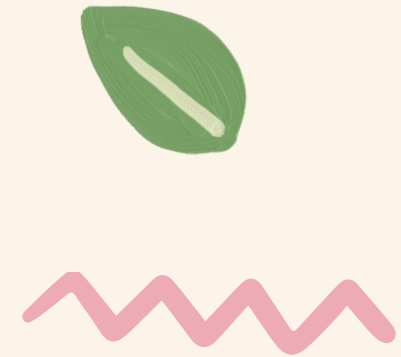
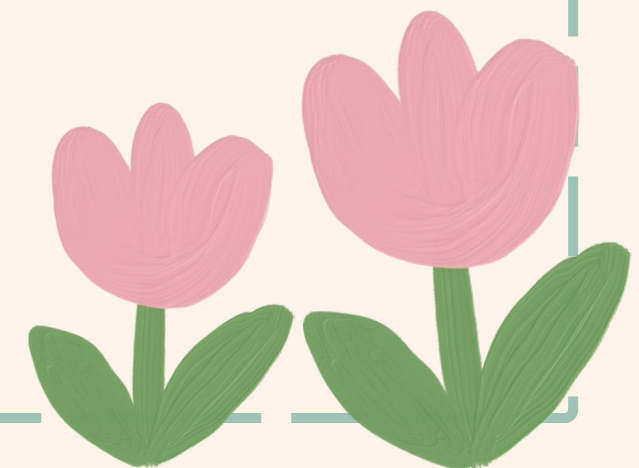
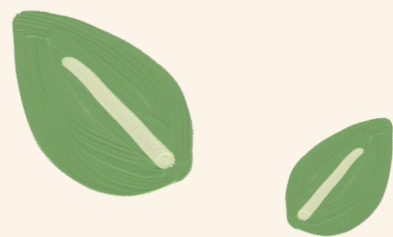
## **Being a Health Champion Means:**

- ❖ Being a wellness leader in your school
- ❖ Working in partnership with your principal, wellness team, and other school community participants, to foster healthy eating, active living, and positive social emotional relationships
- ❖ Working towards establishing and maintaining a Wellness Committee at your school
- ❖ Help your schoolwork towards implementing the division's Healthy Nutritional Choices Policy
- ❖ Attend scheduled Health Champion workshops (with sub release time)
- ❖ Share health information with staff, school councils, students, and their families
- ❖ Collect health-related feedback and opinions from your school community and report back to Health Champion network
- ❖ Add an agenda item to each of your school's staff meeting regarding wellness.



Presented by  
DeeAnna Presley Roberts

# Working Alongside Families and Students





# OBJECTIVE

## Take Aways

- Perspective on the work we do with families and the role relationship plays in student success
- Awareness of what you have to offer in every conversation
- A strategy or 2 on how to engage and where to start building/rebuilding relationship





# THINGS WE ARE GOING TO DISCUSS



01

## Perspective

How do my beliefs, values and biases impact the work that I do with families?

02

## Responsibility

What can I control?

03

## P.A.T.H

Learning takes time  
Building relationship takes time  
Are our goals achievable within our timeframe?

04

## Things to Ponder

Do I have everything I need?  
Do they have everything they need?  
What could be getting in the way?

# PERSPECTIVE

## What is perspective

Refers to the way we see, interpret and understand the world around us.

- unique to us based on our experiences
- affects how we interpret things that happen
- evolving and everchanging
- subjective

## Why does it matter

Our perspective significantly influences the work that we do, how we feel about the work and how we approach the work.

It influences how we perceive and react to situations, people and events

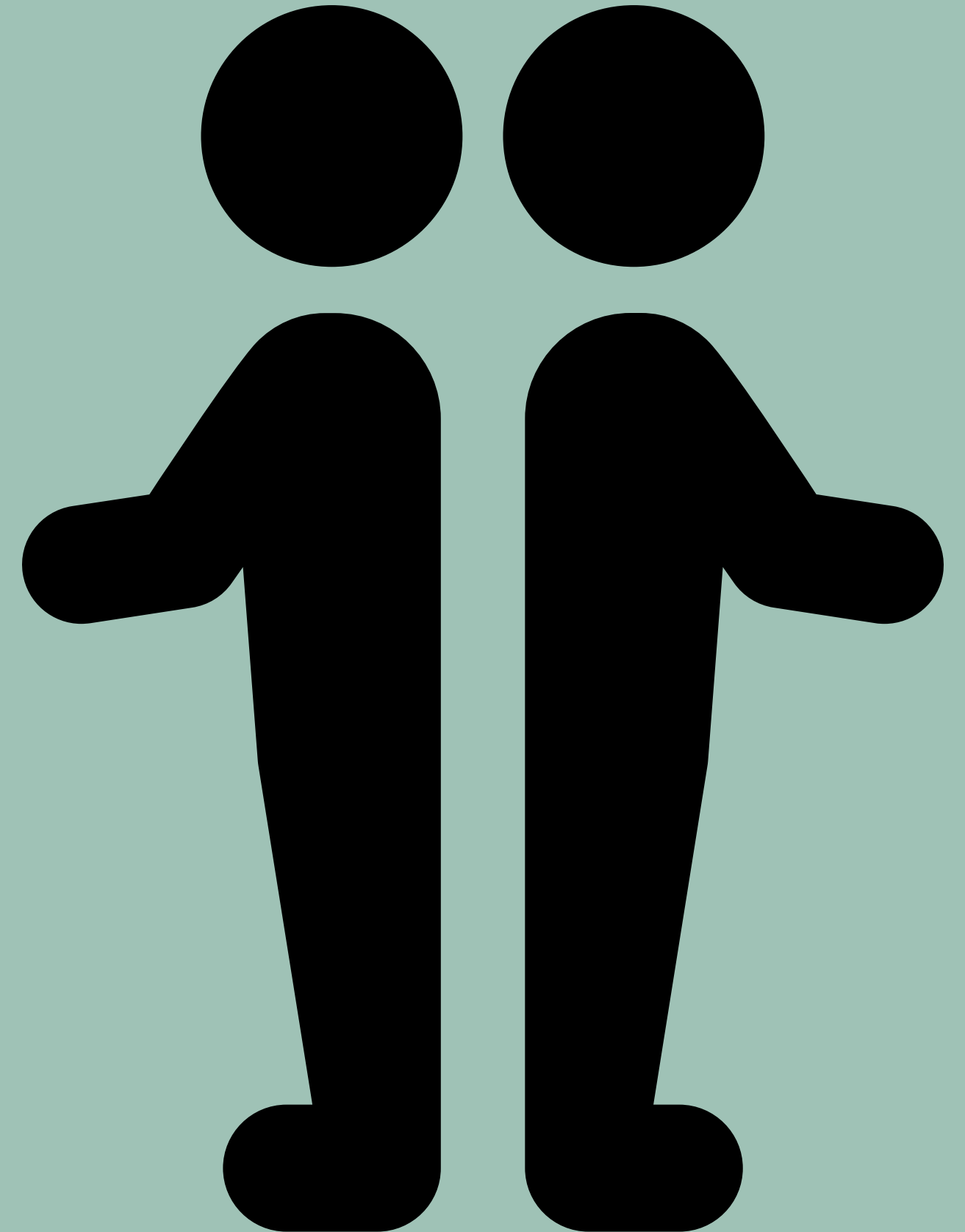
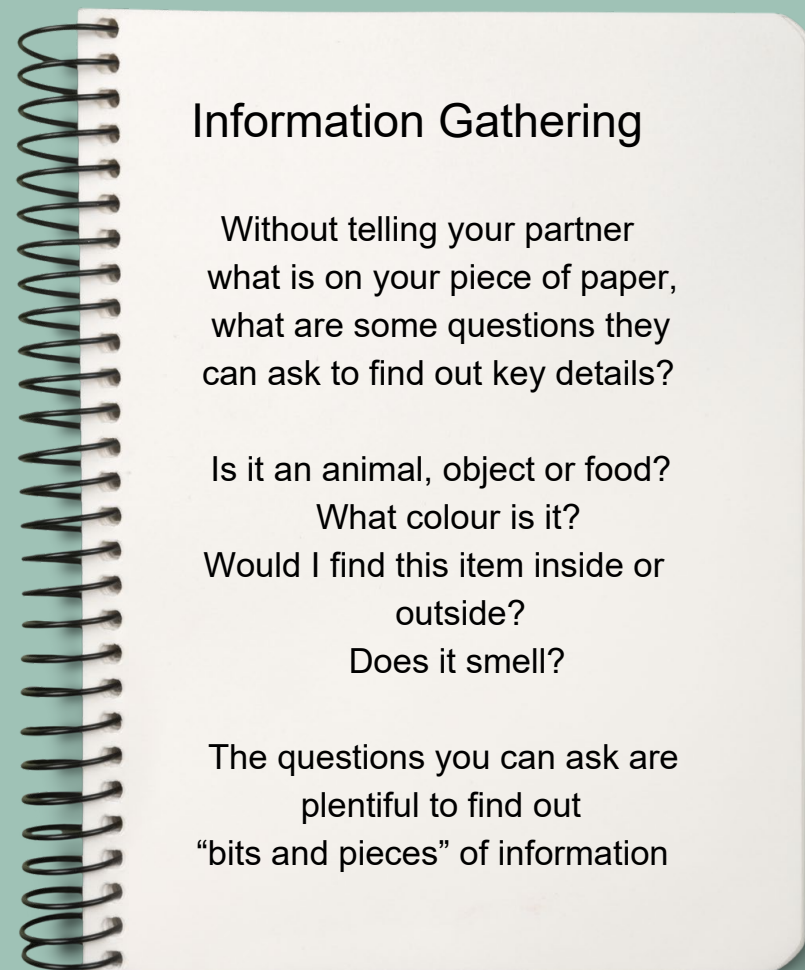
## HOW DOES PERSPECTIVE SHAPE WHAT WE DO?

1. Influences our decision-making
2. Shapes our approach to problem solving
3. Impacts how we interact with others
4. Shapes our biases and assumptions
5. Determines how we define success
6. Affects our resilience
7. Guides our perception of others needs
8. Affects cultural competency
9. Drives innovation and creativity
10. Influences our Motivation
11. Frames how we handle feedback
12. Informs decision making



# Just a little movement exercise.....

- Find a partner close by and stand back to back.
- Please identify amongst yourselves, who is going to ask the questions and who is willing to answer the questions
- I am going to give the partner who is answering the questions a piece of paper to look at, your partner needs to ask closed questions in order to find out what is on your piece of paper. The person holding the paper cannot tell their partner what is on the piece of paper until they have guess it.
- Your partner may need a hint but you can't tell them exactly what it is



## What Were Some Assumptions of this Activity:

- You and your partner are open and willing to participate
- You may have played this game before therefore you know how to play
- You and your partner share the same goal
- You and your partner are aware that you will make mistakes
- You trust that the your partner has good intentions
- You feel safe in being wrong
- Your partner is likely to not judge you based on your questions.
- Your partner is the expert on the picture they hold
- In order to complete the task, you need each other
- It takes time and the amount of time varies from group to group
- You have what you need to complete the task



## WORKING ALONGSIDE FAMILIES: WHAT IS YOUR PERSPECTIVE ON FAMILIES

What are your beliefs about families and how they function?

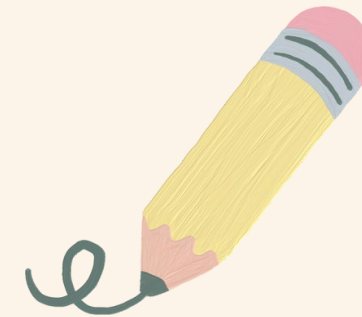
- Families know their members the best.
- Families will exist after professionals leave.
- Every family functions differently
- Families have the right to make decisions that affect their lives
- Families are not perfect
- Families are protective of their members

How does what you think about families impact the work that you do?  
How does your personal experience of “what is a family” impact your perspective?

What if, you thought about your work with families differently? How would this impact your approach, your view on your role and how you include families in school activities?



# RESPONSIBILITY

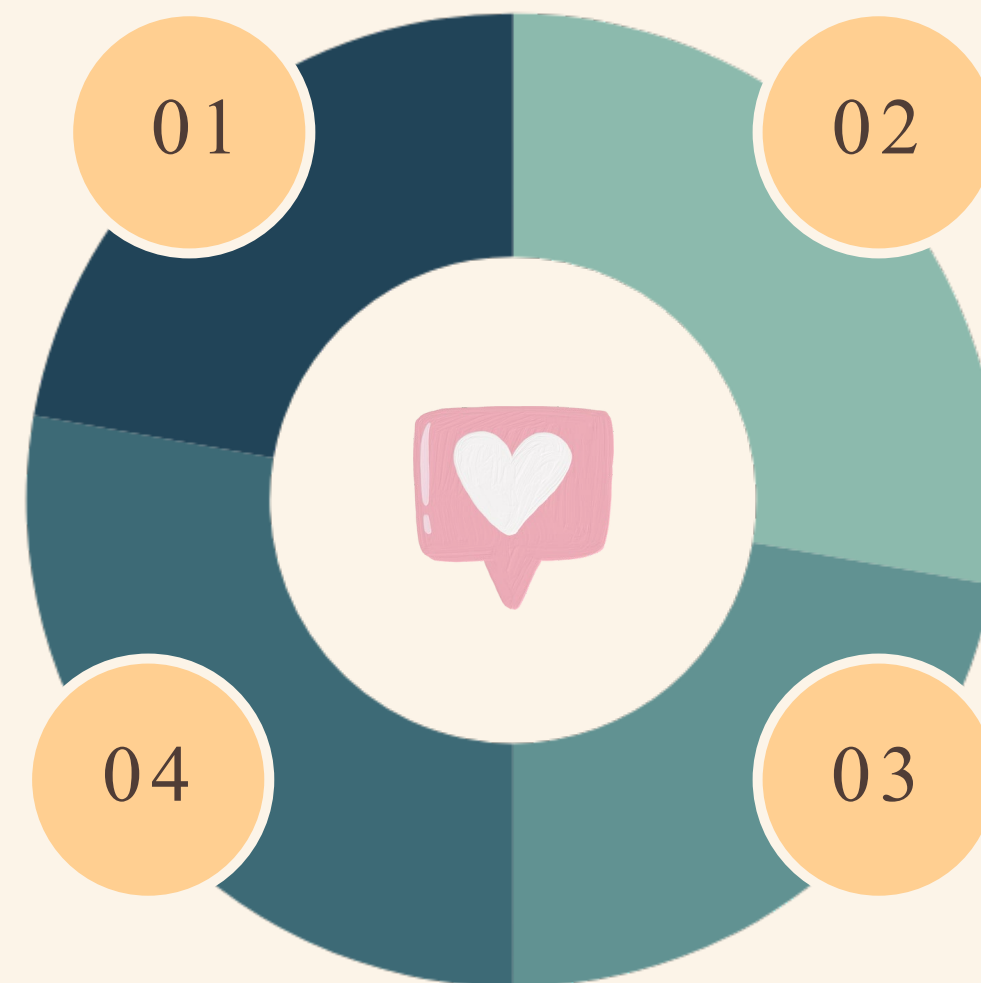


Establish what is within your control

Don't promise the moon and fail to deliver, be realistic. What is being asked of us? Ask yourself -is that really what is being asked? What are we asking others to do?

What is within their control from their perspective not yours

Viewpoints differ, you may feel like something is within a parents control but is it?  
Just like a parent may feel as though something is within your control but is it?



Seek Clarification

Have we asked the question to fully understand? Have we taken the time to hear the answer. Is it a mutual goal or is it the school's goal?

How can we work together

"I'd really like your help in this"  
"I appreciate your feedback, what can we do differently?"  
What do you do, that works at home?  
What part of this is my responsibility?  
What part is the parent's?



IF ONLY THEY WOULD....



# STRATEGIES FOR GETTING ON THE SAME PAGE

01

## Approach with Curiosity

Seek understanding without rushing to conclusions

03

## Information Gather

Provides a more comprehensive and well rounded understanding of what is actually occurring across environments. It helps to minimize biases or gaps in knowledge

02

## Validate the role they play in your understanding

By doing this, we acquire their foundational support, guidance and encouragement that will help guide a successful working relationship otherwise if not engaged has the potential of the opposite effect.

04

## Be aware of your biases

Biases distort judgement and lead to inaccurate conclusions, and misunderstandings



05

### Slow Down



Take intentional steps to reduce the pace, slowing things down in our actions, thoughts, and interactions.

07



### Place importance on connection





Connection is the foundation for effective communication and community, allowing people to feel seen, heard, and valued.



06

### Take the time to reflect when things go well and when things don't go as planned




Debrief with the team  
Gather perspective  
Ask for feedback

08

### Follow Through/Follow Up



Do what you said you were going to do and then reach back out to let others know it was completed. Don't just check the box and move on.



# BOUNDARIES

## General Overview

- When we work closely with others, we become invested in their well being
- Sometimes boundaries can be misconstrued as a negative thing. Meaning that we are not open to being flexible and therefore restricted in what we may view as our role.
- Perspective and Boundaries go hand in hand
  - Boundaries stop us from getting overly involved in other people's lives
  - They protect us from burnout and they prevent dependency
- Ideally we want to model the behaviour we want others to assume

## Things to Consider

- Boundaries can be flexible but should remain consistent to avoid favoritism, conflicts of interest and emotional entanglement.
- Waffling on a boundary sets a precedence based on relationship/need not circumstance.
- Provides clarity of roles and responsibility
  - Ultimately protects you and them
  - Provides predictability and structure
- Promote feelings of being safe, supported and respected

# I' LL JUST DO IT FOR THEM..... THE SAVIOR COMPLEX

## THE TRAP

- The over-involvement in other people's lives.
- Prioritizing tasks on their behalf
- No Boundaries
- Hard time saying No
- A sense of responsibility for the well-being of others
- A desire to be needed
- Struggle to be a bystander to other people's choices
- A thought that it will take less time
- It will make someone else feel better
- Short term success
- I can fix it mindset



## THE IMPACT

To You:

- Depletion of emotional and physical energy
- Prioritizing their well-being over your own
- Feelings of guilt for not setting boundaries
- Emotional entanglement on what is their responsibility and what is yours

To Them:

- No responsibility
- Resentment and blame
- The problem doesn't actually go away
- Depleted self worth
- No gain in learning/independence





# THE IMPORTANCE OF DEBRIEFING

## General Overview

- Evaluating what went well and what didn't is essential in moving forward, creating a plan and shared ownership of the intended outcome

- Debriefing is not Venting

Debriefing focuses on the event or experience itself, looking at facts, actions, outcomes and sometimes emotional responses

Venting is focused on the personal feelings and emotions about the event, without necessarily seeking solutions or deeper understanding

## Things To Consider

- Debriefing is a reflective, structured process aimed at learning
- Following up and including parents in the debrief may serve as a valuable tool in building relationship and connection. Ex. I just wanted to check in after our meeting, how do you feel it went?, "I was thinking about our conversation and ..."
- We can change perspective overtime
  - Typically skipped over

# Creating the P.A.T.H between school and home





# PATIENCE



Fosters supportive, respectful collaboration

Building Trust

- Willingness to listen, understand their needs and work at their pace

Creating shared goals

Brings calmness to what can be complex situations

Fosters open communication

Long Term Payout

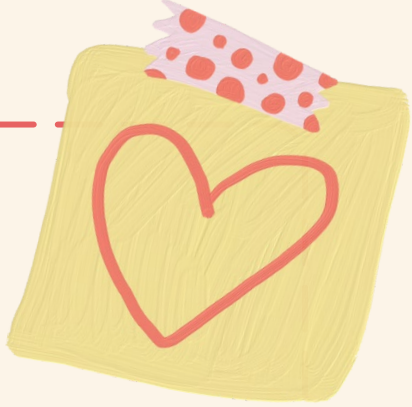
Supports your own well being






# ACCEPTANCE


Recognizing and respecting families' unique circumstances, values, and challenges without judgement



How does it help?




Showing respect for differing viewpoints  
allows families to feel safe and understood and ultimately leads to  
better outcomes









# TENACITY



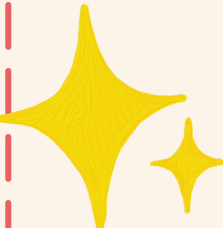
Persistence in achieving shared goals, even in the  
face of challenges

Are they ready? If not what do they need right now  
The door is always open, when they are ready







# HUMILITY



Understanding of one's strengths and limitations, open to learning from others and recognizing that everyone has valuable contributions

Some problems are not ours to solve

What does it promote?

- collaboration
  - communication
  - trust
  - learning and growth
  - positive environment
  - relationships
  - leadership effectiveness
  - conflict resolution
  - inclusivity
- 
- 

## WORKING WITH, NOT FOR?



Do you ever feel like you are working so hard but getting no where with certain families?

Have you ever just stopped, to reflect why this could be the case?

Focus on what you can control. You can control you. (Your perspective, your approach, your actions)

We've tried everything!!- Have you modified a variable you have control of. Is there something about your perspective that could be resulting in the feeling of failure. Is the goal too lofty for the timeframe. Narrow down the scope, what is one thing I can do or change that is measurable. Have I accessed support from all of my resources.

Communicate what it is you need and why it is important?

Your investment in something looks different than the families.

Do they feel your needs are urgent?

Do they understand why their involvement is important to you?

## THINGS TO PONDER

Is this anger or could it be fear?

Would I respond differently if it were fear?

Have I set the environment up for success? School meetingshow could this be perceived from someone who is fearful? Does it look like it's us versus them? How can we work on making the parent feel safe?

First instinct is to defend your position rather than to understand

- Approach with curiosity, remember this is their perspective and we can't control that

What is it that parent's want?

- information, they want to know what's happening, they want to know their children are safe, a great deal of the school day is unknown to families and they need to trust. How can we help them with that?

Why do they not care?

- Does their level of commitment to their children affect my perspective and my actions.

Are you/they capable of doing what is asked? If not simplify the request, gather more information and assume responsibility for what you can control. Don't hinge your action on their action

When we go into a conversation and forget to ask about what we cannot see, we miss out on information that may be pertinent in being able to connect, move forward, relate or problem solve

When we rush or haven't given ourselves enough time, we've lost before we have even began  
- what does a time limit say about the value of the person you are meeting with. What message am I sending without knowing.

What are you going to do about it? I'm going to follow up and get back to you. Ex. I went and I observed, I went and spoke to ...  
A lot of the time they may feel we did nothing but in actuality you have done multiple "things" as a result of the conversation but we haven't reported back which ultimately allows the other person to feel as though you don't care or you weren't actually listening

Don't get caught up on how are you going to respond, ask a clarifying question instead- You mentioned..., can you tell me more about that?

The reality is, this isn't going to be fixed by Tuesday. It's going to take time to see results

Is the goal for us to agree? Have we set a mutual goal?

Fact or Fiction? I've heard this can be a difficult parent or this parent has been difficult for me.

Are they "able" to do what I am asking? Does everyone understand what is being asked. It may feel like a simple ask but is it?



# Hot Topics in School Health: Speaker Series Dates

The Southwest Healthy Schools Team, in partnership with [SAPDC](#), 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**

## [Compassion Fatigue: Addressing Empathic Strain for Educators](#)

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.



Lethbridge  
SCHOOL DIVISION

# NAVIGATING TECHNOLOGY TOGETHER

**UPDATE ON DIVISION PERSONAL  
MOBILE DEVICE AND SOCIAL MEDIA  
USE IN SCHOOLS PROCEDURE**

ENGAGE IN  
LEARNING AND  
DISCUSSION  
REGARDING  
EDUCATIONAL  
GUIDELINES FOR  
TECHNOLOGY USE

PLEASE JOIN US



SCAN ME



**WEDNESDAY, NOVEMBER 13TH**

# 3 C'S

## THINKING ROUTINE

TOPIC/ THEME: Social Emotional Learning

### Focus Group:

School Level:

Elementary

Group Members:

- Jordan Funk
- Stephanie Reid
- Jennifer Samayoa
- Jesse Huckabay

### Connections

What connections did your group make between concepts in your discussion?

- belonging to more than just their classroom.
- mentorship (among students)
- communication

### Current Climate

What are the current strengths and challenges related to your focus topic within your school community?

- resiliency
- boundaries
- communicating emotions

### Considerations

What further action steps, understanding, questions, or directions can be considered?

- better conversations w/ parents.
- modelling desired behaviour
- buddy system
- integrating grade levels



### 3 C'S

#### THINKING ROUTINE

#### TOPIC/ THEME:

School-wide  
outdoor learning

#### Focus Group:

School Level:

Elementary

Group Members:

#### Connections

What connections did your group make between concepts in your discussion?

the importance of students getting outside to support mental + physical health

#### Current Climate

What are the current strengths and challenges related to your focus topic within your school community?

- outdoor classroom space
- some materials, but organization of them for intentional use is required.
- teachers at varying levels of comfort/engagement with outdoor learning.

#### Considerations

What further action steps, understanding, questions, or directions can be considered?

How can we make school-wide outdoor learning accessible and easy for all teachers/ students to engage with?

↳ organization and preparation of materials/ resources.

# 3 C'S THINKING ROUTINE

## TOPIC/ THEME:

Digital Wellness & Social-Emotional Wellness.

### Focus Group:

School Level:

Div 3/4

Group Members:

Lenore, Parker,  
Rachel, Eva,  
Omar, Jaqueline.

### Connections

What connections did your group make between concepts in your discussion?

- Positivity of the cell phone ban & the improvements in social-emotional wellbeing.
- Fewer issues surrounding inappropriate phone use
- Giving students tools to connect with one another in person. (Teach the skills)

### Current Climate

What are the current strengths and challenges related to your focus topic within your school community?

There are areas we can identify as challenges with no phone use (they can be a tool) but overall it has been promising & well received.

- It's very positive when it is consistent.
- Shifts in behaviour - more/less drama depending on age/maturity

↑ in Middle School, ↓ High School.

### Considerations

What further action steps, understanding, questions, or directions can be considered?

- Teaching an understanding of "fair" vs. "equal" when it comes to medical exceptions, noise cancellation/ear plugs, etc.
- \*ISP considerations.

↳ Tools leg. Loop headphones, mp3 players, etc.)

→ Devices available - cameras, voice recorders, laptops/tablets.

- Student connection focus

↳ How can we infuse this across various curricular areas?

[Funding]

Recipes  
Sources  
Research  
Art/  
Imagery  
#General parent support  
(but they still text  
their kids!)



# 3 C'S

TOPIC/ THEME:

THINKING ROUTINE

External Supports

## Focus Group:

School Level:

Elementary

Group Members:

Ali Wensmann

Bob White

Kelly Jo Craddock

Miranda Myndio

## Connections

What connections did your group make between concepts in your discussion?

• How do we carry on supports with grade 3, 4, 5 students needing speech?

• more need for OT in young students - ne or

## Current Climate

What are the current strengths and challenges related to your focus topic within your school community?

Challenge:

- lack of access to external supports

• OT

• SLP

\* • no speech in Div II elementary

• psychology

• mental health

## Considerations

What further action steps, understanding, questions, or directions can be considered?

• structuring EA support. - tough balance

• How does the job look more desirable or manageable?



# COLLABORATIVE INQUIRY

## HEALTH CHAMPS

### Welcome

We're thrilled to welcome you as your school's Health Champion.

As a champion, you'll play a pivotal role in nurturing a healthy and supportive school environment.

Your unique perspective and passion for well-being can significantly impact the lives of students and staff.

### Vision

To create a collaborative space where Health Champion representatives can share experiences, insights, and innovative ideas to support the well-being of our students and staff. Through open dialogue and inquiry, we will identify strengths, challenges, and opportunities to foster healthier school communities.

### Hot Topics!

As your collaborative time begins, consider these pertinent themes or pursue your own action topic you want to discuss! Good luck!

- ☐ Digital Wellness
- ☐ Social Emotional Learning
- ☐ Health Planning/Promotion
- ☐ Stakeholder Engagement
- ☐ Any other topics you may feel passionate about.....

### Submission

To ensure we capture the valuable insights from your discussions, please take a photo, email, or scan your group's discussion points and send them to Carley Campbell by Oct 29th.

- [Carley.campbell@lethsd.ab.ca](mailto:Carley.campbell@lethsd.ab.ca)



# 3 C'S

## THINKING ROUTINE

TOPIC/ THEME:



### Focus Group:

School Level:

Group Members:

### Connections

What connections did your group make between concepts in your discussion?

### Current Climate

What are the current strengths and challenges related to your focus topic within your school community?

### Considerations

What further action steps, understanding, questions, or directions can be considered?

**2024-2025**



**SCHOOLS.  
HEALTHIER  
TOGETHER.CA**

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The Southwest Healthy Schools Team, in partnership with [SAPDC](#), present a virtual speaker series on emerging mental health topics in schools! Sessions are **FREE** for all education staff.

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**January 15, 2025 | 3:30 - 4:45 pm**

**Exploring the Relationship Between Digital Media, Sexual Health and Violence in Today's School Environment**

Please join the AHS Teaching Sexual Health Team and the Chinook Sexual Assault Centre where they will showcase best practices, practical teaching strategies, and valuable tips to support sexual health conversations in today's classroom. They will also explore the different types of sexual violence faced by children and youth, provide guidance on how to respond appropriately to disclosures, and offer strategies for self-care when supporting others.

**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.

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**MEMORANDUM**

January 28, 2025

To: Board of Trustees

From: Andrea Andreachuk, Trustee

**RE: Community Engagement Committee Report, December 16, 2024**

**Background:**

The Community Engagement Committee had its second meeting of the school year on December 16, 2024.

We had excellent updates on: Town Hall, ICE Applications, ICE Showcase, One Division One Book and Community Engagement.

Please see the attached excellent minutes that Garrett Simmons has prepared for us.

Of special note are:

Town Hall – February 4<sup>th</sup>, 2025

ICE Showcase – March 27<sup>th</sup> at WCHS

Community Conversation – January 21<sup>st</sup> – 1 pm until 3 pm at the YMCA Westside

Thank you to all attendees and to Garrett Simmons for the excellent minutes.

**Recommendation**

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

Respectfully submitted,  
Andrea Andreachuk

# Lethbridge School Division

## Community Engagement Committee

### NOTES



Date: Monday, December 16, 2024

### **Meeting started at 7 p.m.**

#### 1. Town Hall

Supt. Mike Nightingale provided an update on the event, planned for Feb. 4, 2025. The evening will include a welcome and will include information on how the Division uses the feedback generated from Town Hall. Details on the Assurance Survey process will also be covered. Two sessions of roundtable discussions will be held over about 25-30 minutes. Two questions will be asked in the first session - What aspects of your school learning experienced are you most satisfied with? What aspects of your school learning experience are you least satisfied with?

The second session will include more specific topics, as participants are broken into two groups - one with students and one with parents/guardians/caregivers staff and community members. There will be a survey at the end of the evening for an opportunity to provide more feedback. More information will be available soon on the Division website, which will include sign-up details. It was noted that even if people do not sign up ahead of time, they are encouraged to stop by the evening of the event.

#### 2. One Division, One Book

Supt. Mike Nightingale gave a recap of the feedback received from the 24 schools in the Division, regarding whether or not they would like to move ahead with the concept. Elementary schools were split with seven who favoured the development of another One Division, One Book project and seven who were not. At middle school, one school was in favour and five were not. One high school was in favour and three were not.

Board Chair and Community Engagement committee member Christine Light added she was hesitant to push the idea forward, from a Board committee perspective, but added if there were people on the Division's administrators committee that wanted to move forward with it, the Community Engagement committee would support them.

Other ideas, in place of One Division, One Book, included the possibility of some sort of literacy challenge, driven by school staff, which could include prizes.

The committee agreed to keep the One Division, One Book concept in the committee's Terms of Reference, in case the idea could be brought back in the future.

#### 3. ICE Awards Scholarships

Communications Officer Garrett Simmons presented the scholarship application form for 2025, along with the judging rubric and the application package.

It was decided the application period would open on Jan. 20, 2025, and applications would close on April 30, 2025.

A judging committee and a selection committee will need to be formed to both shortlist the applications and then judge the finalists.

Scholarship winners will be recognized at the June, 2025 Board of trustees meeting.



# Lethbridge School Division

## Community Engagement Committee

### NOTES



Date: Monday, December 16, 2024

#### 4. Scholarship Showcase

Christine Lee gave the committee a few more details on the March 27 event, which will be hosted by Winston Churchill High School.

Student displays of innovation will be set up around the side of the WCHS gymnasium, while chairs will be set up in the centre.

A powerpoint/video presentation will play on the video board in the gym.

So far, \$6,500 has been pledged this year for the scholarships, and the Division has secured a \$2,500 laptop as one of the door prizes.

In January, schools will be contacted to begin the process of attracting student tables for the displays of innovation.

Discussion was held around how the showcase could help support Division clubs, particularly at the elementary level, as a way to infuse these clubs with a little extra financial support.

The showcase event will also include speeches from past winners, which committee members noted was a highlight of the 2024 event at Chinook High School.

#### 5. Community Engagement

The committee discussed the concept of having the Board meeting with community groups in Lethbridge, as a way to meeting with community members that do not often have an opportunity to interact with the Board. The idea stemmed from a conversation at a previous Community Engagement meeting, from committee member Gurpreet Singh.

The concept included leveraging the connections community associations have, to attract members of the public to a meeting with the Board. These informal meetings would be open to members of that particular association, along with the general public, and could be hosted at an association's regular meeting place.

The committee added it would contact Singh to try and set up something for January.

If a January meeting through a community association could not be booked, a January Community Conversations event would be held in its place, to give members of the public an opportunity to meet with the Board.

#### 6. Other Items

A question was asked regarding the possibility of another budget survey in 2025. The committee discussed the 2023 version of the survey, which allowed participants to assign percentages to budget areas. The committee heard that version of the survey did not provide the Division with much in the terms of valuable data. A survey will be developed this year with the goal of collecting stakeholder engagement and having stakeholders better understand the budget process.

**Next meeting: February 10, 2025**

## MEMORANDUM

January 28, 2025

To: Board of Trustees

From: Christine Light, Chair



### RE: Indigenous Education Advisory Committee – January 22, 2025

**Committee Members in Attendance:** Christine Light, Morag Asquith, Joel Tail Feathers, Andrea Andreachuk, Jean Panther Bone, Shawnee Big Bull, Taylor Keith, Lenee Fyfe, Taryn Woods

#### Team Updates

1. There has been a progression of more teachers taking on teaching with the Buffalo Kit with many practicum students reaching out to utilize this lesson. Movement of focus of this team will shift from modelling lessons to curriculum development.
2. Agnes Davidson and Dr. Robert Plaxton are piloting a program that focuses on treaty and maps.
3. Good Movement Program is being piloted January-May. Good Movement was created for indigenous and non-indigenous communities to find "positive paths forward" by way of fitness, sport, nutrition and traditional ways. Tyler Strikes With A Gun works alongside middle school youth at the YMCA two afternoons a week. So far it has been a positive experience for students.
4. There is currently only one Grad Coach serving on this team. It was shared to be challenging to meet and see the 'checkpoints' for students at this capacity. This year there are approximately 100 Indigenous students who will be graduating.
5. All My Relations, in partnership with the Family Centre, is in its first year at LCI.

#### Three Year Assurance Plan

1. Both the Indigenous Education 3 Year Assurance Plan and Assurance Results Education Report data were reviewed. Two priorities noted in the Assurance Plan are:
  - Truth and Reconciliation—Area of Focus: to create an Indigenous Education Handbook for schools
  - Indigenous Student Achievement—Area of focus: consult and collaborate with Blackfoot elders to create the 10 monthly Blackfoot values to be shared with the Division
2. This is Year 1 of the 2024-2027 Assurance Plan.

**Other Items of Discussion**

1. Considerations for the board regarding budget discussions centered on staffing: number of staff needed to be effective, retention of staff to allow for consistency of services and supports.
2. Transition dates have been cancelled.
3. Greater emphasis needs to be put in the elementary years to build capacity for students transitioning levels.

**Important Dates**

Indigenous Education Teacher Rep PL: March 26

Indigenous Grad Night (WCHS): May 20

Indigenous Awards Night (GS Lakie MS): May 29

Next Meeting: May 28, 2025

Respectfully submitted,  
Christine Light

# **Indigenous Education for All**

## **Stawaatsimaan (Raising Children)**



### **LETHBRIDGE SCHOOL DIVISION**

**Indigenous Education**

**3 Year Assurance Plan (Year 1) 2024-2025**

**2024-2027**

## **Lethbridge School Division Indigenous Education Territorial Acknowledgment**

Oki Niikso'kowaiksi (Hello all my relations),

Kiitsiksimaatsimmoohpinnaan omi Sikoohkotoki (We welcome you to Lethbridge). Sikoohkotoki (Lethbridge/ Black Rock) is in the heart of Niitawahsin (Blackfoot Territory). Niitawahsin is home to the Siksikaitsitapi (Blackfoot Confederacy) and consists of Kainai (Many Chiefs/ Blood Tribe), Piikani (North Piikani/ Peigan), Aamskaapiipiikani (South Piikani/ Blackfeet) and Siksika (North Blackfoot).

In the spirit of reconciliation, we acknowledge that we live, work, and play on the traditional territories of the Blackfoot Confederacy and acknowledge the signatories of Treaty 7, the Métis People as well as the Inuit that call Niitawahsin home. Lethbridge School Division acknowledges and deeply appreciates the Siksikaitsitapi peoples' connection to their traditional territory.

Lethbridge School Division staff and students living and benefitting from Blackfoot Confederacy traditional territory, honour the traditions of people who have cared for this land since time immemorial. Lethbridge School Division also acknowledges all the Indigenous students and staff who have helped shape and continue to strengthen our school community in the past, present, and in the future.

### **Mission**

Lethbridge School Division is dedicated to delivering and providing culturally authentic learning opportunities that build capacity among all learners. A proactive, professional, and positive team puts relationships at the center of learning. Consistent, collaborative, and culturally sensitive supports are delivered through successful practices for schools and families.

### **Vision**

With respect to the traditional Blackfoot Territory, we reside on, all staff and students will understand our historical and social context. This foundation informs a culture of inclusion where all students and staff are successful, confident, valued, and proud of who they are in Lethbridge School Division.

### **Truth and Reconciliation (TRC) Calls to Action in Education:**

The Lethbridge School Division Indigenous Education department will ensure that the TRC Calls to Action in Education will always be a priority. Indigenous Students within Lethbridge School Division are slowly succeeding in their academic journeys. It is a well-known fact that the current Indigenous students are inter-generational survivors of residential schools. Therefore, Lethbridge School Division must be reminded of the Calls to Action in Education to help improve Indigenous student success.

#### **62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:**

- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for kindergarten to Grade Twelve students.
- ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
- iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

#### **63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:**

- v. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- vi. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- vii. Building student capacity for intercultural understanding, empathy, and mutual respect.
- viii. Identifying teacher-training needs relating to the above

#### **64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.**



## **Teacher Quality Standards (TQS) and Leadership Quality Standards (LQS)**

The Lethbridge School Division Indigenous Education department will ensure that **all** schools are supported in implementing the following competencies. Helping schools build “Trust and Relationships” with Indigenous families as well as ensuring that all students and staff acquire foundational knowledge about First nation, Metis and Inuit. At the beginning of the TQS and LQS there are “Whereas” statements that introduce the Standards that teachers and leaders must meet.

**(TQS) Whereas** Alberta teachers play a fundamental role in establishing the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized.

**(LQS) Whereas** principals and school jurisdiction leaders play a fundamental role in establishing and supporting the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized.

### **1. Fostering Effective Relationships**

A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning. Achievement of this competency is demonstrated by indicators such as:

- TQS (d) inviting First Nations, Métis and Inuit parents/ guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;
- LQS (e) establishing relationships with First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, local leaders and community members;

### **2. Engaging in Career-Long Learning**

A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning. Achievement of this competency is demonstrated by indicators such as:

- e) enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values;

### **5. Applying Foundational Knowledge about First Nations, Métis and Inuit (TQS)**

A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. Achievement of this competency is demonstrated by indicators such as:

- (a) understanding the historical, social, economic, and political implications of:
- treaties and agreements with First Nations;
  - legislation and agreements negotiated with Métis; and
  - residential schools and their legacy;
- (b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;
- (c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and

(d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.

## **5. Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit (LQS)**

A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. Achievement of this competency is demonstrated by indicators such as:

- (a) understanding the historical, social, economic and political implications of:
  - treaties and agreements with First Nations;
  - legislation and agreements negotiated with Métis; and
  - residential schools and their legacy;
- (b) aligning resources and building the capacity of the school community to support First Nations, Métis and Inuit student achievement;
- (c) enabling all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and d. pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

Alberta Learning. Retrieved from <https://open.alberta.ca/educ-teaching-quality-standard-2023.pdf>

### **UNDRIP (The United Nations Declaration on the Rights of Indigenous Peoples)**

The Lethbridge School Division Indigenous Education department will ensure that the policies and procedures are applied to our school division staff and students.

The Act helps:

- Create a roadmap to advance work together to implement the Declaration in Canada
- Protect, promote and uphold the human rights of Indigenous peoples in Canada
- Forge stronger relationships with Indigenous peoples and advance reconciliation
- Respond to calls from the Truth and Reconciliation Commission and the National Inquiry into Missing and Murdered Indigenous Women and Girls
- Confront the harms of the Canada's colonial history and build a better, more equitable future together

Government of Canada. Retrieved from <https://justice.gc.ca/eng/declaration/fact-fiche.html>

### **Indigenous Education Team**

**Joel Tailfeathers:** I, Naatoyiinniimaa (Holy Wing) am a member of Kainai (Blood Tribe) of Siksikaitsitapi (Blackfoot Confederacy). I am a proud Moses Laker and have been a teacher, administrator and now coordinator of Indigenous Education for 18 years. I am married to Jodie Flamand Tailfeathers and have two children Hailey (24) and Brennan (20). I also have two Yorkies Luigi and Mach. I love to golf and play hockey and am a hard-core fan of the New England Patriots, Calgary Flames and my beloved Chicago Blackhawks.

**Shawnee Big Bull:** Oki, my Blackfoot name is Miianisstitaapiiakii given to me by my late maternal grandparents, Martin and Helen McDougall. My husband is Will Big Bull and we are both proud members of the Piikani Nation. We have three children, Mack (11), Sturgis (6), and Vienna (3), and we reside in Sikoohkotoki. I got my start with Lethbridge school division in 2014 as a FNMI liaison working in the Elementary Schools. It was in this role that I grew passionate about the urban Indigenous children I built relationships with, but also Indigenous Education as a whole. I got the opportunity to complete my B.Ed at the UofL in 2018 and then was promptly hired back by Lethbridge School Division as a Teacher of Indigenous Education. I have learned through this journey that Indigenous representation certainly does matter especially in schools.

**Melanie Morrow:** Tansi! I am a proud Métis living in beautiful Sikoohkotoki. My Blackfoot name is Iikanapaiaakii and I have been teaching for 8 years. I am currently in the process of writing a thesis for my Masters in Educational Leadership focusing on professional learning specifically within Indigenous Education. I am an avid gardener, crafter, and outdoor lover.

**Marley HeavyShield:** Oki, niisto anakok Ipiowo (Travels Far). I am a proud Niitsitapi (Blackfoot) from Kainaiwa (Blood Tribe). My Blackfoot name was gifted to me by my great aunt Ikkinainihki, Lena Russell. I graduated from the U of L with a Bachelor of Science in Psychology in June 2021 and have been working for Aakaipookaiksi since. I am extremely passionate about supporting our Indigenous youth and working to heal the traumas caused by colonization. It fills my heart to see students grow from learners to our future leaders. My partner and I have two cats, Flea and Linguine, who are both soft little menaces. I also enjoy writing, photography, art, and film.

**Juliette Toledo:** I am from northern Alberta but have called Lethbridge home for over 20 years. My parents are Joyce Eskagon-Cook, (Lubicon Cree), and Harry Lambert (Metis). I love to be active, with golf, paddle boarding, biking, and baseball. My husband Dennis and our daughter Isabella love to travel. Although now my daughter is not happy with long road trips. I am working on a CYC degree through the University of Victoria. But as a busy mom and working full time it has been a lengthy process so far.

**Jean Panther bone:** Oki, Niitaanikoo MiiaantsaSaanaAkii (Many Paint Woman) I am from the Blood Tribe, but I have called Sikookitooki my home for 20 plus years, I am married to Desmond Panther Bone, I am a proud mother of two boys Dailyn (23), Gabriel (17), and I take care of my niece Hannah (17) and nephew Joseph(8) for the past two years they have been welcomed into our home. Also, we have a 9-year-old Shitzu/Jack Russel named Cujo. I have worked in Childcare for 16 years before entering the High School and have held the title Indigenous Grad Coach for 1.4 years and I am enjoying every day, children have always been my passion from toddlers to 18 years olds I enjoy teaching them and watching learn and grow and now I get to watch them succeed in High School.

## **Indigenous Education Assurance Plan Priority: Truth & Reconciliation**

**Assurance Framework Domain:** Learning Support

**Domain Priority:** Truth and Reconciliation

**Desired Outcome:** School communities take action to advance Truth and Reconciliation

**Strategies:** How does the Indigenous Education team support Indigenous Education for ALL?

- Indigenous Education teachers will support all Lethbridge School Division leaders and teachers in finding resources, making community connections, teaching Indigenous Ways of Knowing, and supporting teachers and leaders in their foundational knowledge with TQS #5. Furthermore, the Indigenous Education team will aid in the advancement of reconciliation by helping school staff acquire and apply foundational knowledge of First Nations, Métis, and Inuit experiences.

**Area of focus 2024-2026:** Indigenous Education Handbook for schools:

- The Indigenous Education team will develop a handbook for schools to help them more effectively advance Truth and Reconciliation for all students. The handbook may have the following elements:

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**School Inquiry:** Schools will be asked to reflect on the following question: In what ways and to what extent do we support Indigenous Education for ALL?

## **Indigenous Education Assurance Plan Priority: Indigenous Student Achievement**

**Assurance Framework Domain:** Student Growth and Achievement

**Domain Priority:** Indigenous Student Achievement

**Desired Outcome:** To provide learning environments that nurture and support Indigenous student achievement

**Strategies:** How does the Indigenous Education team support current Indigenous student achievement?

- Indigenous Education teachers will support all Lethbridge School Division schools in exploring systems and practices to support Indigenous students in holistic learning. Wholistic learning focuses on academic achievement, co-curricular involvement, cultural opportunities, wellness, and connections to their identity. Furthermore, the Indigenous Education team will aid in advancing teachers and leaders implementing resources needed to support First Nations, Métis, and Inuit students.

### **Area of focus 2024-2026:**

- The Indigenous Education team will consult and collaborate with Blackfoot elders to create the 10 monthly Blackfoot values to be shared with the Division.

**School Inquiry:** Schools will be asked to reflect on the following question: In what ways and to what extent do we, as a school, support our current Indigenous students?

## MINUTES FROM THE MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD DECEMBER 17, 2024.

In Attendance:

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

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

Regrets:

Trustee Christine Light called the meeting to order at 1:01 p.m.

### 1. Move to In-Camera

Trustee Andrea Andreachuk moved:  
“that the Board move to In-Camera.”

*Move to In-Camera  
7283/24*

**CARRIED UNANIMOUSLY**

Trustee Genny Steed arrived at 1:08 p.m.

Trustee Tyler Demers moved to come out of the In-Camera meeting at 2:15 p.m.

Chair Christine Light recessed the meeting at 2:16 p.m.

Chair Christine Light reconvened the meeting at 2:30 p.m.

### 2. Territorial Acknowledgement

A territorial acknowledgement was read.

*Territorial  
Acknowledgement*

### 3. Consent Agenda

Committee Reports:

- 3.1 Division School Council
- 3.2 Facilities Committee (Moved to Board Chair Report 10.2)
- 3.3 Spirit of 51 Committee
- 3.4 Policy Advisory Committee

*Consent Agenda*

Trustee Genny Steed requested Consent Agenda Item 3.2 Facilities Committee be moved to Board Chairs Report 10.2 for discussion in the regular meeting as there were no objections, the Consent Agenda was adopted as amended.

### 4. Approval of Agenda

Trustee Craig Whitehead moved:  
“That the Board approve the Consent Agenda as amended.”

*Approval of Agenda  
7284/24*

**CARRIED UNANIMOUSLY**



5. Approval of Minutes for November 26, 2024

Trustee Craig Whithead moved:

“The minutes of the Regular Board of November 26, 2024 be approved as amended and signed by the chair”

Amendments

- Craig Whitehead – Add: to Division Highlights, also attended PSBA
- Allison Purcell – Add ‘Andrea Andreachuk moved out of In-Camera at 2:18 p.m.’
- Allison Purcell – Andrea Andreachuk not Genny Steed moved us out of In-Camera at 6:35 p.m.
- Allison Purcell - #5 highlight what amendments were made and need to be added - October 22, 2024.

*Approval of Minutes  
from November 26,  
2024  
7285/24*

**CARRIED UNANIMOUSLY**

6. Business Arising from the Minutes

None

*Business Arising from  
the Minutes*

7. Associate Superintendent Reports

7.1 Business and Operations

Associate Superintendent Christine Lee provided a written report.

*Associate  
Superintendent  
Reports  
Business and  
Operations*

7.2 Instructional Services

Associate Superintendent Morag Asquith provided a written report.

*Instructional Services*

7.3 Human Resources

Associate Superintendent Robbie Charlebois provided a written report.

*Human Resources*

8. Superintendents Report

8.1 Board Priorities Report

Board Priorities were included in the agenda.

*Superintendents  
Report  
Board Priority Report*

8.2 Donations and Support

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

*Donations and Support*



11. Action items

11.1 Student Code of Conduct

Trustee Genny Steed moved:

"That the Board approve the revised Student Code of Conduct as amended."

Genny Steed rescinded Motion

Trustee Tyler Demers:

"Made a friendly amendment in Procedure 3.1 and 3.2 to strike, change, 'respects to 'appreciate' yourself, the rights of others.'" A further amendment was made to only, remove from 3.2 – 'yourself, the rights of others'

Trustee Genny Steed moved:

"That the Board approve the Appendix A 502.1 Student Code of Conduct as amended."

**CARRIED UNANIMOUSLY**

*Student Code of  
Conduct  
7289/24*

*Division Highlights*

12. Division Highlights

**Allison Purcell** – Was invited to DeAndrea Sullivan's English 30-1 class at Chinook and heard Shawnee Big Bull and her husband Will's presentation. Moving to be in the class. Information shared impacts all. Amazing to see kids so focused on what was happening in the class. Thank you to the Indigenous Team for what they do and to DeAndrea for the invite. Also enjoyed the LCI Choir performance, leadership opportunity for Grade 12 student Niahm Bielby, to conduct at the choir at the performance, highlight delivering treats to staff at schools and ATA dinner, wonderful to share and have conversations.

**Andrea** – Highlighted, ATA dinner, love visiting schools in December, Galbraith festival, Wilson Band with UofL program, students received lessons on instruments. MMH Festival, Coalbanks and WCHS's Matilda, great cast! General Stewart, reading in PJ's, Wilson's Beauty & the Beast, G.S. Lakie- got dressed in my Taylor Swift outfit and trade bracelets. Shout out to LA Chefs for meals at Buchanan and Galbraith. Appreciate all that the staff do for the concerts, plays and behind the scenes events. Thank you, HR for putting the school treats together.

**Robbie** – Andrea's gratitude for HR, need to include Tina

**Kristina** – All great things, love the school visits. Schools doing some great community building. Got to go to Senator’s Community lunch today, thank you to Sky & Table and contributors. Students so excited and kind. Energy is fabulous, shout out to Tina for arranging many treats and various things she does for the Board.

**Craig** – ATA Christmas Lunch, 2 Coalbanks Christmas concerts-fantastic. Galbraith for their Christmas activity. WCHS V Chinook High School Boys Basketball game, also went to LCI Green & Gold and watched both boys & girls’ championship games, went to Gilbert Paterson Christmas concert, choir and handbells. Attended ICES for their Advent Chapel, children there raised \$1200 for organization in Columbia. Went to the College for Southern Alberta Institute certificates. Able to hear from one of the boys who took the course, share his positive experience, was great to see the parents and students excited when they know what they want to do for a career. Thank you, division, for being a part of the Southern Alberta Collegiate Institute-valuable. Tomorrow is Senator Joyce Fairbairn and Probe. Also had a good time delivering treats to schools. Thanks to everyone who set that up and wish you all a Merry Christmas.

**Christine** – A lot of amazing things have been listed-weeks of celebrations in December. Attended Salsa in the Swamp at G. S. Lakie, a phenomenal event with salsa dance lessons and language games and delicious food. Was great to have lunch with the Churchill staff. Also, took in Matilda and it was phenomenal, we have an incredible fine arts in our division and teachers that mentor and inspire our students and give them opportunities not to just perform but also to lead and learn.

13. Information Items - none

**Public Forum:**

14. Correspondence Sent - none

15. Correspondence Received - none

Trustee Kristina Larkin moved:  
“To move In-Camera at 5:05 p.m.”

*Move to In-Camera  
7290/24*

**CARRIED UNANIMOUSLY**

The Regular Board Meeting auto adjourned at 6:00 p.m. as per Policy 204.9

*Adjournment*  
7291/24

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Christine Light,  
Chair

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Christine Lee,  
Associate Superintendent  
Business and Operations

**MEMORANDUM**

January 28, 2025

To: Board of Trustees

From: Christine Lee  
Associate Superintendent, Business and Operations

**Re: Business and Operations Report**

**Background:**

The January 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



As shown above, West Coulee Station Elementary School on January 15th, 2025, captured in a photo by Mike Harris of Lethbridge Headshots. See next page for photos inside the school.

On January 13th and 14th, two Modular Classrooms, approved and funded by Alberta Education, for Coalbanks Elementary School were delivered to Lethbridge. The site will be prepared, and the setup of the moduls is planned for summer to allow for occupancy by September. One of the modular classrooms is depicted here as it reaches its temporary spot in the parking lot of Chinook High School.



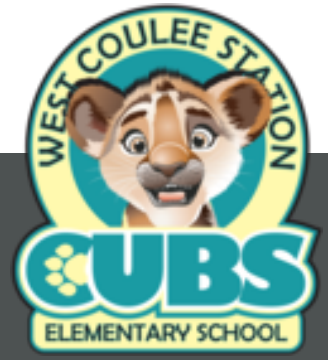
## GALBRAITH MODERNIZATION

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. Project meetings with consultants are underway. Once the design phase is complete, the project may qualify to advance to the construction phase under the School Construction Accelerator Program. It is currently estimated that the modernization will cost \$30.1 million.





# PROJECT UPDATE

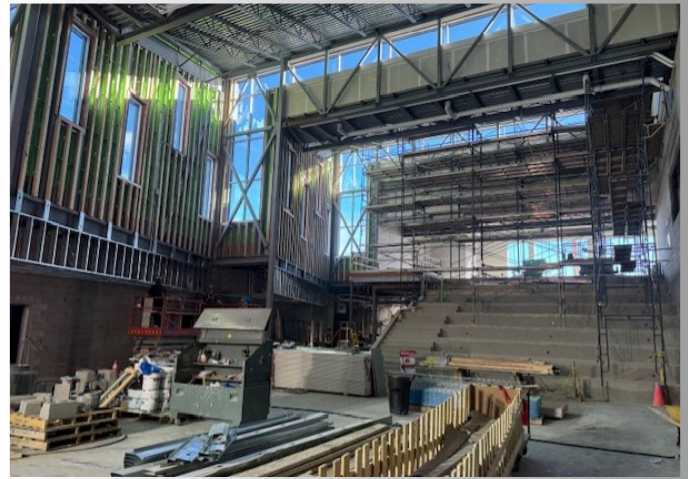


## WEST COULEE STATION

The construction of West Coulee Station Elementary School is moving along smoothly, with an anticipated opening set for September 2025. The Division expects to receive official occupancy by July 4th. Preparations are already in motion to clean and ready the school upon occupancy, which will involve waxing floors and setting up furniture and equipment. A collaborative effort will be essential to meet the tight timeline for welcoming staff in August to prepare their classrooms.

The images to the right and below showcase some of the ongoing interior finishing work.

Communications Officer Garrett Simmons had the chance to capture drone footage from inside the school. You can view the video [here](#).



In the gathering space looking up to the Learning Commons



An upstairs classroom



Administration Offices



Refer to the Board Meeting package for the Financial Report of the first quarter.

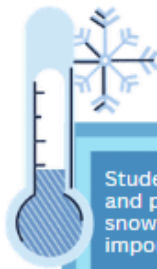
## FINANCE



Preparation for the 2025-2026 budget is now underway. So far, this work has involved submitting enrollment projections to Alberta Education for Budget 2025 funding, creating preliminary cost estimates, and holding engagement sessions with the Board of Trustees and Administrators to discuss budget priorities. A Town Hall meeting scheduled for February 4th will offer additional insights to assist in the development of the 2025-2026 budget. Keep an eye out for a survey that will be launched next month to capture public opinions on the budget. The budgeting process will gain momentum following the release of the 2025 Provincial Budget and the subsequent funding details from Alberta Education, which are typically received by mid-March.



## TRANSPORTATION



### Cold Weather Reminder

Winter  
is  
Coming

Students and parents are reminded that extra caution should be taken during the winter months and periods of extreme weather. Lethbridge weather can include cold temperatures, wind chill and snow that make getting to and from school challenging. Please take a moment and review this important information with your children.

Lethbridge School Division schools rarely close due to snow or cold temperatures. All Division schools will remain open to provide a safe, warm and secure environment for students.

Assume schools are open unless you hear otherwise from your school. Information regarding any school closures due to weather will also be posted on the Division website, on Twitter, Facebook and shared with local news media.

During the winter, roads may also be congested and slippery resulting in possible traffic and bus delays. Unusually cold or stormy weather can result in buses being delayed. Use the MyBusStop App or check My School Bus Monitor for messages on delays. Unexpected mechanical problems with the bus may also occur more frequently at this time of year. Children should be dressed appropriately for the colder weather as buses cool off very quickly.

Children should be well prepared for the weather and not left unattended at bus stops for any period of time, under any circumstances. They should have clear instructions on how long to await for the bus and what to do if the bus does not arrive. Never leave children at the stop without backup arrangements for an emergency.

Families should ensure they have back-up care arrangements if transportation is delayed. Children should have a warm place to stay before and after school.

Children will find it easier to walk through the ice and snow when their school books and lunches are carried in a back pack.



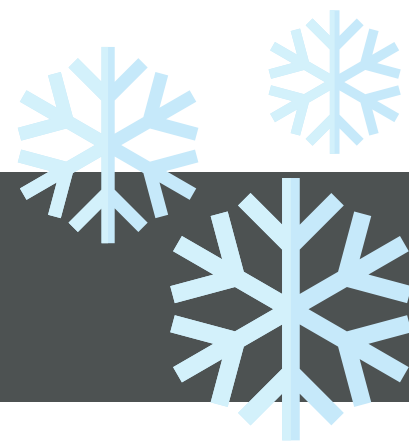
# TECHNOLOGY



- The technology department has been actively allocating equipment and preparing for the technology needs of West Coulee Station Elementary School. The procurement of technology has been challenging due to the low Canadian dollar. Venders are extending quotes with very short timelines due to the inflationary landscape.
- The Division is moving full steam ahead with kindergarten registration and Westside elementary registration that began on January 20th, 2025 to determine accurate enrolment projection numbers. Spanish Bilingual Program registration at West Coulee Station is being held from January 13th to January 30th, 2025. Registration for grade 1 to 5 students at all other elementary schools in the Division will begin on March 3, 2025. Middle School and High School registration will begin on March 10th, 2025.
- The results from our third-party penetration testing are in, and the tech department scored well. There are a few areas highlighted in the report that the team will be improving upon over the next six months to further secure the network.
- Jesse Sadlowski, Director of Technology, Learning and Innovation and Johnny Mantello, Technology Coordinator, managed to visit all the schools before the Christmas break to have short conversations about purchasing and the needs of the schools. It's always beneficial to get out into the schools and have discussions with teachers and other staff to understand the current needs and concerns at the schools.
- During the Christmas break, power outages occurred throughout the city, which caused some of the school networks to go offline. The team was able to get into the schools and resolve the issues so there was no disruption to service when staff returned at the end of the break.
- The technology department is collaborating with schools on the annual Alberta Education Enrollment Verification Audit. Each year, Alberta Education requests information to validate the registration of a sample of students, including residency, citizenship, and attendance. There are 127 student enrolments that have been selected for the audit.



On January 7, 2025, the Lethbridge School Division was informed by our student information system (SIS) provider, PowerSchool, about a cybersecurity incident that took place in late December. This event affected user data across both Canada and the United States. PowerSchool has confirmed that the data of Lethbridge School Division remains secure and that **no** information related to the Division was compromised. They have provided comprehensive details regarding the incident, enabling the Division to carry out an internal review to verify the accuracy of these assurances. Furthermore, Lethbridge School Division has taken proactive measures to ensure that none of our data has been compromised. The safety and security of our data, especially concerning the information of our students and staff, is our top priority. The Technology team is dedicated to upholding the highest standards of data protection.



## OCCUPATIONAL HEALTH AND SAFETY

### HEALTH/SAFETY >

### Do the Penguin Walk!

Stay healthy and active, avoid a fall and possible injuries.

- Bend slightly and walk flat footed
- Point your feet out slightly like a penguin
- Keep your centre of gravity over your feet as much as possible
- Watch where you are stepping
- Take shorter, shuffle-like steps
- Keep your arms at your sides (not in your pockets!)
- Concentrate on keeping your balance
- Go S-L-O-W-L-Y



[www.penguinwalk.ca](http://www.penguinwalk.ca)

## Health and Safety Corner

### Mental Health and Wellness

As Seen in  
the Division  
Dispatch

From the May, 2023 OHS safety survey, we asked: What do you feel is your biggest safety concern?

Today's topic provides information related to that concern! Got the winter blues?

Seasonal depression, also known as Seasonal Affective Disorder (SAD), can impact individuals during the colder months. Symptoms include fatigue, irritability and loss of interest in daily activities.

To manage this, strategies include light



therapy, staying active, maintaining a routine and getting outside when possible.

It also recommended to seek professional help if needed, as therapy and medication can be effective treatments. Lifestyle changes like a balanced diet and proper sleep also play a key role in improving mood during the winter.

For more information, check out the full article here that lists 14 ways to beat the winter blues: [POST-HOLIDAY BLUES](#). ■

[Check out the article here.](#)

## MEETINGS AND EVENTS

- West Coulee Station Elementary School Construction meetings
- CUPE collective bargaining meetings
- Board Committee of the Whole Meeting
- Leadership Team Meeting
- Leveled Principal Meetings
- West Coulee Station fit up planning meeting
- Breakfast with the Board at Immanuel Christian Elementary School
- Finance and Maintenance meeting
- City of Lethbridge Joint Use Agreement Meeting
- Alberta Education meeting to discuss Annual Education Results Report
- Leadership Supervision Seminar presented by Human Resources
- Galbraith Elementary School Modernization Design Meeting
- Administrator's Committee Meeting
- Urban School's Consortium Risk Management and Claims Committee
- Joint City School Boards Meeting - January 29th
- LCI - Lean In Dance performance - Jan 29th
- Winston Churchill High School and Southland Trailers Welding Shop Project Kick Off Event- January 30th

LETHBRIDGE SCHOOL DIVISION

TOWN  
HALL

51

TUESDAY,  
FEB. 4, 2025

HAVE  
YOUR  
SAY!

**MEMORANDUM**

January 28, 2025

To: Board of Trustees

From: Morag Asquith  
Associate Superintendent, Instructional Services

**Re: Instructional Services Report**

**Background:**

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

**Recommendations:**

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

Respectfully submitted,  
Morag Asquith

# Associate Superintendent Report

## Instructional Services

January 2025

### DIS Upcoming Events

| January  |  |
|----------|--|
| 9        | Admin Perimeter Secure/Lockdown Meeting (virtual)                                    |
| 9        | Positive Spaces Committee Meeting  |
| 13       | Division Wellness Committee Meeting  |
| 16       | Practicum Nurses Orientation – semester 2  |
| 17       | Career Transitions – Secondary Education Advisory Committee                          |
| 20       | Poverty Intervention Committee Meeting   |
| 22       | Indigenous Education Committee Meeting   |
| 27       | DIS Mini Meeting   |
| 30       | SAPDC (Southern Alberta Professional Development Consortium) FNMI Advisory Committee |
| 31       | More to Explore – Educator Edition @ Lethbridge Polytechnic                          |
| February |  |
| 3        | Literacy 7-9 Working Group   |
| 4        | Numeracy 7-9 Working Group   |
| 4        | Town Hall  |
| 10       | Health Champs Meeting  |
| 12       | Grade 5 to 6 Spanish Bilingual Transition Meeting                                    |
| 14       | TIP  |
| 24       | DIS Mini Meeting   |

### Indigenous Education

Joel TailFeathers and the Indigenous Education team have initiated a connection with a group called “Good Movement”. This is a meaningful and effective partnership to directly support our Indigenous student body at the middle school level. It supports active living and personal growth as well as connection.

This also aligns with our Division Assurance Plan goals in regard to targeted intervention strategies to support our Indigenous learners.



*Lethbridge School Division celebrated Ribbon shirt/skirt day took place on January 9<sup>th</sup>, 2025*



# Associate Superintendent Report

## Instructional Services

January 2025

### Curriculum

Erin Hurkett continues to do a lot of work with the report card committee, new curriculum (Deep Dive Curriculum) learning events on Fridays for teachers and rolling out the Kindergarten Provincial Screening Assessment for literacy and numeracy. The assessments began January 13<sup>th</sup> and continue until January 31<sup>st</sup>. They are designed to help teachers identify students who may need additional support and to track learning progress throughout the school year. The kindergarten assessments involve a phonological awareness test, a test that evaluates students speed and automaticity in identifying digits on presented cards and an assessment that measures students' ability to identify letter names and their sounds. Boost teachers have been hired and will be allocated out to schools where there is greater need identified.

Erin is also coordinating an event with Alberta Education. They will be hosting a diploma analysis session on February 28<sup>th</sup> from 1-3 p.m. This is a tremendous opportunity for our teachers to do a more in-depth investigation into the data, exams and results.

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### Inclusive Education Parent Advisory Panel

The ***Inclusive Education Parent Advisory Panel*** will consist of eight parent members, along with 3 school administrators, working alongside the Inclusive Education team. We are hoping to build a collaborative team with diverse perspectives from early education, elementary, middle, and high school levels and representing a range of exceptionalities. The Panel will work with the Division to strengthen our Inclusive Education system by serving in an advisory role to enhance understanding and consideration of practices, procedures, and perspectives. The panel will meet five times over the course of the 2025-2026 school year, with each meeting addressing a variety of Alberta Education's Indicators of Inclusive Schools. An initial meeting will occur in March of 2025 to lay out the format and guidelines of the panel moving forward.



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### VTRA/Safe Schools/ARTO

Morag Asquith and Jen Day have had some rich, valuable conversations with our principals in each school over the month of January. The conversations have covered where the principals feel their school is at socially/emotionally, they shared feedback on processes and communication relating to Violence Threat Risk Assessment and safety and Jen took some time to review the new screening document for potential risks or threats to safety that present in their schools.

Some of the articulated common themes:

- Further communication training desired by some principals (crisis management)
- A need for additional programming/supports for students who present with significant physically aggressive/violent behaviors
- There is more of a need than ever with inter-school communication during crisis as there is more connectivity between schools and students
- An appreciation for the new screening tool because it slows down the Violence Threat Risk Assessment process and can decrease the number of full VTAs that may need to be done
- A need to build stronger relationships with parents and provide opportunities to build a deeper understanding of school's role in communicating with parents regarding learning (makes us excited about the report card work Curriculum and Instruction is doing)
- A need to continue to build students experiences away from technology and enhance programming that supports executive functioning, communication and problem solving



# Associate Superintendent Report

## Instructional Services

January 2025

### Spanish Bilingual Programming

*Photos: G.S.Lakie hosted Coalbanks students for Spanish Bilingual Program collaboration.  
November 6, 2024*

Principals at West Coulee, G.S. Lakie and Chinook released surveys in November/December 2024 to parents of students accessing Spanish Bilingual Programming to get an idea of numbers for student interest in Spanish Bilingual Programming for the upcoming 2025-26 school year for their respective grades and school sites.

This is the first year we are exploring Spanish

Language programming in grade 9. The interest in accessing grade 9 Spanish programming (through survey administered in December 2024) indicated by the smaller first year cohort for the grade 9 year at Chinook is low (3). We will need to consult with parents and students regarding what Spanish programming can be made available considering the lower numbers of interest.



This cohort has been the lowest number of students who subscribed to the Spanish Bilingual Program. They transitioned from grade 5 to 6 with 17 students and it has decreased to now 4 in grade 8 (as of January 2025). The reason for the attrition was that the students and parents wanted their child to experience other electives (as the Spanish offering was during elective time). This Spanish Language offering is unique to this cohort as there were not sufficient student numbers in grade 6 to build a full Spanish Bilingual Program, as a result a Spanish Language offering was provided (1 block of Spanish a day).

While we all recognize the value and interest in continuing to encourage Spanish Bilingual programming, we also know we must balance the level of student interest with resources and fiscal responsibility. The messaging has always been that, "the Spanish Bilingual/Spanish Language programming offered will depend upon the level of interest and student numbers" the goal has always been that if the numbers are sufficient in the transition years (5 to 6) and now 8 to 9 that the bilingual program offering follows the "School Administrator's Guide to Implementing Language Programming" an Alberta Education Document that clearly outlines bilingual programming instructional hours and provides potential schedules at each of the programming levels.

# Associate Superintendent Report

## Instructional Services

January 2025



We are excited about the following cohort of grade 7 Spanish Bilingual students who will potentially be moving to Chinook in the 2026-27 school year as there currently are 31 students who are in Spanish Bilingual programming at G.S. Lakie - this is the first cohort who received robust Spanish Bilingual programming in grade 7. Of course, we recognize that high school choice may present as a factor in maintaining this number as some students may elect to attend another high school in Lethbridge School Division.

We will assess again in January of 2026 what level of interest (student numbers) there is in pursuing Spanish Bilingual programming by the upcoming cohort to grade 9 in 2026-27 to determine scheduling and programming that could be offered at Chinook High School.

Morag has been in communication with several individuals at Alberta Education and within the provincial consortium who have shared potential ideas around student exchanges and opportunities that can be accessed in high school to further enhance Spanish Language exposure/development. Keith VanderMeer will be connecting with high schools across Alberta in the new year who provide Spanish Bilingual programming at the high school level. According to the School Administrator's Guide to Implementing Language Programming (Alberta Education) it is recommended that students in bilingual language programs have access to:

- 45 to 50 percent of the instructional time in the target language at the elementary school level
- 30 to 50 percent of the instructional time in the target language at the junior high school level
- 20 percent of the instructional time in the target language at the senior high school level (most often two 5-credit courses).



On a festive note, The Latin Grammy's will be hosted at Coalbanks Elementary School January 21<sup>st</sup>, 2025. As always, this event organized by our Spanish Bilingual teacher team promises to be fun and entertaining!

**MEMORANDUM**

January 28, 2025

To: Board of Trustees

From: Robbie Charlebois  
Associate Superintendent, Human Resources

**Re: Human Resources Report**

**Background:**

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

**Recommendations:**

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

Respectfully submitted,  
Robbie Charlebois





**Associate Superintendent,  
Human Resources  
Report to the Board of Trustees  
January 28, 2025**



**Human Resources**

Our Human Resources department consists of a dedicated team working to serve our staff and students, promoting healthy, supportive, and productive workplaces. By overseeing recruitment, hiring, professional development, and employee relations, we strive to ensure staff receive the support they need to focus on providing exceptional education and nurturing student success.

*Updates: December 5, 2024 – January 21, 2025*

Onboarding

- Support Staff/Casual: 18
- Teacher/TOCS: 4

ATA

- Teacher contracts extended : 7
- Teacher hires : 14
- Teachers added to the sub list: N/A
- Total number of teachers on the sub list: 156

CUPE 290

- Caretakers : N/A
- Casual Caretakers : N/A
- Labourer/Maintenance : 2

CUPE 2843

- Educational Assistant Contracts : 8
- Learning Commons : N/A
- Administrative Support : 1
- Student Support Worker: N/A:
- Advanced Educational Support: N/A
- EA's added to the casual list: 8



### Non-Union

- No updates to report

### **Staff Training and Development**

- Administrator Professional Learning – January 21, 2025
  - o Hosted and facilitated by the Human Resources Team Robbie Charlebois and Rhonda Aos
  - o Focused on the Employee Life Cycle, supporting different stages of the employee life cycle through growth, supervision and evaluation
  - o Creating cultures of feedback – leading growth-focused conversations

### **Strategic Planning and Staffing**

- West Coulee Station Elementary School
  - o Teacher staffing for West Coulee Station Elementary School will take place in February
  - o Opportunities for continuing contracted teachers within the Lethbridge School Division will be offered through the process of an expression of interest.
- 2025-2026 Staffing
  - o Staffing processes, timelines and communication for the 2025-2026 school year has been shared with our school administrators.
  - o Communication will be shared with teachers at the beginning of February.
- Administrator Mid-year conversations – The Superintendent and the Associate Superintendent of Human Resources are meeting with all school administrators to deepen connections and understanding, share successes, and address challenges.

### **Wellness**

- Spirit of 51 Support Staff Recognition Program: 40 nominations have been submitted so far. The deadline for nominations is February 12, 2025. Email reminders to nominate will be sent out to Division staff again prior to the deadline
- Staff Wellness Monthly Newsletter – January has had 1700 views!

**MEMORANDUM**

January 28, 2025

To: Board of Trustees

From: Mike Nightingale  
Superintendent of Schools

**Re: Assurance Priorities Report**

**Background:**

The Education Centre Leadership Team is committed to keeping the Board informed regarding progress towards priorities identified in the Division Assurance Plan. An update will be provided in the form of a report starting at the September Board meeting.

**Recommendation:**

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

Respectfully submitted,  
Mike Nightingale  
Superintendent of Schools

## Assurance Priorities Report January 2025

### Domain: Governance

#### Priorities: Stakeholder Engagement, Advocacy for Education, Resource Allocation, Effective Policy

##### Stakeholder Engagement

- Jackie Fletcher, Director of Inclusive Education, has created the information, application, and guidelines for the Inclusive Education Parent Advisory Panel.
- Rebecca Adamson, Inclusive Education Coordinator, has worked with Alberta Health Services' (AHS) interpretation service called Language Line to set up a trial/pilot of the service in three of our schools. This service provides instant interpreters for our schools and families to communicate vital information including those related to education and health.
- Wellness Committee happened January 13<sup>th</sup>, committee members alongside Division School Council parent representatives, and Alberta Health Services attended
- Erin Hurkett, Director of Learning, provided a PowerPoint presentation for administrators to share at School Council meetings in relation to the revised 4-point scale based on feedback received on the draft elementary report card.
- Human Resources hosted a session with the Human Resources Staffing Processes Committee on December 12, 2024.
- Rhonda Aos, Director of Human Resources attended a Certified Human Resource Professional community engagement event on December 5, 2024.

##### Advocacy for Education

- Rochelle Neville, Early Learning Coordinator, attended an engagement session with Lethbridge Sports Council, Lethbridge Polytechnic, and other community agencies to explore the potential for an adapted bicycle lending program initiative in Lethbridge. Our hope is that this would be open to school lending as many of our students with complex mobility concerns and physiotherapy recommendations use adapted bicycles within our schools.

##### Resource Allocation

- Avice DeKolver, Director of Finance has prepared the quarterly financial report for the Board to review.
- Erin Hurkett, Director of Learning, has allocated funding from the learning disruption grant. 4.5 Full-Time Equivalent (FTE) teachers have been hired who will support literacy intervention within schools of greatest need. Training for the intervention will occur on January 30<sup>th</sup> and intervention will take place from February 3<sup>rd</sup> to June 25<sup>th</sup>.



## **Domain: Student Growth and Achievement**

### **Priorities: Foundational Learning, Diverse Learning Pathways, Effective Assessment, Indigenous Student Achievement**

#### **Foundational Learning**

- Michaela Demers, Curriculum Support Teacher, provided a “Mathemagic” session for K-6 teachers focused on mental math and estimation within the new curriculum.
- Michaela Demers provided a math residency to teachers at Mike Mountain Horse Elementary School.
- Jodie Babki, Curriculum Support Teacher, provided residences to teachers at Lakeview Elementary, General Stewart Elementary, and Senator Buchanan Elementary schools.

#### **Diverse Learning Pathways**

- Using funds from the Low Incidence Student Support (LISS) Grant from Alberta Education, our Inclusive Education team (including our Speech Language Pathologists) created a professional library of picture books that feature students with complex learning and communication needs. These books will help to educate other students on how others learn and the diverse ways that students can communicate and access learning.
- The Technology Team continues to work with and support the Lethbridge Astronomy Society with their Sky Dome. Recently, we helped set it up and scheduled it to be at Coalbanks Elementary School, where several schools have planned visits for the spring.

#### **Effective Assessment**

- Curriculum Support Teachers, Jodie Babki and Michaela Demers continue to develop and create assessment progressions in alignment with new curriculum for elementary assessment and reporting purposes.

#### **Indigenous Student Achievement**

- Joel TailFeathers, Indigenous Education Coordinator, has initiated a partnership with “Good Movement” an organization that aims to create consistent, structured programs in our community that offers a range of services and support related to fitness, sport, and traditional ways. Middle school students of Indigenous ancestry will have access to this program over the next four months. It is tailored to support leadership and healthy lifestyle choices in our students.

## **Domain: Teaching and Leading**

### **Priorities: Responding Effectively to Student Needs, Professional Growth, Communication and Collaboration**

#### **Responding Effectively to Student Needs**

- Johny Mantello, IT Coordinator, will meet with the Speech-Language Pathologists (SLPs) to better understand how the Technology Department can support their needs. As part of this initiative, Johny will collaborate with our site-based technicians. If requested by the SLPs, these technicians will accompany them to schools to assist with equipment setup and ensure everything is functioning correctly for the students. Occasionally, specific software may require admin access, or the SLPs may need assistance configuring and troubleshooting the tools to ensure proper functionality.

#### **Professional Growth**

- Carmen Carvalho, English as a Second Language (ESL) Support Teacher, took part in an online seminar and book study on “Advocating for English Learners: A Guide for Educators” by Diane Staehr. With this learning, Carmen can provide guidance to our teachers around the shared responsibility that we have for our English language learners and the transition from high school into adulthood. This is an area of concern that we often hear from our High School teams.
- The facilities team hosted training for effective documentation for boiler readings for our caretaking and maintenance staff who hold boiler certification on January 10, 2025.
- Human Resources is supporting an opportunity for interested CUPE 290 staff to take the Fifth Class Power Engineering certification with the support of the Division. Staff may consider the January or March sessions. At this point there are 8 employees expressing interest.

#### **Communication and Collaboration**

- Carmen Carvalho and Michaela Demers worked collaboratively to add English as an Additional Language (EAL) instructional support strategies to the numeracy curriculum for grade three with the Mike Mountain Horse Elementary School team.
- On January 29<sup>th</sup> members of the Tech Team supported Westminster Elementary School during their professional learning day. They worked with staff on coding and incorporating Micro bits into the classroom to teach coding skills. This training was requested by the school, and we were happy to provide our support.

## Domain: Learning Supports

**Priorities: Safe and Caring Culture, Equitable Learning Opportunities, Active, Healthy Students, Truth, and Reconciliation**

### **Safe and Caring Culture**

- Richard Sallah, Student Support Worker, worked within 13 of our schools over the past month, connecting with staff and students and providing support with winter clothing, interpretation services, and classroom support.
- Jackie Fletcher, Director of Inclusive Education, connected with Jan Arneson around possible professional learning opportunities for our middle and high school teams around sexualized behavior in students with neurodiversity. This professional learning will be held in coordination with neighboring school divisions.
- Morag Asquith met with Administrators to review safety protocols in schools in case perimeter secure, lockdown or evacuation are activated. The Crisis Response Manual has been updated and will be shared on the staff portal once the edits have been approved by the Administrators.
- Morag Asquith and Jen Day, Counselling Coordinator, have been meeting with all Principals the month of January for a conversation about social and emotional climate of their school, communication and processes for safety and Violence Threat Risk Assessment and the new Assessment of Risk to Others (ARTO) screening tool.
- Public School Works courses should be completed, and reminders have been delivered to staff if necessary to complete.
- Human Resources continues to complete orientations for new employees to welcome to them to our School Division. Most recently held on December 5, 11, 23, January 8 and 9.

### **Equitable Learning Opportunities**

- Lethbridge School Division continues to monitor the services and support Mindful Munchies has provided to our schools. Last year, they provided 1200 lunches for the week of January 8 to our schools. This is a service and support that our students currently benefit from in our community.

### **Active, Healthy Students**

- The University of Lethbridge Nurse practicum students will be doing their practicums at Senator Joyce Fairbairn Middle School, Lethbridge Collegiate Institute and Chinook High School for the next 3 months, administrators met with the nurses to discuss trends and challenges related to student health and wellness on January 16, 2025.

### **Truth and Reconciliation**

- “Kitsikakomimm” project (and MHCB Kindness Call Out) is a partnership between Mental Health Capacity Building and our Indigenous Education Team. Each division level will be encouraged to collect items (Elementary schools, bottled water, Middle Schools, mitts, gloves, toques and socks, High Schools, personal hygiene products) to be distributed around the city as an act of kindness and support in our community.

## **Domain: Local and Societal Context**

**Areas of Focus: Division Performance Measures, Successful Early Start for Students, Indigenous Education, Division Personal Mobile Device Guidelines, Reporting of Student Progress, Staff Wellness**

### **Division Performance Measures**

- Erin Hurkett has been collecting Provincial Achievement Tests (PAT) and Diploma data for further results analysis. A session on PAT and Diploma analysis is being organized with Alberta Education for February 28<sup>th</sup> in the afternoon where high school 30 level teachers may attend.

### **Successful Early Start for Students**

- Kindergarten registration for the 2025-2026 school year opened January 13<sup>th</sup> for Spanish Bilingual programs (January 20 for all other Kindergarten programs).
- We received confirmation from Alberta Education that our school authority has achieved 100% compliance with Program Unit Funding (PUF) Verification over the past three consecutive years. As a result, Alberta Education is providing Lethbridge School Division with an exemption from the 2024/25 PUF Verification process.
- Rochelle Neville, Early Learning Coordinator, attended a Parents as Teacher Board Meeting on January 20, 2025.

### **Division Personal Mobile Device Guidelines**

- The Technology Department has reminded staff that our guest Wi-Fi is limited and blocks all social media. After implementing an agreement that expires every thirty days on our guest Wi-Fi, we are receiving several tickets about the guest Wi-Fi not working. We are reminding people that every 30 days they need to reconnect to the guest Wi-Fi since their agreement expires. The new 30-day connection has been a positive change overall, but people need to be reminded that it is not like their home wi-fi network and that the school division's Wi-Fi is heavily restricted and comes with conditions.

### **Staff Wellness**

- Spirit of 51 Support Staff Recognition Program nominations: 40 nominations have been submitted so far in this year's program. The deadline for nominations is February 12, 2025. Email reminders to nominate will be sent out to Division staff leading up to this date.
- The Staff well-being newsletter was delivered to staff on January 14, 2025, by Human Resources.

**MEMORANDUM**

January 28, 2025

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.

- Dr. Plaxton Elementary School received two sponsorships valued at \$2500.00 each. One from Lethbridge Iron Works to support coding and robotics and the other from, Rattlesnake Coffee to support outdoor learning materials and outdoor learning spaces.
- Nicholas Sheran Elementary School received \$250.00 from Jack and Laura DeHeer for their Breakfast Program.
- Victoria Park High School received a grand total of \$19,873.46 from various private and business donations towards their Annual Christmas Hampers.

**Recommendation:**

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

Respectfully submitted,  
Mike Nightingale  
Superintendent of Schools

## **MEMORANDUM**

January 28, 2025

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:

### **Showcase Schools this Month**

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

Dr. Probe School is an amazing Community of Learners that is guided by our 4 C's – Care, Courage, Cooperation and Creativity. These core values are essential messages throughout our school and are included in the Universal Programming for every classroom. Our staff are outstanding people that place the welfare of our students above all else. They are genuinely caring and motivated, considerate people modelling growth mindsets with a focus on student learning. Our highlights and accomplishments include a wide range of activities that reflect these values. Here are some of them.

Learning and cooperation are two keystones of each day at Dr. Probe. We have spent a great deal of time this year working with Jodie Babki, our Division Literacy Lead Teacher, and digging deep into morphemes and how they are related to all aspects of literacy. Students have very much enjoyed learning how to break apart words to gain a better understanding of reading words, what they mean, and how they are spelled. Some schools have some grade levels work with Jodi on these, but we are proud to acknowledge that we have all of our classes from grade 1-5 that are working on this! We also implement Universal Programming with all of our classes and students to provide tools to help with emotional self-regulation and to provide conflict resolution strategies. Another key goal of our school is Parent Engagement and to that end, last year we began a program of connecting with parents throughout the year called Soaring the Summit. The goal of the program is to provide more connection with parents and keep them better informed regarding student progression throughout the year by holding Celebration of Learning activities at the school to better share student growth and give them opportunities to "Show Off" their learning to their parents. This program experienced a great deal of success last year and this year we have also implemented one additional component. This component came from the feedback we received, which was to also include individual interviews at the beginning



of the year, in addition to our Celebrations of Learning. We have two choirs at our school, a Sr one and a Jr one. Our Senior choir was asked to perform with the Lethbridge Symphony Orchestra on November 20th and they did an outstanding job! For Co-curricular athletic activities, each year, we have two seasons of Running Club, in the Fall and in the Spring, we had 4 volleyball teams take part in the grade 5 Volleyball league, we have a grade 4/5 morning basketball program, 4 teams in the grade 5 basketball league and will have a flag rugby program running this Spring.

We have 9 3-D printers that are used in classrooms and our Learning Commons to help students combine the areas of technology and creativity. We also have staff participating in an upcoming Drone workshop that we will be implementing into our future activities as well. We have been working on integrating many new resources into our classroom instruction over the past several years, including digi-blocks and Math Up which are new this year.

We provide opportunities for students to take on leadership roles by hosting assemblies and developing Legacy projects where our grade 5 class works with a group to make a lasting difference. In the past, we have worked with the Immanuel Lutheran Church, the Columbia Assisted Living Facility and The Crossings Branch of the Lethbridge Public Library. This year, they are working to give back to our school by mentoring younger students in recess games, designing patterns for our “Don’t Walk in the Hallway” paths, planning and preparing our Lip Dub, and many other activities.

### **Lethbridge Collegiate Institute:**

At Lethbridge Collegiate Institute (LCI), the students are undoubtedly the heart and soul of the institution. Their genuine and authentic connection to learning, coupled with a steadfast commitment to excellence, is evident in numerous aspects of school life. The teachers at LCI foster a positive and engaging atmosphere, creating learning opportunities that are deeply connected to the curriculum.

Having observed several classroom lessons, it is clear that a spirit of excellence permeates the school. This excellence is not limited to academic achievements but extends to the holistic development of students. The reciprocal nature of teaching, learning, and home involvement is in perfect harmony for many students, creating a supportive and nurturing environment. Contrary to the often-told stories that young people lack responsibility and accountability, students at LCI frequently report issues and take ownership of their actions, demonstrating a high level of maturity and responsibility.

Weekly discussions about the wrap-around services required for students needing additional support are prime examples of trauma-informed practice and care. These conversations ensure that every student receives the necessary resources and assistance to thrive both academically and personally.

The administration team at LCI goes above and beyond to understand and address the daily and overarching needs of all stakeholders. Their deep knowledge of student and staff needs is reflected in the practices implemented at every level of the school. When a student or their family members are in need, a supportive circle is created, encompassing the entire LCI community. This network of support is a testament to the school's commitment to the well-being of its students and their families.

Despite being housed in a century-old building, LCI's approach to teaching and learning is thoroughly modern and aligned with 21st-century educational practices. The school's dedication to innovation and excellence ensures that students are well-prepared for the challenges and opportunities of the future.

## **MEMORANDUM**

January 28, 2025

To: Board of Trustees

From: Mike Nightingale  
Superintendent of Schools

**RE: Town Hall 2025**

### **Background:**

The Division will host its annual Town Hall event on February 4, 2025 at Victoria Park High School from 6:30 pm to 8:30 pm in the gymnasium.

The purpose of the meeting is to seek feedback to assist the Division and Board of Trustees as we work on strategic planning for the 2025-2026 school year. Stakeholders will have a chance to provide feedback in the following areas:

For the **first session**, tables will be separated into Elementary, Middle and High Schools, and discuss these questions:

What aspects of your school and learning experience are you most satisfied with and why?

What aspects of your school and learning experience are you least satisfied with and why?

What specific changes or initiatives do you think would improve the quality of education at your school?

For the **second session**, students will be split into one group and parents/guardians/caregivers, staff and community members will be in the other group.

Students will be able to choose one of the following topics:

### **Welcoming, Caring, Safe, Respectful Learning Environments**

- How does your school make you feel safe, welcome and cared for?
- What can your school do to make you feel even more safe, welcome and cared for?
- Survey results tell us there is a lack of respect between students. How can we improve this?

**OR**

### **Student Learning, Engagement and Academics**

- What does your school do to help you learn successfully?
- What can your school do to help you learn more successfully?
- Survey results tell us there is a lack of respect between students. How can we improve this?

The other group, parents/guardians/caregivers, will have three topics to choose from:

### **Parent/Guardian/Caregiver Engagement and Partnership**

- What do schools do to engage parents/guardians/caregivers in their child's education?
- What can we do to more effectively engage parents/guardians/caregivers in their child's

education?

- How can parents/guardians/caregivers support the work of schools as partners in education?

**OR**

**Classroom Complexity**

- In your experience what have we done to effectively address classroom complexities?

- What can we do to better address classroom complexities?

**OR**

**Academic Achievement**

What actions do schools take to support high levels of student learning and achievement?

What can schools do to improve student learning and achievement?

Students, staff, parents & guardians and community members will have an opportunity to provide feedback related to these areas at the town hall event or through a survey. Trustees will have opportunities to facilitate conversations and circulate through the room at different times throughout the evening.

**Recommendation:**

It is recommended that the Board receive this as information.

Respectfully submitted,  
Mike Nightingale  
Superintendent of Schools

## **Calendar of Events for Board of Trustees**

|          |    |   |
|----------|----|---|
| January  | 29 | Joint City & School Board meeting<br>Board Room 8:30-11:30 a.m.   |
| February | 4  | Town Hall Meeting<br>Victoria Park High School at 6:30 p.m.       |
|          | 10 | Community Engagement Committee<br>7:00 p.m. Ed Centre             |
|          | 11 | Board Committee of the Whole<br>Board Room 3:00- 5:00 p.m.        |
|          | 12 | Policy Advisory Committee Meeting<br>Board Room 12:00 – 3:00 p.m. |
|          | 14 | Breakfast at Coalbanks Elementary<br>7:50 a.m.                    |
|          | 19 | Zone 6 Meeting<br>Board Room 10:00 – 3:00 p.m.                    |
|          | 25 | Board Meeting<br>Board Room at 1:00 p.m.                          |

**MEMORANDUM**

January 28, 2025

To: Board of Trustees

From: Christine Lee  
Associate Superintendent, Business and Operations

**Re: First Quarter Financial Report**

**Background:**

The 2024-2025 First Quarter Financial Report for the Division is provided for review. Director of Finance, Avice DeKolver will be in attendance to respond to any questions Trustees may have.

**Recommendation:**

It is recommended that the Board approve the 2024-2025 First Quarter Financial Report as presented.

Respectfully submitted,  
Christine Lee



## ***Lethbridge School Division***

# First Quarter Report

November 30th

# 2024

This document is Management's Discussion and Analysis of the First Quarter for the period September 1, 2024 to November 30, 2024. *This financial information contained herein has not been audited.*

Report to the  
Board of Trustees  
January 28<sup>th</sup>, 2025



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**Lethbridge School Division**  
*Management Discussion and Analysis Report*  
**September 1, 2024 to November 30<sup>th</sup>, 2024**

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## **Lethbridge School Division**

### Management Discussion and Analysis Report First Quarter Report

### **Executive Summary**

**Lethbridge School Division** has a total budget of \$151.46 million (including use of reserves) and provides public education services to the citizens of the City of Lethbridge, Alberta, Canada.

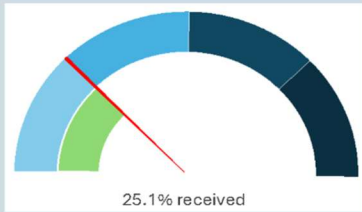
The School Division was established in 1886 and has proudly served our community for over 135 years. **Lethbridge School Division** serves 12,341 students from early education (pre-school) to grade twelve. The Division provides high quality learning experiences for students through a broad range of educational programs in twenty-four (24) schools and four (4) institutional programs.

The Division has experienced continued growth in enrolment in 2024-2025 of 112 students (0.92%) over the 2023-2024 enrolment and is estimated to continue growing into 2025-2026.

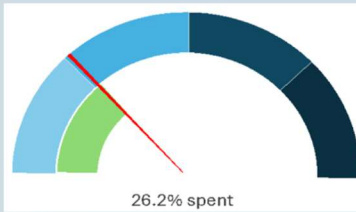
**Lethbridge School Division** believes in fiscal accountability and transparency through regular financial monitoring and reporting. Under *Policy 801.1 System Budgeting*, the Board directs that the expenditure of funds be within the guidelines established and be the responsibility of the designated Division or school-based administrator. The executive summary presents highlights of the school division's financial operations for the period September 1, 2024 until November 30th, 2024 to provide fiscal accountability within the established guidelines.



**New school year kicks off throughout Lethbridge School Division**



**Total Revenues**



**Total Expenditures**

## Overview:

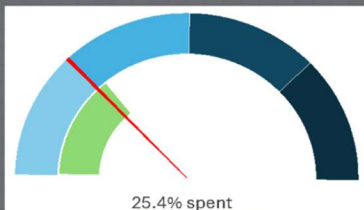
The following is an overview of the quarterly reporting on the operations of Lethbridge School Division. This report is for the quarter ending November 30th, 2024

The graphs/charts compare the year-to-date amounts to the budget for the period. The budget included in this report is the Division's 2024/2025 operating budget (updated fall budget - may differ from legally adopted budget as included in the financial statements).

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

## DEPARTMENTS

### Instruction - Pre-K

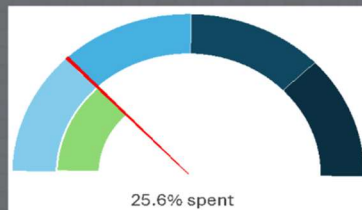


Budget: \$ 5,287,517  
Forecast: \$ 1,476,687  
Year-to-date: \$ 1,342,359

(27.9%)  
(25.4%)



### Instruction - ECS to Grade 12

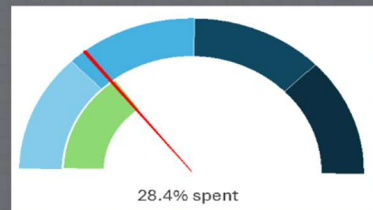


Budget: \$ 116,487,990  
Forecast: \$ 29,892,256  
Year-to-date: \$ 29,833,489

(25.7%)  
(25.6%)



### Operation & Maintenance

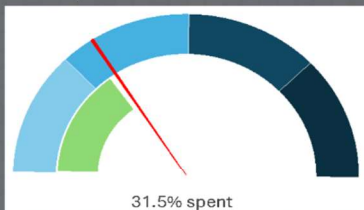


Budget: \$ 18,829,333  
Forecast: \$ 5,566,690  
Year-to-date: \$ 5,355,019

(29.6%)  
(28.4%)



### Transportation

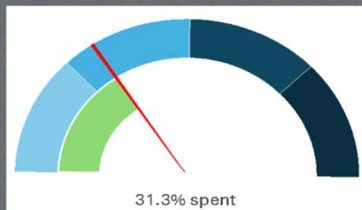


Budget: \$ 5,291,923  
Forecast: \$ 1,574,420  
Year-to-date: \$ 1,665,963

(29.8%)  
(31.5%)



### System Administration

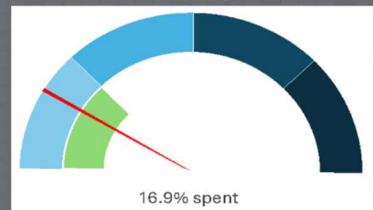


Budget: \$ 4,371,025  
Forecast: \$ 1,366,396  
Year-to-date: \$ 1,366,273

(31.3%)  
(31.3%)



### External Services (International Program)



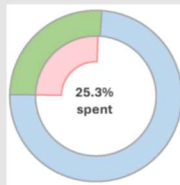
Budget: \$ 500,000  
Forecast: \$ 125,000  
Year-to-date: \$ 84,532

(25.0%)  
(16.9%)



## Salaries, Benefits & Professional Development

For all the Departments



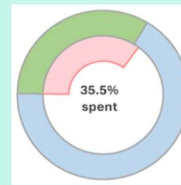
Budget: \$ 116,645,117  
Forecast: \$ 29,560,013  
Year-to-date: \$ 29,534,938

(25.3%)  
(25.3%)



## Contracted Services

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



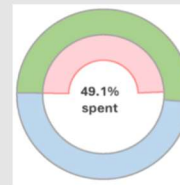
Budget: \$ 10,709,908  
Forecast: \$ 3,541,437  
Year-to-date: \$ 3,803,282

(33.1%)  
(35.5%)



## Other Services

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



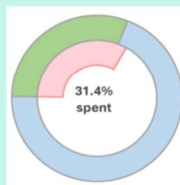
Budget: \$ 2,751,645  
Forecast: \$ 1,409,032  
Year-to-date: \$ 1,351,111

(51.2%)  
(49.1%)



## Supplies

General supplies, Technology, Maintenance, Small Equipment



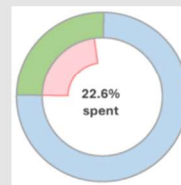
Budget: \$ 5,172,633  
Forecast: \$ 1,612,506  
Year-to-date: \$ 1,626,660

(31.2%)  
(31.4%)



## Other Expenditures

Contingency, Travel, Car Allowances, Renovations



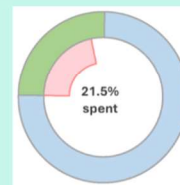
Budget: \$ 763,492  
Forecast: \$ 191,223  
Year-to-date: \$ 172,710

(25.0%)  
(22.6%)



## Transfers, SGF, & Capital/IMR

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



Budget: \$ 14,724,933  
Forecast: \$ 3,681,248  
Year-to-date: \$ 3,158,934

(25.0%)  
(21.5%)



## TYPES OF EXPENSES

### **Operations Overview**

As shown in the “Finance at a Glance” report, [Lethbridge School Division](#) is operating financially as anticipated based on the approved budget and the forecasted budget for November 30<sup>th</sup>, 2024.



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

- **Salaries, Benefits & Professional Development** is right in line with forecasted projections (within \$25,000). Reductions in benefits are typically a result of the timing of benefit contributions (some contributions start in January and can reach the contribution limits during the year).
- **Contracted Services** are slightly more than the forecasted projections. This is mostly due to higher than forecasted costs within transportation, legal and consultants.
- **Other Services** are less than the forecasted projections. This is mainly due to less than forecasted costs in the international program (timing of expenses throughout the year).
- **Supplies** are slightly more than the forecasted projections. This is mostly due to the timing of purchasing (some larger purchases for small equipment happening right at the beginning of the year).
- **Other Expenditures** are less than the forecasted projections. Included in this section are travel, car allowances, minor building renovations and contingency costs.
- **Transfers, SGF & Capital** are less than the forecasted projections. This mostly relates to School Generated Funds (SGF) expenditures are still to be incurred and this has been offset by the Infrastructure, Maintenance and Renewal (IMR) operating expenditures being slightly more than the forecasted amount (based on the timing of these IMR projects).



## **Financial Position**

As at November 30, 2024, [Lethbridge School Division](#) has total financial assets of \$16.69 million and liabilities of \$15.72 million for net financial assets of \$968,555. A net financial asset position indicates that the Division has sufficient assets to cover its financial obligations.

The Division has total net financial assets of \$12.53 million. Of this \$12.53 million, \$4.9 million is in operating reserves which have been restricted for future use with the majority related to instructional programming and school generated activities. Net financial assets also relate to \$471,484 of unrestricted reserves, \$2.5 million of capital reserves, and \$320,000 of endowment funds.

There is \$173.73 million of non-financial assets (tangible capital assets, inventory of supplies, and prepaid expenses) which are represented mostly by supported capital assets of \$169.2 million, \$4.3 million in investment in capital assets, prepaid expenses, and inventory of supplies.

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

Together the Net Financial Assets, Non-Financial Assets, and Spent Deferred Capital Contributions (SDCC) equal the total Accumulated Surplus of \$12.06 million. The chart below compares the financial position of November 30<sup>th</sup> with the prior year.





**Lethbridge School Division**  
**STATEMENT OF FINANCIAL POSITION**  
As at November 30, 2024

|   | November 30, 2024    | November 30, 2023    |
|---|----------------------|----------------------|
| <b>FINANCIAL ASSETS</b>                               |                      |                      |
| Cash and cash equivalents                             | \$11,410,882         | \$6,297,559          |
| Accounts receivable (net after allowances)            | \$3,478,037          | \$2,144,259          |
| Portfolio investments                                 | \$1,800,000          | \$8,427,284          |
| Other financial assets                                | \$0                  | \$0                  |
| <b>Total financial assets</b>                         | <b>\$16,688,919</b>  | <b>\$16,869,102</b>  |
| <b>LIABILITIES</b>                                    |                      |                      |
| Bank indebtedness                                     | \$0                  | \$0                  |
| Accounts payable and accrued liabilities              | \$4,291,137          | \$4,855,699          |
| Deferred contributions                                | \$5,024,946          | \$3,380,889          |
| Employee future benefit liabilities                   | \$270,116            | \$246,196            |
| Asset retirement obligations                          | \$6,134,165          | \$6,134,165          |
| Long term debt  |                      |                      |
| Supported: Debentures and other supported debt        | \$0                  | \$0                  |
| Unsupported: Debentures and capital loans             | \$0                  | \$0                  |
| Capital leases  | \$0                  | \$0                  |
| Mortgages   | \$0                  | \$0                  |
| <b>Total liabilities</b>                              | <b>\$15,720,364</b>  | <b>\$14,616,949</b>  |
| <b>Net Financial Assets (Net Debt)</b>                | <b>\$968,555</b>     | <b>\$2,252,153</b>   |
| <b>NON-FINANCIAL ASSETS</b>                           |                      |                      |
| Tangible capital assets                               | \$169,196,528        | \$159,393,501        |
| Inventory of supplies                                 | \$238,876            | \$251,106            |
| Prepaid expenses                                      | \$18,820             | \$70,872             |
| <b>Total non-financial assets</b>                     | <b>\$169,454,224</b> | <b>\$159,715,479</b> |
| <b>Net assets before spent deferred contributions</b> | <b>\$170,422,779</b> | <b>\$161,967,632</b> |
| Spent deferred capital contribution (SDCC)            | \$157,891,324        | \$149,888,519        |
| <b>Net assets</b>                                     | <b>\$12,531,455</b>  | <b>\$12,079,113</b>  |
| <b>NET ASSETS (ACCUMULATED SURPLUS)</b>               |                      |                      |
| Unrestricted surplus                                  | \$471,488            | \$471,488            |
| Operating reserves                                    | \$1,566,985          | \$262,213            |
| School Generated Funds                                | \$3,387,446          | \$2,916,960          |
| <b>Accumulated Surplus from Operations</b>            | <b>\$5,425,919</b>   | <b>\$3,650,661</b>   |
| Investment in capital assets                          | \$4,279,425          | \$3,275,954          |
| Capital reserves                                      | \$2,506,237          | \$4,832,624          |
| Endowments  | \$319,874            | \$319,874            |
| <b>Total Accumulated Surplus (Deficit)</b>            | <b>\$12,531,455</b>  | <b>\$12,079,113</b>  |

*The statement above compares the Financial Position of the 1<sup>st</sup> quarter of 2024/2025 to the 1<sup>st</sup> quarter of the prior year for comparative purposes.*

**Lethbridge School Division**  
**Notes to the Statement of Financial Position**  
**As at November 30th, 2024**

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**FINANCIAL ASSETS:**

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

**Cash and Cash Equivalents**

Cash at November 30, 2024 includes deferred contributions, endowment funds, and Accumulated Surplus from Operations.

**Accounts Receivable**

Accounts receivable at November 30, 2024 includes GST rebates receivable, capital contributions from the Province, and other miscellaneous funds owing to the Division.

**Portfolio Investments**

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

**Total Financial Assets as of November 30, 2024 are \$16.69 million.**



**Opening Ceremonies for the ASAA 4A Volleyball Provincials**

**FINANCIAL LIABILITIES:**

**Accounts Payable**

Accounts payable as at November 30, 2024 mostly includes payments for construction invoices/holdbacks, and employee benefits such as remittances to the Canada Revenue Agency, Local Authorities Pension Plan, and to the Alberta School Employee Benefit Plan.

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

### **Deferred Contributions**

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

Deferred Operating Contributions is mainly unspent Infrastructure, Maintenance and Renewal (IMR) grant funding and other grant funding requiring eligible expenditures. Contributions are allocated to revenue as funds are expended. Other funding included targeted Alberta Education grant funding that will be recognized as revenue when the expenses have occurred.

Unspent Deferred Capital Contributions (UDCC) relates to capital grant contributions received that has not been expended on the related capital projects. This typically occurs with modular and capital planning grants. Currently, the Division has funds in here for the gym expansion and furniture and equipment for West Coulee Station which is scheduled to open in September 2025.

### **Employee Future Benefits**

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

### **Asset Retirement Obligations**

A new accounting standard is now applicable to public sector entities (including school divisions) who follow Public Sector Accounting Standards (PSAS) starting in the 2023-2024 school year. Asset retirement obligations (ARO) are legal obligations associated with the retirement of tangible capital assets. The obligation estimate at November 30, 2024 is \$6.1 million.

**Total Financial Liabilities as of November 30, 2024 are \$15.72 million.**

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

Net financial assets, which is the funds available (owing) after discharging the Division's financial obligations, is a **net asset position of \$968,555**.

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

**Total Net Assets as of November 30, 2024 are \$968,555.**

**NON-FINANCIAL ASSETS:**

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

**Tangible Capital Assets**

Tangible capital assets include land, buildings, equipment and vehicles used in the operations of the Division. These assets are amortized over their estimated useful lives to arrive at a net value of \$169.20 million as of November 30, 2024.

Supported capital activity during the year thus far includes capital modernization at Victoria Park High School through Capital Maintenance and Renewal (CMR) grant funding, and Alberta Infrastructure costs associated with the new West Coulee Station elementary school being built in Garry Station, two modular units at Coalbanks Elementary School and design funds for Galbraith modernization.

**Inventory of Supplies**

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

**Prepaid Expenses**

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

**Total Non-Financial Assets as of November 30, 2024 are \$169.45 million.**



**West Coulee Station Elementary School selected as name for  
new west side school**

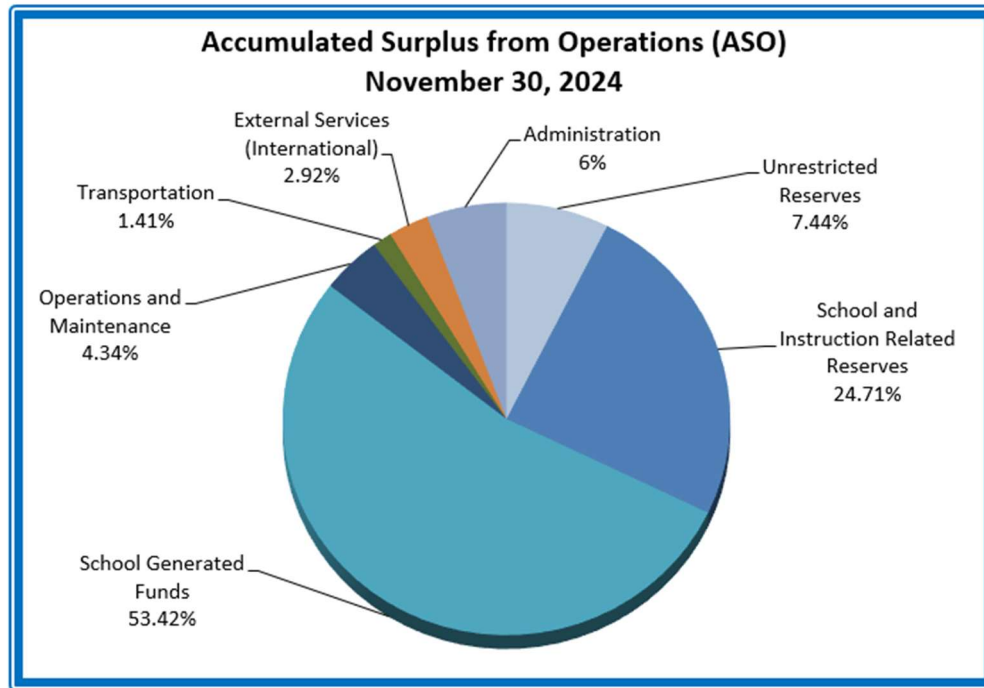
**SPENT DEFERRED CAPITAL CONTRIBUTIONS (UDCC)**

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

**Total SDCC as of November 30, 2024 are \$157.89 million**

**ACCUMULATED SURPLUS:**

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



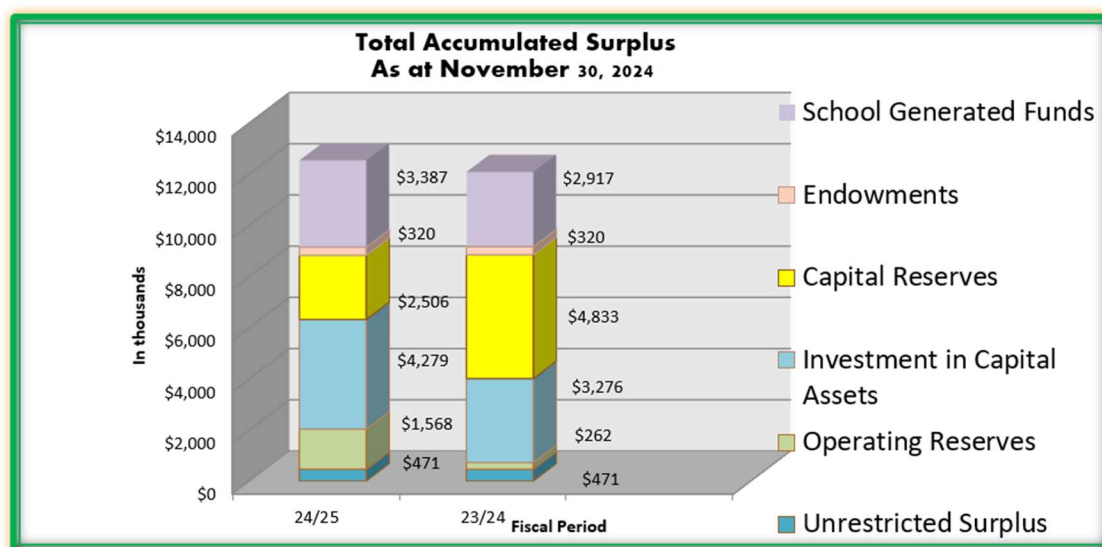
The restricted operating reserves consist of 24.71% related to school and instruction reserves which includes reserves held at school sites for future operating expenditures, reserves to be spent in the future for curriculum and system improvement, funds to support inclusive learning, funds to provide for the planning, programming and resources required for new school facilities. Unspent funds related to school generated activities is the largest portion of the Division's operating reserves at 53.42%.

At the end of the 2023-2024 school year, the Lethbridge School Division had an adjusted accumulated surplus from operations (less school generated funds) of 2.45%. Alberta Education has increased the reserve cap from 3.20% in 2023-2024 to 6% in 2024-2025. The Division continues to use reserves to maintain programming due to shortfalls in the weighted moving average (WMA) framework.

In addition to the operating reserves, there are other areas that make up the Division's accumulated surplus. Unrestricted surplus are funds that are not designated for a specific purpose and operating reserves are funds that have been designated for a specific program of the Division.

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

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



**The total accumulated surplus for the Division which consists of both operating and capital funds is \$12.53 million. The total of net financial assets, non-financial assets, and the spent deferred capital contributions (SDCC) equal the total accumulated surplus at November 30, 2024.**



## Operations

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

The operating budget for the 2024-2025 school year reflects changes to the Division budget as of September 30<sup>th</sup>, 2024, based on the additional information received since the preliminary budget (completed and approved in May 2024).

The Division originally planned on a projected student enrolment of 12,534 students in the preliminary budget. However, the operating budget was updated for the actual enrolment of 12,341 students. There was growth from the prior school year of 112 students, however not as much growth as the Division has seen over the last number of years. This decrease in students made the Division ineligible for an enrolment growth grant from Alberta Education, impacting the budget by \$472,000. However, there were increases in revenue from the preliminary budget developed in May of \$741,544. These increases were from Alberta Education targeted grants (including dual credit, mental health pilot program and new curriculum), \$18,450 from the City of Lethbridge for the Making Connections programming to help with cost increases to this program, \$203,869 from Indigenous Services Canada for Jordan's Principle (targeted funding) and reserve and year-end commitments of \$145,750. These amounts netted to an increase of \$284,430 in revenue in the operating budget from the preliminary budget.

One change from the operating budget update has been the budget increase in Transportation from \$4.55 million to \$5.29 million. This increase reflects the changes made once the grant application was submitted.



**Lethbridge School Division**  
**STATEMENT OF OPERATIONS**  
For the period ended November 30, 2024

|   | Budget Information                            |  | Actual Results                 |                                    | Variances                    |  | Projection                |                               |
|---|---|--|--------------------------------|------------------------------------|------------------------------|--|---------------------------|-------------------------------|
|   | Preliminary Budget<br>2024-2025<br>(May 2024) | Updated<br>"September 30th"<br>Operating Budget<br>2024-2025<br>(Sept 30th 2024) | Forecasted To<br>November 30th | Actual Year Ended<br>November 30th | % Expended<br>Revised Budget | % Expended<br>Forecast to August<br>31, 2024 | August 31st<br>Projection | Change from<br>Updated Budget |
| <b>REVENUES</b>   |   |  |                                |                                    |                              |  |                           |                               |
| Government of Alberta   | \$139,539,700                                 | \$138,772,364  | \$35,168,589                   | \$35,280,256                       | 25.42%                       | 100.32%                                      | \$139,838,852             | \$1,066,488                   |
| Federal and Other Government  | \$845,396                                     | \$1,049,265  | \$212,770                      | \$104,238                          | 9.93%                        | 48.99%                                       | \$1,049,265               | \$0                           |
| Fees  | \$4,745,982                                   | \$4,745,982  | \$1,186,496                    | \$863,725                          | 18.20%                       | 72.80%                                       | \$4,745,982               | \$0                           |
| Sales and services  | \$597,893                                     | \$597,893  | \$386,393                      | \$487,631                          | 81.56%                       | 126.20%                                      | \$597,893                 | \$0                           |
| Investment income   | \$587,059                                     | \$601,453  | \$150,363                      | \$113,839                          | 18.93%                       | 75.71%                                       | \$601,453                 | \$0                           |
| Donations and Other Contributions   | \$2,528,000                                   | \$2,528,000  | \$632,000                      | \$745,587                          | 29.49%                       | 117.97%                                      | \$2,528,000               | \$0                           |
| Other Revenues  | \$20,304                                      | \$20,304   | \$5,076                        | \$7,333                            | 36.12%                       | 144.46%                                      | \$20,304                  | \$0                           |
| <b>Total Revenues</b>   | <b>\$148,864,334</b>                          | <b>\$148,315,261</b>   | <b>\$37,741,687</b>            | <b>\$37,602,609</b>                | <b>25.35%</b>                | <b>99.63%</b>                                | <b>\$149,381,749</b>      | <b>\$1,066,488</b>            |
| <b>EXPENSES</b>   |   |  |                                |                                    |                              |  |                           |                               |
| Instruction - Pre-K   | \$5,287,517                                   | \$5,287,517  | \$1,476,687                    | \$1,342,359                        | 25.39%                       | 90.90%                                       | \$5,287,517               | \$0                           |
| Instruction - K to Grade 12   | \$116,891,307                                 | \$116,487,990  | \$29,892,256                   | \$29,833,489                       | 25.61%                       | 99.80%                                       | \$116,487,990             | \$0                           |
| Operations and Maintenance  | \$18,504,676                                  | \$18,504,676   | \$5,566,690                    | \$5,355,019                        | 28.94%                       | 96.20%                                       | \$18,829,423              | \$324,747                     |
| Transportation  | \$4,550,181                                   | \$1,574,420  | \$1,574,420                    | \$1,665,963                        | 36.61%                       | 105.81%                                      | \$5,291,922               | \$741,741                     |
| Administration  | \$4,371,026                                   | \$4,371,026  | \$1,366,396                    | \$1,366,273                        | 31.26%                       | 99.99%                                       | \$4,371,026               | \$0                           |
| External services [International Services]                                    | \$500,000                                     | \$500,000  | \$125,000                      | \$84,532                           | 16.91%                       | 67.63%                                       | \$500,000                 | \$0                           |
| <b>Total Expenses</b>   | <b>\$150,104,707</b>                          | <b>\$149,701,390</b>   | <b>\$40,001,449</b>            | <b>\$39,647,635</b>                | <b>26.48%</b>                | <b>99.12%</b>                                | <b>\$150,767,878</b>      | <b>\$1,066,488</b>            |
| <b>Operating surplus (deficit)</b>  | <b>(\$1,240,373)</b>                          | <b>(\$1,386,129)</b>   | <b>(\$2,259,762)</b>           | <b>(\$2,045,026)</b>               |                              |  | <b>(\$1,386,129)</b>      | <b>\$0</b>                    |
| <b>Accumulated Surplus from Operations beginning of Year</b>                  | <b>\$6,609,760</b>                            | <b>\$6,609,760</b>   | <b>\$6,609,760</b>             | <b>\$6,609,760</b>                 |                              |  | <b>\$6,609,760</b>        |                               |
| Transfers to/from capital reserves, endowments, & capital                     | \$0   | \$0  | \$0                            | \$0                                |                              |  | \$0                       |                               |
| <b>Accumulated Operating Surplus (ASO) at end of period</b>                   | <b>\$5,369,387</b>                            | <b>\$5,223,631</b>   | <b>\$4,349,998</b>             | <b>\$4,564,734</b>                 |                              |  | <b>\$5,223,631</b>        |                               |
| School Generated Funds included in Accumulated Operating Surplus              | (\$3,089,037)                                 | (\$3,089,037)  | (\$3,089,037)                  | (\$3,089,037)                      |                              |  | (\$3,089,037)             |                               |
| <b>Adjusted Accumulated Operating Surplus (Adjusted ASO) at end of period</b> | <b>\$2,280,350</b>                            | <b>\$2,134,594</b>   | <b>\$1,260,961</b>             | <b>\$1,475,697</b>                 |                              |  | <b>\$2,134,594</b>        |                               |
| <b>Adjusted ASO as a % of budgeted expenditures (excluding SGF accounts)</b>  | <b>1.52%</b>                                  | <b>1.43%</b>   | <b>0.84%</b>                   | <b>0.99%</b>                       |                              |  | <b>1.42%</b>              |                               |

### **About The Statement**

The above statement includes four main areas:

- The first area highlighted in **GREEN** is budget Information. The first budget information is the preliminary budget that was approved by the Board of Trustees in May 2024. The second column of budget information is the budget that has been revised after September 30<sup>th</sup> enrolment counts and is used as the new operating budget for the fiscal year.
- The second area highlighted in **LIGHT GREEN** is the forecast. The majority of the revenues and expenditures are expected to be consistent throughout the year, approximately 25% of the budget is forecasted for each quarter. There are some specific transactions that are done at specific times during the year. The following are some of the significant transactions that impact the forecast:
  - Contributions to the ATA professional development fund and to the Christian Societies (for maintenance costs). These are paid in the 1st quarter.
  - Insurance premiums, leases, audit fees, and subscription fees and are typically paid in the 1st quarter.
  - Educational Assistants and other 10-month support staff are forecasted based on the number of hours in each period.
  - Transportation is based on a 10-month payment period versus a 12-month payment period.
- The third area highlighted in **BLUE** is the actual results for the period.
- The fourth area highlighted in **TAN** is the variance area. This area provides information on the percent received/expended as compared to the September 30<sup>th</sup> operating budget and the percent received/ expended as compared to the updated forecast information.
- The fifth area highlighted in **PURPLE** is the projection. This information is the projected revenues and expenditures to August 31<sup>st</sup>, 2025. This will be updated each quarter depending on any changes in the budget. Changes in the current quarter include updates for the transportation funding, the Christian School Lease payments and the fuel grant.

### **OPERATION RESULTS:**

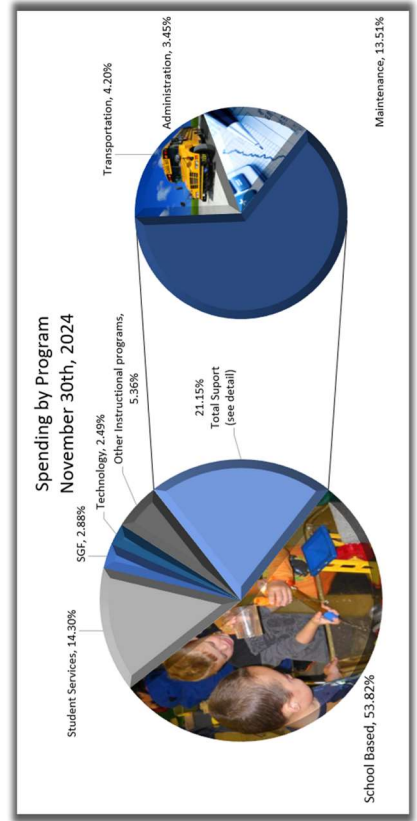
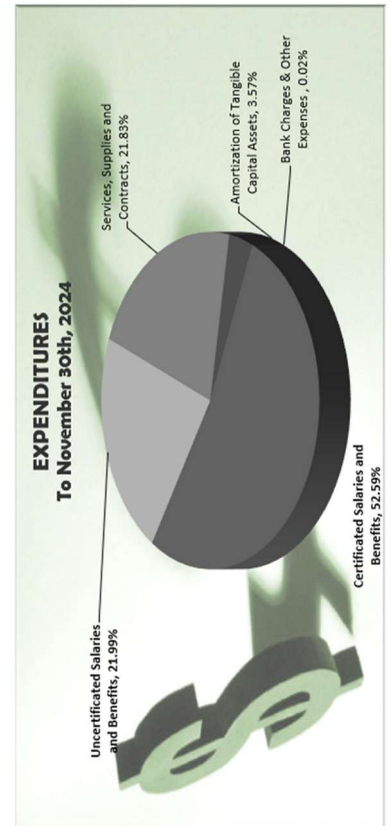
For the three (3) months ended November 30<sup>th</sup>, 2024, \$37.60 million of revenues have been recorded which is 25.2% of budget. Based on the forecasted timing of revenues received/recognized, it was forecasted that a total of \$37.74 million would have been received in the reporting period. The actuals are under the forecasted amounts by approximately \$140,000. Overall, the revenues recorded are consistent with the forecasted budget as it accounts for 99.63% of the forecast.

Expenditures are \$39.65 million as of November 30<sup>th</sup>, 2024, which is 26.2% of the budget. Based on the forecasted timing of expenditures being paid/recognized, it was forecasted that a total of \$40.0 million would have been incurred in the reporting period. The actuals were less than forecasted. Overall, the expenditures recorded are consistent with the forecasted budget as it accounts for 99.12% of the forecast. This is also an indicator that the budgets are being carefully monitored throughout the Division.



**Lethbridge School Division**  
**Schedule of Program Operations**  
For the period ended November 30, 2024

|  | Instruction<br>(Pre-K) | Instruction<br>(K to Grade 12) | Operations &<br>Maintenance | Transportation | System<br>Administration | External<br>Services | TOTAL         | TOTAL<br>Budget | % Expended<br>of Budget |
|--|------------------------|--------------------------------|-----------------------------|----------------|--------------------------|----------------------|---------------|-----------------|-------------------------|
| <b>UPDATED BUDGET 2023-2024 (September 30th)</b> | \$5,287,517            | \$117,175,744                  | \$18,504,676                | \$4,550,181    | \$4,371,026              | \$500,000            | \$272,852,405 |                 |                         |
| <b>FORECAST - November 30, 2024</b>              | \$1,476,687            | \$29,892,256                   | \$5,566,690                 | \$1,574,420    | \$1,366,396              | \$125,000            | \$40,001,449  |                 |                         |
| <b>EXPENSES</b>                                  |                        |                                |                             |                |                          |                      |               |                 |                         |
| Certificated salaries and benefits               | \$612,520              | \$19,994,658                   |                             |                | \$214,130                | \$28,259             | \$20,849,567  | \$83,576,643    | 24.95%                  |
| Non-Certificated salaries and benefits           | \$715,945              | \$6,053,937                    | \$1,331,349                 | \$32,831       | \$571,499                | \$14,708             | \$8,720,269   | \$31,860,738    | 27.37%                  |
| <b>SUB - TOTAL</b>                               | \$1,328,465            | \$26,048,595                   | \$1,331,349                 | \$32,831       | \$785,629                | \$42,967             | \$29,569,836  | \$115,437,381   | 25.62%                  |
| Services, contracts and supplies                 | \$13,894               | \$3,580,580                    | \$2,841,249                 | \$1,629,952    | \$546,822                | \$41,565             | \$8,654,062   | \$27,391,835    | 31.59%                  |
| Amortization of capital assets                   | \$0                    | \$195,209                      | \$1,182,421                 | \$3,180        | \$33,822                 | \$0                  | \$1,414,632   | \$7,524,928     | 18.80%                  |
| Interest and other finance charges               | \$0                    | \$8,729                        | \$0                         | \$0            | \$0                      | \$0                  | \$8,729       | \$35,000        | 24.94%                  |
| Losses on disposal of capital assets             | \$0                    | \$376                          | \$0                         | \$0            | \$0                      | \$0                  | \$376         | \$0             | 100.00%                 |
| <b>TOTAL EXPENSES</b>                            | \$1,342,359            | \$29,833,489                   | \$5,355,019                 | \$1,665,963    | \$1,366,273              | \$84,532             | \$39,647,635  | \$150,389,144   | 26.36%                  |
| Total unexpended funds period to date            | \$3,945,158            | \$87,342,255                   | \$13,149,657                | \$2,884,218    | \$3,004,753              | \$415,468            | \$233,204,770 | \$150,389,144   | 155.07%                 |
| <b>% Expended of Budget</b>                      | 25.39%                 | 25.46%                         | 28.94%                      | 36.61%         | 31.26%                   | 16.91%               | <b>14.53%</b> |                 |                         |
| <b>% Expended of Forecast</b>                    | 90.90%                 | 99.80%                         | 96.20%                      | 105.81%        | 99.99%                   | 67.63%               | <b>99.12%</b> |                 |                         |



*Lethbridge School Division*  
**Notes to the Statement of Operations**  
*For the three (3) months ended November 30th, 2024*

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**REVENUES:**

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

**Government of Alberta**

Government of Alberta (Alberta Education) funding represents 93% of the Division's total operating funding. Student enrolment is one of the largest factors in determining the funding. Based on actuals, the Division has received 25% of its Alberta Education budget which is expected based on forecasted estimates.

**Federal and Other Government**

Represents amounts billed for tuition for students living on the Kainai reserve, Jordan's Principle funding, and funding from providing transportation services to another school division. The First Nations tuition funding is anticipated at the second quarter based on the time of billing. Jordan's Principle funding is recognized each quarter to match the expenses paid. The transportation services amount was paid in full in the first quarter.

**Fees**

Reflects fees that are collected for optional programming fees, school generated activity fees, and preschool fees. Based on the forecasts for the 1<sup>st</sup> quarter, the Division has received 18.2% of the total budget.

**Sales and Services**

Sales and services include international students and other school generated funds. The deferred funds from the 23/24 school year for international students attending in 24/25 was recognized in the first quarter of 24/25 resulting in higher actuals than forecasted amounts.



**Medal of Honour Ceremony celebrates Fairbairn students**

### **Investment Income**

Investment income includes interest earned on the Division's portfolio investments. Based on the forecasts for the 1<sup>st</sup> quarter, the Division has received 18.9% of the total budget which is lower than forecasted. The Division will receive interest on its GIC in the second quarter as well as will continue to monitor the changing interest rates.

### **Donations and Other Contributions**

Donations and other contributions are revenues that have been received for school generated activities fundraising/donations and donations for the Ready Set Go programs. The Division has received 30% of the total budget and is above forecasted estimates.

### **Other Revenues**

Other revenues include rentals, gains on disposal of tangible capital assets, and miscellaneous minor revenues. There are rentals of facility space for external programs and operations such as the Boys and Girls Club of Lethbridge. There were no disposals of tangible capital assets in the first quarter of 2024.

**Overall, revenues are comparable to the operating budget as at November 30, 2024  
as 25.24% of the operating budget.**

### **EXPENDITURES:**

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

### **Instruction – Pre-K**

Instruction – Pre-K, represents expenditures from early education, which includes the early education program (preschool), and the program unit funding (PUF) for early learners requiring specialized supports. ECS expenditures are at 25.4% of the total budget, which are slightly less than the forecasted costs.

### **Instruction- Kindergarten to 12**

Instruction Kindergarten to Grade 12, represents expenditures from kindergarten to grade twelve, school generated activities and supporting programs such as Inclusive Education, Technology, Instructional support, counselling, Indigenous programming, and Institutional programs. Instructional expenditures are at 25.5% of the total budget. See the *Statement of Instructional (Grade 1-12) Program Expenditures* for details of the major programs within this functional area.

### **Operations and Maintenance**

Operations and maintenance expenditures represent spending on operating and maintaining the Division's schools and facilities. These expenditures include maintenance and caretaking personnel, utilities, contracted maintenance, and Infrastructure Maintenance and Renewal (IMR) projects. Maintenance expenditures are at 28.4% of the total budget. Actual costs are slightly under forecasted costs due to the timing of the projects can fluctuate during the year depending on scheduling and availability of products.



### **Transportation**

Transportation expenditures represent the cost of contracted bussing to students who reside more than 1 km (K-6) or 2 km (Gr 7-12) away from their boundary school. These costs include the operation of buses provided by Southland Transportation Ltd. Costs also include the provision of specialized bussing needs for students with disabilities. Transportation expenditures are at 31.5% of the total budget. The budget has been updated to reflect the funding changes from the grant submission which was completed in November 2024. The year-to-date costs are more than forecast (approximately \$91,543), which a portion of this is offset by the Alberta Education fuel contingency grant (the Division has received \$20,406 for this grant as at November 30<sup>th</sup>, 2024). The remainder will be covered by deferred funding for transportation from 23/24 transportation reserves and other reserves savings if needed at year-end. Transportation continues to be monitored very closely.

### **System Administration**

System administration expenditures represent the cost of the Board of Trustees, Finance, Human Resources, System Instructional Support, and the Office of the Superintendent. Administration expenditures are at 31.3% of the total budget. Actual costs are under forecasted costs.

### **External Services**

An external service represents costs that are outside regular provincially mandated instruction and operations. The International Services program provides programming to students who attend the Division schools from other countries and pay a tuition fee to attend our schools. Costs include costs of homestay providers, student insurance, student recruitment and administration of the program. External (international) expenditures are at 16.9% of the total budget. This is lower than forecasted due to the timing of when the international students arrive throughout the year (a large group will be attending in the second semester).

**Overall, expenditures are comparable to operating budget as at November 30, 2024 at 26.36% of the operating budget.**



**Coalbanks Elementary School Remembrance Day Ceremony**

**Lethbridge School Division**  
**Schedule of Instructional (Pre-K to Grade 12) Program Expenditures**  
**For the period ended November 30, 2024**

| PROGRAM   | Budget  | Forecast                                    | Actual Results                               | Variances                        |  |
|---|---|---|--|----------------------------------|--|
|   | Updated Budget<br><br>2024-2025<br>(Sept 30th 2024) | Forecasted To<br><br>November 30th,<br>2024 | Actual Year Ended<br><br>November 30th, 2024 | % Expended<br><br>Updated Budget | % Expended<br><br>Forecast to<br>August 31st |
| Early Education Programs  | \$5,287,517   | \$1,476,687                                 | \$1,342,359                                  | 25.39%                           | 90.90%                                       |
| School Based Instruction (K-12)                                     | \$75,900,172  | \$19,081,140                                | \$19,187,095                                 | 25.28%                           | 100.56%                                      |
| Inclusive Learning Supports   | \$12,449,172  | \$3,695,532                                 | \$3,659,535                                  | 29.40%                           | 99.03%                                       |
| Shared Instructional Services                                       | \$11,613,856  | \$3,240,957                                 | \$3,179,753                                  | 27.38%                           | 98.11%                                       |
| School Generated Funds Activities                                   | \$4,454,447   | \$1,212,605                                 | \$1,140,042                                  | 25.59%                           | 94.02%                                       |
| Technology  | \$3,221,436   | \$911,635                                   | \$991,453                                    | 30.78%                           | 108.76%                                      |
| Institutional Programs  | \$1,047,455   | \$264,785                                   | \$260,651                                    | 24.88%                           | 98.44%                                       |
| Division of Instructional Services                                  | \$634,880   | \$153,945                                   | \$141,647                                    | 22.31%                           | 92.01%                                       |
| Indigenous Programming  | \$595,385   | \$148,846                                   | \$147,359                                    | 24.75%                           | 99.00%                                       |
| Counselling Program   | \$3,418,779   | \$867,290                                   | \$888,833                                    | 26.00%                           | 102.48%                                      |
| Other Instructional Programs  | \$3,152,408   | \$315,521                                   | \$237,121                                    | 7.52%                            | 75.15%                                       |
| <b>Total Instructional (Pre-K to Grade 12) Program Expenditures</b> | <b>\$121,775,507</b>                                | <b>\$31,368,943</b>                         | <b>\$31,175,848</b>                          | <b>25.60%</b>                    | <b>99.38%</b>                                |

Other Instructional Programs:

Community Outreach School  
Downtown LA  
High School Off Campus  
Distance Learning Program  
Poverty Committee  
Making Connections  
BOOST Program  
Ready Set Go Program  
Digital Wellness

Institutional Programs:

Harbor House School  
CAMP (Lethbridge Regional Hospital School)  
Pitawani School  
Stafford Ridge School (AADAC)

Inclusive Learning Supports:

Inclusive Education  
English as an Additional Language  
Classroom Complexity



**Galbraith Elementary School's Second Annual Putt Putt Palooza**

*Lethbridge School Division*  
**Notes to the Schedule of Instructional (K to Grade 12)**  
**Program Expenditures**  
*For the three (3) months ended November 30th, 2024*

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

**Early Learning Programs**

These expenditures represent costs associated with programming for Pre-K Program Unit Funding (PUF), KG Severe and the Division's early learning programs. Total expenses are 25.4% at the end of quarter 1 which are aligned with forecasted costs.

**School Based Instruction**

These expenditures represent expenditures at school sites. School Based Instruction expenditures are at 25.28% of the total budget. See the *Statement School Based Instruction Expenditures* for details of the each of the schools.

**Inclusive Learning Supports**

Inclusive Learning Supports includes expenditures under Inclusive Education, English as an Additional Language and the Classroom Complexity grant. Inclusive Education provides all students with the most appropriate learning environment and opportunities for them to achieve their potential. Inclusion is about ensuring each student receives a quality education no matter their ability, disability, language, cultural background, gender or age. The forecasted budget is increased from the standard 25.0% as the educational assistants are paid over 10 months. Therefore, a high portion is forecasted over the period based on scheduled hours worked. Inclusive Learning Supports expenditures are at 29.40% of the total budget which is expected.

**Shared Instructional Services**

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

The forecasted budget is increased from the standard 25.0% as the ATA Professional Development fund is contributed in the 1<sup>st</sup> quarter, as well as insurance premiums are all included in the 1<sup>st</sup> quarter. Shared Instructional Services expenditures are at 27.38% of the total budget.

**School Generated Funds Activities**

School Generated Funds (SGF) activities includes activities at the school level for students that are not of a curricular nature, such as clubs, international travel, groups, athletics, and the arts. These activities are normally funded through user fees, fundraising, and donations. SGF activity expenditures are at 25.59% of the total budget as there are many costs that are still to be incurred during the school year for these related SGF activities.

### **Technology**

The Technology program is based on a standards-driven plan to provide the infrastructure to support current and future needs, trends, and applications in the school division for the implementation of information and communication technology. Technology expenditures are at 30.78% of the total budget. The costs for licensing programs have increased and are paid for in the first quarter and the forecasts reflect this.

### **Institutional Programs**

Institutional Programs include Harbour House School, CAMP (Lethbridge Regional Hospital School), Pitawani School, and Stafford Ridge School (AADAC). Institutional Programs expenditures are at 24.88% of the total budget.

### **Division of Instructional Services**

The Division of Instructional Services (DIS) which provides curriculum and instructional support to schools and instructional programs. DIS expenditures are at 22.31% of the total budget.

### **Indigenous Education Program**

The Indigenous education program provides ongoing support for First Nations, Metis, and Inuit students in their efforts to obtain an education and provides opportunities for Indigenous students to study and experience their own and other cultures and lifestyles. Indigenous education expenditures are at 24.75% of the total budget.



**G.S. Lakie Middle School hosts Orange Shirt Day event for  
Truth and Reconciliation**



### **Counselling Program**

A comprehensive guidance and counselling program promotes the holistic development of students. The three-fold focus of counselling includes educational planning, personal and social development, and career preparation. Counsellors work with parents, teachers and community agencies to help students acquire the knowledge, skills, attitudes, and habits that enable students to reach their potential. Counselling Program expenditures are at 26% of the total budget.

### **Other Instructional Program**

These are the other instructional programs and initiatives that support early learning to grade 12 instruction other than those programs specifically listed above. These include Community Outreach School, Downtown LA, High School Off campus, Distant Learning Program, Poverty Committee, Making Connections, Digital Wellness, New Curriculum Funding and the BOOST program. Other Instructional Program expenditures are at 7.52% of the total budget. The reason for this amount being lower than the other areas is due to the timing and complexities of each program.

**Overall, instructional (Pre-K to Grade 12) program expenditures are lower than the forecasted figures at November 30, 2024.**



**World Renowned Handbell Clinician visits  
Lethbridge School Division**

**Lethbridge School Division**  
**Schedule of School Based Instruction Expenditures**

For the period ended November 30, 2024

| SCHOOL   | Budget<br>Updated Budget<br>2024-2025<br>(Sept 30th 2024) | Forecast<br>Forecasted To<br>November 30,<br>2024 | Actual Results<br>Actual Year Ended<br>November 30, 2024 | Variances                    |  |
|--|---|---|--|------------------------------|--|
|  |   |   |  | % Expended<br>Updated Budget | % Expended<br>Forecast to<br>August 31, 2025 |
| <b>High Schools:</b>                               |   |   |  |                              |  |
| Lethbridge Collegiate Institute                    | \$7,984,254   | \$2,002,884                                       | \$2,034,296  | 25.48%                       | 101.57%                                      |
| Winston Churchill High School                      | \$5,900,963   | \$1,485,471                                       | \$1,537,225  | 26.05%                       | 103.48%                                      |
| Chinook High School                                | \$6,827,050   | \$1,717,306                                       | \$1,811,252  | 26.53%                       | 105.47%                                      |
| Victoria Park High School                          | \$2,085,390   | \$524,758   | \$525,883  | 25.22%                       | 100.21%                                      |
| Immanuel Christian Secondary School                | \$1,997,171   | \$502,021   | \$518,949  | 25.98%                       | 103.37%                                      |
| <b>Middle Schools:</b>                             |   |   |  |                              |  |
| GS Lakie Middle School                             | \$3,395,702   | \$852,335   | \$830,428  | 24.46%                       | 97.43%                                       |
| Wilson Middle School                               | \$3,776,070   | \$949,133   | \$946,647  | 25.07%                       | 99.74%                                       |
| Gilbert Paterson                                   | \$5,017,497   | \$1,262,898                                       | \$1,289,204  | 25.69%                       | 102.08%                                      |
| Senator Joyce Fairbairn Middle School              | \$3,737,501   | \$942,896   | \$925,438  | 24.76%                       | 98.15%                                       |
| <b>Elementary Schools:</b>                         |   |   |  |                              |  |
| Senator Buchanan                                   | \$2,061,866   | \$519,217   | \$529,647  | 25.69%                       | 102.01%                                      |
| Immanuel Christian Elementary School               | \$1,679,577   | \$421,940   | \$408,799  | 24.34%                       | 96.89%                                       |
| Ecole Agnes Davidson                               | \$3,327,458   | \$838,685   | \$805,943  | 24.22%                       | 96.10%                                       |
| Fleetwood-Bawden                                   | \$2,269,926   | \$572,676   | \$575,303  | 25.34%                       | 100.46%                                      |
| Galbraith  | \$2,155,061   | \$538,765   | \$539,153  | 25.02%                       | 100.07%                                      |
| Lakeview   | \$2,316,452   | \$583,887   | \$577,497  | 24.93%                       | 98.91%                                       |
| General Stewart                                    | \$895,178   | \$224,476   | \$221,908  | 24.79%                       | 98.86%                                       |
| Westminster  | \$1,607,785   | \$404,333   | \$399,447  | 24.84%                       | 98.79%                                       |
| Lethbridge Christian School                        | \$1,571,226   | \$395,193   | \$391,184  | 24.90%                       | 98.99%                                       |
| Coalbanks Elementary School                        | \$3,779,572   | \$948,985   | \$934,958  | 24.74%                       | 98.52%                                       |
| Nicholas Sheran                                    | \$2,617,268   | \$657,216   | \$649,359  | 24.81%                       | 98.80%                                       |
| Park Meadows                                       | \$2,224,711   | \$559,076   | \$565,237  | 25.41%                       | 101.10%                                      |
| Dr. Robert Plaxton                                 | \$2,437,808   | \$612,862   | \$607,435  | 24.92%                       | 99.11%                                       |
| Mike Mountain Horse                                | \$3,389,445   | \$850,771   | \$840,997  | 24.81%                       | 98.85%                                       |
| Dr. Probe Elementary School                        | \$2,845,241   | \$713,356   | \$720,906  | 25.34%                       | 101.06%                                      |
| <b>Total School Based Instruction Expenditures</b> | <b>\$75,900,172</b>                                       | <b>\$19,081,140</b>                               | <b>\$19,187,095</b>                                      | <b>25.28%</b>                | <b>100.56%</b>                               |



**Lethbridge School Division**  
**Schedule of School Generated Funds (SGF)**  
For the period ended November 30, 2024

| SCHOOL   | SGF Balances        | Actual Results                           |  | SGF Balances                    | Change in SGF       |
|--|---------------------|--|--|---------------------------------|---------------------|
|  | August 31st<br>2024 | Revenues<br>up to November<br>30th, 2024 | Expenses<br>up to November<br>30th, 2024 | As at<br>November 30th,<br>2024 | Increase (Decrease) |
| <b>UPDATED BUDGET 2024-2025 (September 30th)</b> | N/A                 | \$7,108,447                              | (\$7,108,447)                            | N/A                             | N/A                 |
| <b>High Schools:</b>                             |                     |  |  |                                 |                     |
| Lethbridge Collegiate Institute                  | \$240,629           | \$445,410                                | (\$391,081)                              | \$294,958                       | \$54,329            |
| Winston Churchill High School                    | \$223,664           | \$103,377                                | (\$113,919)                              | \$213,122                       | (\$10,542)          |
| Chinook High School                              | \$173,098           | \$140,228                                | (\$92,750)                               | \$220,576                       | \$47,478            |
| Victoria Park High School                        | \$559,395           | \$13,104                                 | (\$269)                                  | \$572,230                       | \$12,835            |
| Immanuel Christian Secondary School              | \$76,060            | \$46,882                                 | (\$32,668)                               | \$90,274                        | \$14,214            |
| <b>Middle Schools:</b>                           |                     |  |  |                                 |                     |
| GS Lakie Middle School                           | \$167,981           | \$91,691                                 | (\$71,538)                               | \$188,134                       | \$20,153            |
| Wilson Middle School                             | \$221,806           | \$97,237                                 | (\$108,138)                              | \$210,905                       | (\$10,901)          |
| Gilbert Paterson                                 | \$187,217           | \$88,232                                 | (\$68,940)                               | \$206,509                       | \$19,292            |
| Senator Joyce Fairbairn Middle School            | \$251,040           | \$94,772                                 | (\$178,242)                              | \$167,570                       | (\$83,470)          |
| <b>Elementary Schools:</b>                       |                     |  |  |                                 |                     |
| Senator Buchanan                                 | \$34,549            | \$25,532                                 | (\$10,375)                               | \$49,706                        | \$15,157            |
| Immanuel Christian Elementary School             | \$15,770            | \$40,734                                 | (\$27,672)                               | \$28,832                        | \$13,062            |
| Ecole Agnes Davidson                             | \$165,232           | \$61,891                                 | (\$30,941)                               | \$196,182                       | \$30,950            |
| Fleetwood-Bawden                                 | \$72,524            | \$24,034                                 | (\$8,363)                                | \$88,195                        | \$15,671            |
| Galbraith  | \$82,302            | \$7,929                                  | (\$14,117)                               | \$76,114                        | (\$6,188)           |
| Lakeview   | \$68,809            | \$16,045                                 | (\$4,508)                                | \$80,346                        | \$11,537            |
| General Stewart                                  | \$4,079             | \$13,757                                 | (\$8,704)                                | \$9,132                         | \$5,053             |
| Westminster                                      | \$107,612           | \$19,245                                 | (\$9,798)                                | \$117,059                       | \$9,447             |
| Lethbridge Christian School                      | \$31,160            | \$29,303                                 | (\$17,858)                               | \$42,605                        | \$11,445            |
| Coalbanks Elementary School                      | \$80,238            | \$29,459                                 | (\$18,042)                               | \$91,655                        | \$11,417            |
| Nicholas Sheran                                  | \$51,833            | \$28,147                                 | (\$12,187)                               | \$67,793                        | \$15,960            |
| Park Meadows                                     | \$52,765            | \$42,042                                 | (\$17,813)                               | \$76,994                        | \$24,229            |
| Dr. Robert Plaxton                               | \$31,549            | \$32,021                                 | (\$8,127)                                | \$55,443                        | \$23,894            |
| Mike Mountain Horse                              | \$74,677            | \$18,552                                 | (\$6,417)                                | \$86,812                        | \$12,135            |
| Dr. Probe Elementary School                      | \$115,047           | \$55,804                                 | (\$14,551)                               | \$156,300                       | \$41,253            |
| <b>School Generated Funds</b>                    | <b>\$3,089,036</b>  | <b>\$1,565,428</b>                       | <b>(\$1,267,018)</b>                     | <b>\$3,387,446</b>              | <b>\$298,410</b>    |
| Total SGF investment accounts (GICs)             | \$0                 | \$0                                      |  | \$0                             | \$0                 |
| <b>Total School Generated Funds</b>              | <b>\$3,089,036</b>  | <b>\$1,565,428</b>                       | <b>(\$1,267,018)</b>                     | <b>\$3,387,446</b>              | <b>\$298,410</b>    |

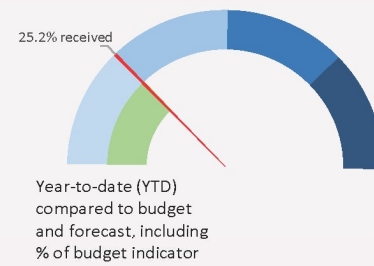


# Lethbridge School Division Summary of Revenues Quarterly Reporting - November 30th, 2024

Financial Data as at December 17th

|                          | Budget      | Forecast   | YTD        | Variance  | YTD %  |
|--------------------------|-------------|------------|------------|-----------|--------|
| Government of Alberta    | 139,488,751 | 35,123,589 | 35,280,256 | (156,667) | 25.3%  |
| Federal & First Nations  | 1,049,265   | 212,770    | 104,238    | 108,532   | 9.9%   |
| Other School Authorities | 45,000      | 45,000     | 45,000     | 0         | 100.0% |
| Fees                     | 4,745,982   | 1,186,496  | 863,725    | 322,770   | 18.2%  |
| Other Sales & Services   | 902,994     | 386,393    | 442,631    | (56,239)  | 49.0%  |
| Investment Income        | 601,453     | 150,363    | 113,839    | 36,524    | 18.9%  |
| Gifts & Donations        | 368,000     | 92,000     | 186,965    | (94,965)  | 50.8%  |
| Rental of Facilities     | 20,304      | 5,076      | 7,333      | (2,257)   | 36.1%  |
| Fundraising              | 2,160,000   | 540,000    | 558,622    | (18,622)  | 25.9%  |
| Gain on Disposal         | 0           | 0          | 0          | 0         | 0.0%   |
|                          | 149,381,749 | 37,741,686 | 37,602,609 | 139,077   | 25.2%  |

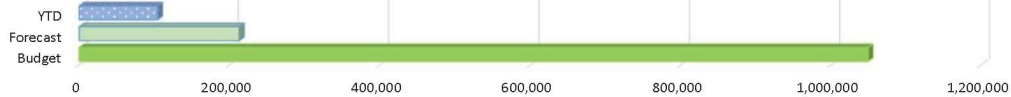
## Total Revenue Tachometer:



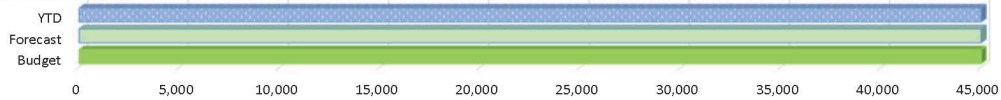
### Government of Alberta



### Federal & First Nations



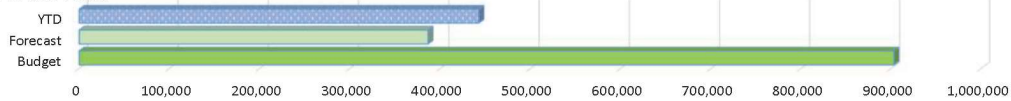
### Other School Authorities



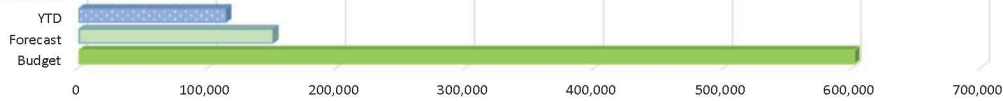
### Fees



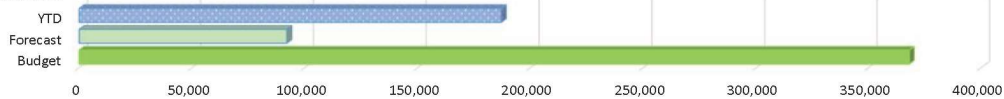
### Other Sales & Services



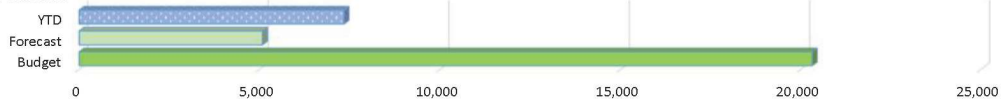
### Investment Income



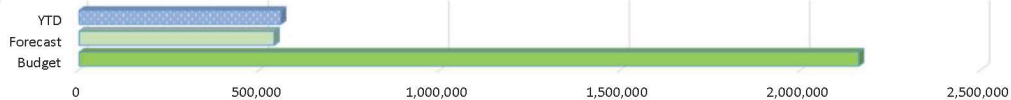
### Gifts & Donations



### Rental of Facilities



### Fundraising





## Lethbridge School Division Summary of Expenses Quarterly Reporting - November 30th, 2024

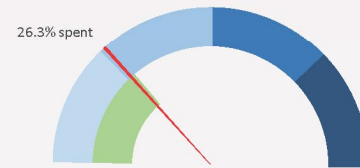
Financial Data as at December 17th

|                              | Budget      | Forecast   | YTD        | Variance  | YTD % |
|------------------------------|-------------|------------|------------|-----------|-------|
| Salaries                     | 91,936,119  | 23,539,680 | 23,425,240 | 114,440   | 25.5% |
| Benefits                     | 23,765,467  | 6,348,269  | 5,684,666  | 663,603   | 23.9% |
| Professional Development     | 943,531     | 490,789    | 425,032    | 65,757    | 45.0% |
| Contracted Services          | 10,709,908  | 3,570,361  | 3,803,282  | (232,921) | 35.5% |
| Other Services               | 2,751,645   | 1,409,032  | 1,351,111  | 57,921    | 49.1% |
| Supplies                     | 5,172,633   | 1,587,247  | 1,626,660  | (39,413)  | 31.4% |
| Other Expenditures           | 763,492     | 190,873    | 172,710    | 18,163    | 22.6% |
| Capital, Transfer & Projects | 14,724,993  | 3,681,248  | 3,158,934  | 522,314   | 21.5% |
|                              | 150,767,788 | 40,817,498 | 39,647,635 | 1,169,863 | 26.3% |

27.1%

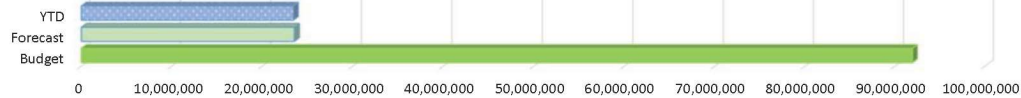
The forecasted figures have been estimated based on the approved "September 30th" budget and the timing of the transactions and journal entries (i.e. regular transactions, such as payroll, are based on 25% of the approved budget).

### Total Expense Tachometer:

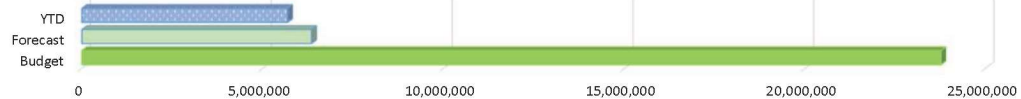


Year-to-date (YTD) compared to budget and forecast, including % of budget indicator

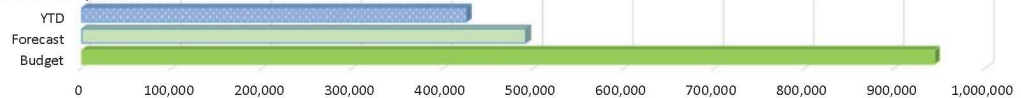
#### Salaries



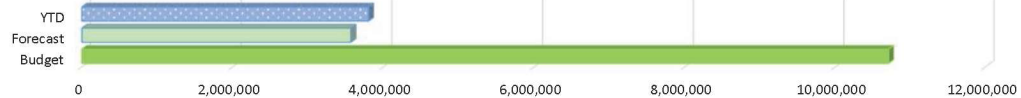
#### Benefits



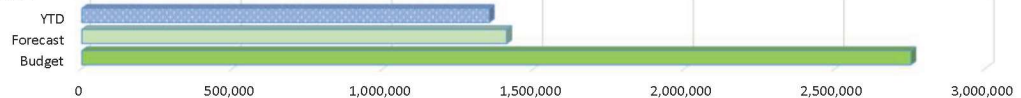
#### Professional Development



#### Contracted Services



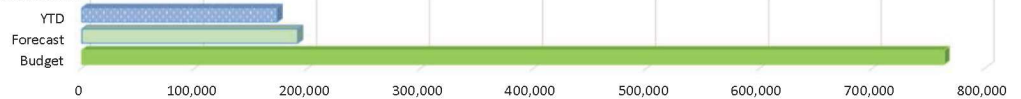
#### Other Services



#### Supplies



#### Other Expenditures



**MEMORANDUM**

January 28, 2025

To: Board of Trustees

From: Mike Nightingale  
Superintendent of Schools

RE: Policy 502.3 Suspensions & Expulsions Review

**Background:**

Division policies are reviewed to ensure they reflect the position of the Board and are consistent with applicable legislation and division practice.

**Recommendation:**

It is recommended that the Board review the policy as presented or as amended.

Respectfully submitted,  
Mike Nightingale  
Superintendent of Schools

## 502.3 Suspensions and Expulsions

### Policy

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

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

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

A suspension or expulsion shall be used in response to:

1. excessive, persistent or chronic disobedience or disregard of Division or school rules;
2. conduct which endangers the safety of students and/or staff;
3. illegal possession and/or misuse of controlled substances; or
4. conduct which is injurious to the physical or mental well-being of others in the school, whether or not the conduct occurs within the school building or during the school day; or
5. The student has distributed an intimate image of another person in the circumstances described in section 1(1.1) of the Education Act.

### Regulations

#### Suspension

1. A suspension shall be defined as a temporary prohibition, instituted by a principal or a teacher under Section 36 of the *Education Act*, of a student from attending a class, course, school activity, school, or from riding on school authorized transit for a period of 5 school days or less, unless in accordance with a recommendation for expulsion made by the principal under Section 37 of the *Education Act*.
  - 1.1. A teacher may suspend a student from one class period.
  - 1.2. The principal or administrative designate may suspend a student

- 1.2.1. from school;

### 502.3 Suspensions and Expulsions, cont'd...

- 1.2.2. from one or more class periods, courses or education programs;
- 1.2.3. from participation in school-related activities; or
- 1.2.4. from school authorized transit.
- 1.2.5. Parents/guardians or Independent Students or any student that is 16 years of age or older shall be informed in writing regarding the circumstances of a suspension and provided an opportunity to meet with the principal or administrative designate to discuss the circumstances of the suspension.
- 1.3. The principal or administrative designate may at any time reinstate a student suspended under clause 1.1 or 1.2.
- 1.4. The principal or administrative designate shall reinstate the student within 5 school days or the principal may provide a written recommendation to the Superintendent for an expulsion. The student remains suspended until a decision has been made with respect to proceeding to expulsion.

#### Expulsion

1. If a student is suspended in accordance with Section 36, the principal may recommend, prior to the end of the student's suspension, that the Board expel the student if:
  - 1.1 the student has displayed an attitude of willful, blatant, and repeated refusal to comply with *Education Act* Section 31,
  - 1.2 the student has displayed an attitude of willful, blatant, and repeated refusal to comply with the Code of Conduct established under *Education Act* Section 33(2),
  - 1.3 the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school, or
  - 1.4 the student has distributed an intimate image of another person in the circumstances described in *Education Act* Section 1(1.1)
2. The Board may make the decision to expel if:
  - 2.1. the principal has recommended that the Board expel the student; and
  - 2.2. the student has been offered another education program by the Board.
3. The Board delegates to the Expulsion Committee the power to make decisions with respect to the expulsion of students.
4. An Expulsion Committee shall consist of:
  - 4.1. two Trustees, appointed by the Board as needed; and
  - 4.2. a school administrator appointed by the Associate Superintendent, Instructional Services.
5. An expulsion hearing shall be facilitated by the Associate Superintendent, Instructional Services within 10 school days after the decision to move to expulsion.



### 502.3 Suspensions and Expulsions, cont'd...

- 5.1. Before the Expulsion Committee makes a decision to reinstate or expel the student, the student and the students' parents/guardians may make representations to the Expulsion Committee with respect to the principal's recommendation to expel the student.
6. A suspension or expulsion shall not deny a student's legal right to access an education.
  - 6.1. The Expulsion Committee may establish parameters regarding the circumstances in which an expelled student may be re-enrolled. An expulsion or any rule or condition determined by the Expulsion Committee may apply to a student beyond the school year in which the student was expelled.
- ~~7. The Board shall be informed of the results of each expulsion hearing.~~
  - ~~7.1. The student shall not be named.~~
  - ~~7.2. The Board may re-enroll a student who has been expelled.~~
8. When a student is expelled under this section, the Board shall notify, in writing, the student's parent/guardian or the student if determined an Independent Student **or if the student is 16 years of age or older**
  - 8.1. of the expulsion and any rules and conditions that apply to the student, and
  - 8.2. of the right to request a review under Section 43 of the *Education Act*.

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

#### References

|                    |  |
|--------------------|--|
| Education Act:     | 31, 33, 36, 37, 42, 43, 256(d)   |
| Division Policies: | 500.1 Rights and Responsibilities, 501.1 Attendance at School, 502.1 Welcoming, Caring, Respectful and Safe Learning Environments, 505.9 Appeals, 103.1 Anti-Racism & Anti-Oppression, Pr502.3 Suspensions and Expulsions, <del>Ex502.3A Sample Out of School Suspension Letter, Ex502.3C Checklist for Suspensions and Expulsions</del> |
| Other:             | Appendix 502.1 Student Code of Conduct   |

**MEMORANDUM**

January 28, 2025

To: Board of Trustees

From: Christine Light, Board Chair

**RE: Superintendent Evaluation Committee**

**Background:**

The Superintendent Evaluation Committee met on January 20. The purpose of this meeting was to review **Policy 301.3 Evaluation Process for Superintendent of Schools**, with focus on **Section 2 Formative Evaluation**.

Discussion on the process of formative evaluations was held and amendments to the policy have been made to reflect this discussion.

Evaluation of the Superintendent of Schools is a responsibility of the Board of Trustees. Once the policy amendments are approved, the Board will move forward with the formative evaluation process for the 2024/2025 school year.

**Recommendation:**

That the Board approve Policy 301.3 Evaluation Process for Superintendent of Schools as amended.

Respectfully submitted,  
Christine Light

Approved: October 10, 2006  
Amended: April 20, 2010  
Amended: February 28, 2017  
Amended: December 19, 2023  
**Amended: January \*\* 2025**

### 301.3 Evaluation Process for the Superintendent

#### Policy

~~An annual evaluation shall be conducted of the outcomes achieved for the Division by the Superintendent.~~ **An evaluation of the Superintendent shall be conducted on an annual basis per the guidelines noted below. A Superintendent Evaluation Committee will normally be created for the purpose of facilitating the evaluation process. The committee will consist** ~~This annual evaluation process shall be conducted by the Superintendent Evaluation Committee that consists of the Board Chair, two other Trustees and the Superintendent, and shall provide all Trustees with an opportunity to provide input into the evaluation. The evaluation process will culminate in a full report to the Board. The Board may engage a consultant to assist with the evaluation process.~~

#### Regulations

##### 1. Summative Evaluations

The **Summative** evaluations of the Superintendent shall:

- 1.1. normally be conducted during the first full school year of employment and in the year prior to the potential renewal of the Superintendent's term of appointment;
- 1.2 be directly related to the responsibilities of the Superintendent (301.1 Superintendent of Schools Roles and Responsibilities) and the Superintendent Leadership Quality Standard;
- 1.3 be related to Division success with regard to outcomes of the Annual Assurance Plan;
- 1.4 include a summary of professional development activities required for certification with the College of Alberta School Superintendents (CASS);
- 1.5 incorporate input from stakeholder groups as determined by the Superintendent Evaluation Committee. Stakeholder groups may include those identified in Policy 301.1 Superintendent of Schools Roles and Responsibilities;
- 1.6 incorporate a self-assessment component;
- 1.7 reflect the position of the Board as a whole, rather than of any individual trustee;

1.8 culminate in a report to be written by, either the consultant or the Trustees on

### **301.3 Evaluation Process for the Superintendent, cont'd...t**

the Superintendent Evaluation Committee. The report shall be brought to the Board for approval and filed in the Superintendent's personnel file. The report can be viewed by Trustees after consulting with the Board Chair and must follow all confidentiality requirements in place for Trustees; and

- 1.9 have provision for a written response to the evaluation by the Superintendent that will become part of the evaluation.

## **2. Formative Evaluation**

The **Formative** evaluations of the Superintendent shall:

- 2.1 occur in years in which a summative evaluation is not being conducted;
- 2.2 include a mid-year feedback session involving the Superintendent and the Board, **followed by a survey provided to Trustees to gather additional feedback;**
- 2.3 require the Superintendent to ~~prepare~~ **provide** for the Superintendent Evaluation Committee **Board of Trustees with a draft evaluation a draft report summarizing areas of success, areas for growth and identifying future priorities** by the end of May, ~~which addresses:~~
  - 2.3.1 ~~fulfillment of responsibilities (301.1 Superintendent of Schools Roles and Responsibilities)~~
  - 2.3.2 ~~success in achieving the goals of the Superintendent's Annual Personal Professional Growth Plan.~~
  - 2.3.3 ~~Division success with regard to the outcomes of the Annual Education Plan;~~
- 2.4 ~~be reviewed in draft form by the Superintendent Evaluation Committee prior to the Board meeting in June and revised as needed;~~
- 2.5 **The report will** be presented for Board approval at the Board meeting in June; and
- 2.6 ~~culminate in a letter to be written by the Superintendent Evaluation Committee that will be filed with the approved evaluation report will be filed in the Superintendent's personnel file;~~ **The report can be viewed by Trustees after consulting with the Board Chair and must follow all confidentiality requirements in place for Trustees;** and in the Board Chair's Confidential File.
- 2.7 **the report shall reflect the position of the Board as a whole, rather than of any individual trustee and**
- 2.8 **have provision for a written response to the report by the Superintendent that will become part of the report.**

## References

Education Act: 222, 223  
Division Policies: 301.1 Superintendent of Schools Roles and Responsibilities, 202.1.1 Confidentiality  
Other: Superintendent Leadership Quality Standard;  
College of Alberta School Superintendents Policy Manual;  
Superintendent of Schools/CEO Position Description,  
Lethbridge School Division Superintendent Leadership  
Profile

**MEMORANDUM**

Date: January 28, 2025

To: Board of Trustees

From: Christine Light, Board Chair

**RE: DRAFT Trustee Code of Conduct (1<sup>st</sup> Reading)**

**Background:**

The Education Act legislates School Boards are responsible to:

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

**(l)** comply with all applicable Acts and regulations

Leadership, accountability and transparency are essential to strong governance. To further strengthen these pillars the Board of Trustees has been working with a policy consultant to align with the above legislation. The process has included consultant presentation, board deliberation and seeking legal feedback. Legal guidance has directed the Board to adopt an expansive and thorough policy framework wherein definitions and detail are clear, resulting in a decreased risk for misinterpretation.

**Policy 203.1 Policy Development**

4.1. Board approval of new policy shall require three readings.

4.1.1. First reading shall affirm that the intent of the policy reflects the Board's beliefs and values and provides an opportunity for the Board to discuss and amend the draft policy.

The attached DRAFT Trustee Code of Conduct and its supporting appendix are being presented to the Board for 1<sup>st</sup> reading.

**Recommendation:**

That the Board accept the following motion: That the 1<sup>st</sup> reading of the DRAFT Trustee Code of Conduct policy and appendix be accepted as presented.

Respectfully submitted,  
Christine Light



## **Policy Number to be assigned**

### **TRUSTEE CODE OF CONDUCT**

#### **Purpose and Application**

Section 33 of the *Education Act* requires every board of trustees in Alberta to adopt a code of conduct that applies to trustees of the Board. The purpose of this Code of Conduct is to provide standards for the conduct of members of the Board of Trustees of Lethbridge School Division (“the Board”) and relating to their roles and obligations and a procedure for the investigation and enforcement of those standards. This Code of Conduct applies to all trustees of the Board, including the Chair.

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

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

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

#### **1. Framework and Interpretation**

1.1. This Code of Conduct provides a framework to guide ethical conduct in a way that upholds the integrity of the Board and the high standards of professional conduct the public expects of its elected representatives. This Code of Conduct is intended to supplement other legal duties imposed on Trustees by Board policy and applicable legislation, including but not limited to:

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

1.2 This Code of Conduct is to be given a broad and liberal interpretation in accordance with applicable legislation. It is not possible to write a Code of Conduct that covers every scenario and, accordingly, Trustees are to be guided by and conduct themselves in a manner that reflects the spirit and intent of this Code. The Board commits itself and its members to conduct which meets the highest ethical standards.

## **2. Principles and Values**

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

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

2.3 Trustees must:

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

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

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

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

## **3. Confidential Information**

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

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

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

## **4. Conflicts of Interest**

4.1. The Board expects that every Trustee will:

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

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

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

4.1.4. be free from undue influence and not act or appear to act in order to gain financial or other benefits for themselves, family, friends or associates, business or otherwise,

- 4.1.5. where a Trustee has a loyalty to more than one board and when the actions of one board affect the operation of the other board, abstain from involvement in discussion and voting on the matter in question,
- 4.1.6. refrain from, in the exercise of an official power, duty or function, giving preferential treatment to any individual or organization if a reasonably well-informed person would conclude that the preferential treatment was advancing a private interest; and
- 4.1.7. refrain from initiating, endorsing, supporting, or otherwise participating in any proceeding being brought against the Board or the Division.

## **5. Improper Use of Influence**

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

## **6. Conduct at Meetings**

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

## **7. Respect for the Decision-Making Process**

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

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

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

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

## **8. Public Communications**

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

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

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

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

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

## **9. Use of Social Media**

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

9.2. For the purposes of section 9 of this Code of Conduct, "communications" means any information or data submitted by a Trustee to a social media network or platform that is capable of being displayed using software or approved hardware such as text, images, videos, or links to other content and includes a

Trustee liking, commenting on or sharing content created by other users of the social network or platform.

## **10. Discreditable Conduct**

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

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

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

## **11. Conduct Respecting Administration**

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

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

11.3. Trustees must not:

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

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

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

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

## **12. Use of Division Property and Resources**

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

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

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

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

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

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

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

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

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



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

### **13. Gifts, Benefits and Hospitality**

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

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

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

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

13.3.2. a political contribution otherwise reported by law;

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

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

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

13.3.5.1. attendance serves a legitimate purpose,

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

13.3.5.3. the value is reasonable and the invitations infrequent.

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

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

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

#### **14. Election-Related Activity**

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

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

*14.3 Any Trustee who wishes to seek elected office for the provincial, federal or municipal governments must advise the Board Chair in writing of their intent to seek office and shall take a leave of absence effective the date they officially submit their nomination papers. This leave of absence will be effective from the date the papers are filed until the date of election. If elected, the Trustee must resign their position immediately. If unsuccessful, the trustee may return from their leave of absence. NEW SECTION*

## **15. Compliance with this Code of Conduct**

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

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

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

15.4. A Trustee must not:

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

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

## **16. Remedial Action**

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

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

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

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

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

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

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

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

- 16.2.7. suspending or removing the Trustee from chairing a committee,
- 16.2.8. requiring the Trustee to reimburse the Board for monies received,
- 16.2.9. reducing or suspending remuneration paid to the Trustee in respect of the Trustee's services,
- 16.2.10. requiring the Trustee to return Division property or reimburse its value,
- 16.2.11. restricting the Trustee's access to Division facilities, property, equipment, services and supplies,
- 16.2.12. restricting the Trustee's contact with Division staff,
- 16.2.13. restricting the Trustee's travel and representation on behalf of the Board,
- 16.2.14. restricting how documents are provided to the Trustee (e.g. no electronic copies, but only watermarked paper copies for tracking purposes),
- 16.2.15. disqualifying the Trustee from the Board, but nothing in this Code of Conduct requires the Board to impose a sanction for any contravention.

16.3 The Chair of the Code of Conduct process will ensure Legal Counsel is provided for the Board during the Hearing Process to ensure the process is adhered to and to answer questions in respect to process. The Chair is authorized to seek advice from the Board's Counsel for the purpose of managing the process, including the preparation of communications and for attendance at the Code of Conduct Hearing.

## **17. Informal Complaint Process**

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

- 17.1.1. advising the Trustee that the behaviour or activity appears to contravene this Code of Conduct,
- 17.1.2. encouraging the Trustee to acknowledge and agree to stop the prohibited behaviour or activity and to avoid future occurrences of the prohibited behaviour or activity; and
- 17.1.3. if addressing the Trustee privately does not resolve the matter, requesting the Chair to assist in informal discussion of the alleged complaint with the Trustee in an attempt to resolve the issue. In the event

that the Chair is the subject of, or is implicated in a complaint, request the assistance of the Vice Chair.

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

## **18. Formal Complaint Process**

*18.1 The Chair of the Code of Conduct process will ensure Legal Counsel is provided for the Board during the Hearing Process to ensure the process is adhered to and to answer questions in respect to process. The Chair is authorized to seek advice from the Board's Counsel for the purpose of managing the process, including the preparation of communications and for attendance at the Code of Conduct Hearing. **NEW SECTION***

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

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

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

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

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

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

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

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

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

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

18.4.2. added as a confidential agenda item to the agenda of the next regular meeting of the Board or a special meeting of the Board called to consider the complaint.

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

18.6. Complaints that:

18.6.1. are not about a current Trustee, or

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

18.7. If the Board is of the opinion that:

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

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

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

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

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

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

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

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

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



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

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

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

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

#### *19 Reimbursement of Expenses NEW SECTION*

*19.1 Should the Complaining Trustee incur expenses for legal representation in the course of the Complaint process or the Code of Conduct Hearing process, the Complaining Trustee may make representation to the Board in a subsequent Special Meeting of the Board regarding reimbursement of those legal expenses. After such representation, the Complaining Trustee shall leave the room, and eligible remaining trustees shall in deliberation decide by way of majority vote as to whether such expenses, or a portion thereof, shall be reimbursed by the Board.*

*19.2 Should the Respondent Trustee incur expenses for legal representation in the course of the Complaint process or the Code of Conduct Hearing process and the Board determine that the Respondent Trustee was found not to be in breach of a Board policy or policies including this Code of Conduct Policy, the Respondent Trustee may make representation to the Board in a subsequent Special Meeting of the Board regarding reimbursement of those legal expenses. After such representation, the Respondent Trustee shall leave the room, and eligible remaining trustees shall in deliberation decide by way of majority vote as to whether such expenses, or a portion thereof, shall be reimbursed by the Board.*

*19.3 The Board may, in its discretion, make public its findings at the Special Meeting, or at a Regular Meeting of the Board, where the Board has not upheld the complaint alleging a violation of Board policy or policies including this Code of Conduct policy or,*

*where there has been a withdrawal of the complaint or, under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint.*

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## **APPENDIX 1**

### **CODE OF CONDUCT HEARING PROCEDURES or ALTERNATIVE**

Without limiting what appears below, the Chair shall ensure fairness in dealing with the complaint by adhering to the following procedures. Depending on the matter before the Board it may be advisable to modify the hearing procedures.

1. The Code of Conduct complaint shall be conducted at an in-private session, “Code of Conduct Hearing”, of a Special Board Meeting convened for that purpose. Unless otherwise determined by the Board the in-private session of this Special Board Meeting will be recorded by electronic means.

The presiding Chair at the commencement of the Code of Conduct Hearing will advise all present that the Code of Conduct hearing will be recorded. All preliminary matters, including whether one or more Trustees may have a conflict of interest in hearing the presentations regarding the complaint, shall be dealt with prior to the presentation of the complaint on behalf of the complaining Trustee.

2. The sequence of the Code of Conduct Hearing shall be:

2.1 The complaining Trustee shall provide a presentation which may be written or oral or both;

2.2 The respondent Trustee shall provide a presentation which may be written or oral or both;

2.3 The complaining Trustee shall then be given an opportunity to reply to the respondent Trustee’s presentation;

2.4 The respondent Trustee shall then be provided a further opportunity to respond to the complaining Trustee’s presentation and subsequent remarks;

2.5 The remaining Trustees of the Board shall be given the opportunity to ask questions of both parties;

2.6 The complaining Trustee shall be given the opportunity to make final comments; and

2.7 The respondent Trustee shall be given the opportunity to make final comments.

3. Following the presentation of the respective positions of the parties, the parties, and all persons, other than the remaining Trustees who do not have a conflict of interest, shall be required to leave the room, and the remaining Trustees shall deliberate in private, without assistance from Administration. The

**Board may however, in its discretion, call upon legal advisors to assist them on points of law, or the drafting of a possible resolution.**

**4. If the remaining Trustees in deliberation require further information or clarification, the parties shall be reconvened, and the requests made in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess, or if necessary, an adjournment of the Code of Conduct Hearing to a later date.**

**5. In the case of an adjournment, no discussion by Trustees whatsoever of the matters heard at the Code of Conduct Hearing may take place until the meeting is reconvened.**

**6. The remaining Trustees in deliberation may draft a resolution indicating what action, if any, may be taken regarding the respondent Trustee.**

**7. The presiding Chair shall reconvene the parties to the Code of Conduct Hearing and request a motion to revert to the open meeting, in order to pass any resolution respecting any sanction.**

**8. All documentation, including any recording by electronic means, that is related to the Code of Conduct Hearing shall be returned to the Chief Superintendent immediately upon conclusion of the Code of Conduct Hearing and shall be retained in accordance with legal requirements.**

**9. The presiding Chair shall declare the Special Board Meeting adjourned.**

**MEMORANDUM**

January 28, 2025

To: Board of Trustees

From: Mike Nightingale  
Superintendent of Schools

**RE: School Year Calendar for 2025-2026**

**Background:**

The draft 2025-2026 calendar has been discussed and reviewed with school administrators, representatives of CUPE 2843, representatives of the ATA, members of the Education Centre Leadership Team, parent representatives from Division School Council and surrounding school divisions.

**Recommendation:**

It is recommended that the Board approve the 2025-2026 School Year Calendar.

Respectfully submitted,  
Mike Nightingale  
Superintendent of Schools

# 2025 – 2026 School Year Calendar V5 Jan 28, 2025

| July      |    |    |      |    |    |    | August   |    |    |      |      |      |      |
|-----------|----|----|------|----|----|----|----------|----|----|------|------|------|------|
| S         | M  | T  | W    | T  | F  | S  | S        | M  | T  | W    | T    | F    | S    |
|           |    | 1  | 2    | 3  | 4  | 5  |          |    |    |      |      | 1    | 2    |
| 6         | 7  | 8  | 9    | 10 | 11 | 12 | 3        | 4  | 5  | 6    | 7    | 8    | 9    |
| 13        | 14 | 15 | 16   | 17 | 18 | 19 | 10       | 11 | 12 | 13   | 14   | 15   | 16   |
| 20        | 21 | 22 | 23   | 24 | 25 | 26 | 17       | 18 | 19 | 20   | 21   | 22   | 23   |
| 27        | 28 | 29 | 30   | 31 |    |    | 24       | 25 | 26 | 27   | 28   | 29   | 30   |
|           |    |    |      |    |    |    | 31       |    |    |      |      |      |      |
|           |    |    |      |    |    |    |          |    |    | 0    | 0    | 0    | 5    |
| September |    |    |      |    |    |    | October  |    |    |      |      |      |      |
| S         | M  | T  | W    | T  | F  | S  | S        | M  | T  | W    | T    | F    | S    |
|           | 1  | 2  | 3    | 4  | 5  | 6  |          |    |    | 1    | 2    | 3    | 4    |
| 7         | 8  | 9  | 10   | 11 | 12 | 13 | 5        | 6  | 7  | 8    | 9    | 10   | 11   |
| 14        | 15 | 16 | 17   | 18 | 19 | 20 | 12       | 13 | 14 | 15   | 16   | 17   | 18   |
| 21        | 22 | 23 | 24   | 25 | 26 | 27 | 19       | 20 | 21 | 22   | 23   | 24   | 25   |
| 28        | 29 | 30 |      |    |    |    | 26       | 27 | 28 | 29   | 30   | 31   |      |
|           |    |    |      |    |    |    |          |    |    |      |      |      |      |
|           |    |    | 20   | 20 | 20 | 20 |          |    |    | 19   | 19   | 20   | 22   |
| November  |    |    |      |    |    |    | December |    |    |      |      |      |      |
| S         | M  | T  | W    | T  | F  | S  | S        | M  | T  | W    | T    | F    | S    |
|           |    |    |      |    |    | 1  |          | 1  | 2  | 3    | 4    | 5    | 6    |
| 2         | 3  | 4  | 5    | 6  | 7  | 8  | 7        | 8  | 9  | 10   | 11   | 12   | 13   |
| 9         | 10 | 11 | 12   | 13 | 14 | 15 | 14       | 15 | 16 | 17   | 18   | 19   | 20   |
| 16        | 17 | 18 | 19   | 20 | 21 | 22 | 21       | 22 | 23 | 24   | 25   | 26   | 27   |
| 23        | 24 | 25 | 26   | 27 | 28 | 29 | 28       | 29 | 30 | 31   |      |      |      |
| 30        |    |    |      |    |    |    |          |    |    |      |      |      |      |
|           |    |    | 18   | 18 | 18 | 19 |          |    |    | 15   | 15   | 15   | 15   |
| January   |    |    |      |    |    |    | February |    |    |      |      |      |      |
| S         | M  | T  | W    | T  | F  | S  | S        | M  | T  | W    | T    | F    | S    |
|           |    |    |      | 1  | 2  | 3  | 1        | 2  | 3  | 4    | 5    | 6    | 7    |
| 4         | 5  | 6  | 7    | 8  | 9  | 10 | 8        | 9  | 10 | 11   | 12   | 13   | 14   |
| 11        | 12 | 13 | 14   | 15 | 16 | 17 | 15       | 16 | 17 | 18   | 19   | 20   | 21   |
| 18        | 19 | 20 | 21   | 22 | 23 | 24 | 22       | 23 | 24 | 25   | 26   | 27   | 28   |
| 25        | 26 | 27 | 28   | 29 | 30 | 31 |          |    |    |      |      |      |      |
|           |    |    |      |    |    |    |          |    |    |      |      |      |      |
|           |    |    | 19   | 19 | 19 | 20 |          |    |    | 15   | 15   | 15   | 17   |
| March     |    |    |      |    |    |    | April    |    |    |      |      |      |      |
| S         | M  | T  | W    | T  | F  | S  | S        | M  | T  | W    | T    | F    | S    |
| 1         | 2  | 3  | 4    | 5  | 6  | 7  |          |    |    | 1    | 2    | 3    | 4    |
| 8         | 9  | 10 | 11   | 12 | 13 | 14 | 5        | 6  | 7  | 8    | 9    | 10   | 11   |
| 15        | 16 | 17 | 18   | 19 | 20 | 21 | 12       | 13 | 14 | 15   | 16   | 17   | 18   |
| 22        | 23 | 24 | 25   | 26 | 27 | 28 | 19       | 20 | 21 | 22   | 23   | 24   | 25   |
| 29        | 30 | 31 |      |    |    |    | 26       | 27 | 28 | 29   | 30   |      |      |
|           |    |    |      |    |    |    |          |    |    |      |      |      |      |
|           |    |    | 20.5 | 21 | 21 | 22 |          |    |    | 15   | 15   | 15   | 16   |
| May       |    |    |      |    |    |    | June     |    |    |      |      |      |      |
| S         | M  | T  | W    | T  | F  | S  | S        | M  | T  | W    | T    | F    | S    |
|           |    |    |      |    | 1  | 2  |          | 1  | 2  | 3    | 4    | 5    | 6    |
| 3         | 4  | 5  | 6    | 7  | 8  | 9  | 7        | 8  | 9  | 10   | 11   | 12   | 13   |
| 10        | 11 | 12 | 13   | 14 | 15 | 16 | 14       | 15 | 16 | 17   | 18   | 19   | 20   |
| 17        | 18 | 19 | 20   | 21 | 22 | 23 | 21       | 22 | 23 | 24   | 25   | 26   | 27   |
| 24        | 25 | 26 | 27   | 28 | 29 | 30 | 28       | 29 | 30 |      |      |      |      |
| 31        |    |    |      |    |    |    |          |    |    |      |      |      |      |
|           |    |    | 19   | 19 | 19 | 20 |          |    |    | 18.5 | 18.5 | 18.5 | 19.5 |

| Student Days | Elem | MS    | HS    | Teacher Days |
|--------------|------|-------|-------|--------------|
| Sem 1        | 89   | 89    | 90    | 98           |
| Sem 2        | 90   | 90.5  | 90.5  | 97.5         |
| Total        | 179  | 179.5 | 180.5 | 195.5        |

|  |                                      |  |  |
|--|--------------------------------------|--|--|
|  | School Year starts/ends for teachers |  | No School  |
|  | School year starts/ends for students |  | Professional Learning, P/T Interviews-no school for students |
|  | General Holidays                     |  | No School for Kindergarten ONLY. P/T Interviews              |
|  | Division-wide Professional Learning  |  |  |



**MEMORANDUM**

January 28, 2025

To: The Board of Trustees

From: Morag Asquith, Associate Superintendent, Instructional Services

**Re: Approval of an International Trip**

**Background:**

Cilena Mathieu from Lethbridge Collegiate Institute is requesting approval to take approximately 30 grade 9-12 students on an International Trip to Orlando Florida, USA from February 13th – 18th, 2026. Information regarding the educational benefits of the trip and proposed itinerary are attached. The estimated cost per student is approximately \$4200 in Canadian funds.

**Recommendation:**

That the Lethbridge Collegiate Institute trip to Orlando, Florida in February 2026 be approved by the Board, on the condition that all Division policies and procedures are strictly followed and with the understanding that future travel advisories and/or vaccination requirements may affect the trip's ability to proceed.

Respectfully submitted,  
Morag Asquith

# *Itinerary*



## **Tentative EA Tours Itinerary**

- Feb 13: Flight to Florida from Calgary
  - *Visit Wonderworks*
- Feb 14: Kennedy Space Center
  - *Explore Tour to launch sites and to the VAB*
  - *Guided exploration through facility*
- Feb 15: Kennedy Space Center
  - *Astronaut Training*
  - *Visit to Full Sail University*
- Feb 16: Kennedy Space Center
  - *Exploration of the facility*
- Feb 17: Universal Studios
- Feb 18: Flight home to Calgary



# *2026 Kennedy Space Center Trip Prep*

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EA Tour Trip

Feb 13-18, 2026

[LETHBRIDGE COLLEGIATE INSTITUTE'S NASA TRIP  
2026 - Educating Adventures](#)















# *Full Sail University Tour*



FULL SAIL UNIVERSITY.

VIRTUAL PRODUCTION STUDIO



# *Universal Studios*

## **Rides not permitted**

- Hollywood Rip Ride Rocket
- Revenge of the Mummy
- Woody Woodpecker nuthouse
- Dr. Doom free fall
- Flight of the Hippogriff
- Hagrid's Magical Creatures Motorbike
- Hulk
- Velocicoaster



# *Itinerary*



## **Tentative EA Tours Itinerary**

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# Cost

- Estimated cost in CAD \$4200 if we get 30 students
- This price includes
  - *Airport transfer (from LCI to Calgary round trip)*
  - *International flights (including all airport departure taxes)*
  - *All coach travel at the destination*
  - *Entry fee to all locations*
  - *Educating Adventures Ltd tour manager throughout our stay*
  - *Gratuities for all transport, accommodation, activities, and some meals (excluding lunch and dinner at ICON park and Universal Studios) in your itinerary.*



# *Hotel*

- We will be staying at the Rosen Inn on International drive (or something similar).
- 3 students to a room (2 beds and a roll away bed)
- Continental Breakfast provided each morning
- Walking distance to CVS, WonderWorks, ICON park and restaurants



**MEMORANDUM**

January 28, 2025

To: Board of Trustees

From: Genny Steed, Trustee

**RE: Change to the Board of Trustee Regular Meeting Agenda Order Paper**

**Background:**

Currently the Board Chair Report is offered following Action Items. It may prove helpful to receive the information contained within that report prior to making decisions attached to action items.

**Recommendation:**

That the board consider changing the Board of Trustees Regular Meeting Agenda Order Paper to move the Board Chair report to follow the Superintendent's Report.

Respectfully submitted,  
Genny Steed



## MEMORANDUM

Date: January 28, 2025

To: Board of Trustees

From: Christine Light, Chair

### RE: Election 2025 Information

#### Background

School board trustees are locally elected representatives who play a critical role in shaping the future of public education. Their role is to oversee and provide important governance for school divisions in our education system. School boards are crucial decision-making bodies that guide the educational experiences of thousands of students across Alberta.

Albertans vote for their trustees as part of their general municipal election. Lethbridge School Division promotes and encourages interested citizens to run for the office of elected school board trustee.

Election day is **Monday, October 20, 2025**.

Information on the role of a trustee and running for office can be found through the following links:

Lethbridge School Division

[Election Information | Lethbridge School Division](#)

City of Lethbridge

[Elections | City of Lethbridge](#)

Alberta School Boards Association

[Municipal Elections](#)

Public School Boards Association of Alberta

[Home - PSBAA](#)

#### Recommendation

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

Respectfully submitted,  
Christine Light

**MEMORANDUM**

January 28, 2025

To: Board of Trustees

From: Christine Light, Board Chair

**Re: Community Conversations**

**Background:**

Community Conversations is an opportunity for stakeholders to connect with trustees in a casual setting to discuss topics of interest and concern around education.

On January 21, this event was held at the YMCA. Two more Community Conversations are to be scheduled for the 2024/2025 school year. These events will be held in March and May. Dates will be confirmed and communicated via the division Community Engagement website in early February.

**Recommendation:**

It is recommended that the Board receive this as information.

Respectfully submitted,  
Christine Light

**MEMORANDUM**

January 28, 2025

To: Board of Trustees

From: Christine Light, Board Chair

**RE: Joint City of Lethbridge and Lethbridge School Boards Committee**

**Background:**

The following items are provided as advocacy updates:

- Christine Light, along with Chair Carmen Mombourquette of Holy Spirit Catholic School Division, met with Mayor Blaine Hyggen on January 13, 2025, to discuss the importance and benefits of the Joint City/School Boards Committee and to advocate for its continuation.
- A resolution to put the disbandment of the Joint City of Lethbridge and Lethbridge School Boards Committee on hold was CARRIED at the City Council Meeting of January 21, 2025. The Governance Standing Policy Committee has invited Councillor Schmitt-Rempel and Councillor Parker to report back regarding the value added by the Joint Committee of the City of Lethbridge and Lethbridge School Boards to the City at the February meeting of Governance Standing Policy Committee.
- The next Joint City of Lethbridge and Lethbridge School Boards Committee is scheduled for Wednesday, January 29, 2025.
- The next Governance Standing Policy Committee is scheduled for Thursday, February 27, 2025.

**Recommendation:**

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

Respectfully submitted,  
Christine Light

## MEMORANDUM

January 28, 2025

To: Board of Trustees

From: Christine Lee  
Associate Superintendent, Business and Operations

Re: **School Council Support**

### **Background:**

The Board of Trustees made two motions related to supporting school councils with available funds provided to the board. These motions and recommendations to action those motions follow:

- 1. The Board consider School Councils choosing not to purchase an annual ASCA membership be granted access to the funds originally reserved to cover membership cost to be used as needed by the council for parent learning purposes.***

### **Recommendation:**

- That for any school that did not purchase an ASCA Membership, the amount that would have been expended on that membership (\$100 in 2024-2025) be provided the school councils for purposes of parent engagement opportunities.
- The parameters of eligible and non-eligible activities will follow the parameters of the Alberta School Council Engagement Grant (ASCE).
- School Councils receiving these funds will be required to submit how the funds were used on the School Council's annual report from that is submitted to the Superintendent each school year.
- See attached Alberta School Council Engagement Grant (ASCE) guidelines for reference.
- **This contribution could be effective in the 2024-2025 school year.**

- 2. The Board create a general fund for monies allocated to cover the ASCA conference and the AGM registration fees and develop a framework for the equal distribution for those wishing to attend the conference and AGM.***

### **Recommendation:**

- Parents interested in applying for funding support to attend the Alberta School Council Association annual conference and AGM, shall apply using the application form as provided by the Division.

- As the normal \$250 per school council has been provided already for the 2024-2025 school year and the ASCA Conference will be virtual this year, **this recommendation would come into effect for the 2025-2026 school year.**

**Parameters for provision of funding support include:**

1. Lethbridge School Division will reimburse individuals to attend the conference each year with \$6,000 in total available to support **four** individuals to attend the conference in person. **A maximum of \$1500 per person is available in any given year for in-person conference attendance.**
2. Should **more than four** individuals make a request to attend the conference (whether in person or virtually), the maximum amount of \$6000 is **shared between all individuals** that have made an application and have been approved. For example, if there are eight approved applicants, the \$6000 will be split, resulting in a maximum reimbursement per person available of \$750 each.
3. Application must be received by **March 1** of the year of the conference. The applications will be presented to the March meeting of Division School Council for nomination. All nominated applications will be forwarded to the Office of the Superintendent for final approval by the Superintendent of designate.
4. Applicants that receive approval will be required to submit all receipts for reasonable costs of registration, transportation costs (e.g., fuel), hotel, parking, and meals not provided for reimbursement on the prescribed form to the Finance Department at Lethbridge School Division to the maximum approved.
5. **Conditions of attendance:** Attendees will provide a summary of professional learning and takeaways from the conference and provide a verbal or written report to the Division School Council the month following the conference attendance.

**Recommendation:**

The Board receives this information for consideration.

Respectfully submitted,  
Christine Lee

## **Alberta School Council Engagement Grant (ASCE) Guidelines**

As per the 2025-2025 Alberta Education Funding Manual

### **Eligible Activities/Expenses include:**

- Information sessions on how parents can support student learning at home and at school.
- Parent resources and workshops on important topics such as mental health and well being, cyber bullying, healthy living, etc.
- Programs to support multi-cultural and Indigenous families including English Language Learners and First Nations, Metis and Inuit learners.
- Parent resources and tools in multiple languages.
- Events to engagement parents in important local issues.
- Conference fees.
- Parent engagement in promoting the value of arts.
- Trainer / facilitator costs for professional development, workshops or sessions associated with the above.

### **In- Eligible Activities/Expenses:**

- Capital asset purchases.
- Activities that have already taken place.
- Organization memberships.
- Fundraising events.
- Prizes or incentives to parents and/or students.
- Payment to school board staff including honoraria or gifts.
- Entertainment activities, such as BBQ, volunteer teas, movie nights, dances, concerts or performances etc.

**Note: All funds must be spent in the school year which they are received.**



**MEMORANDUM**

January 28, 2025

To: Board of Trustees

From: Genny Steed, Trustee

**RE: Boundary Review Committee Update**

**Background:**

I would like to thank the Boundary Review Committee for their willingness to gather information and begin the process of investigating grade configuration within our division. I continue to commend the committee for their excellent past work and look forward to supporting them in this process as well.

**RECOMMENDATION:**

It is recommended that the Committee provide an update of pertinent information, should any be available.

Respectfully submitted,  
Genny Steed

**MEMORANDUM**

January 28, 2025

To: Board of Trustees

From: Christine Lee,  
Associate Superintendent of Business and Operations

**RE: New School Site Update**

**Background:**

Associate Superintendent, Christine Lee will give a verbal update as to the status of new school sites.

**Recommendation:**

It is recommended that the Board accept this as information.

Respectfully submitted,  
Christine Lee



ALBERTA  
EDUCATION

*Office of the Minister  
MLA, Calgary - Bow*

AR 127219

November 20, 2024

Ms. Christine Light  
Board Chair  
Lethbridge School Division  
433 - 15 Street South  
Lethbridge AB T1J 2Z4

Dear Ms. Light:

Thank you for your letter regarding the West Lethbridge School Capacity Requirements Study. I appreciate the opportunity to respond.

I understand this study explores solutions for capacity concerns regarding population growth in West Lethbridge. I see that the study highlighted the need for an elementary school and a high school in West Lethbridge, as well as a modernization of the Lethbridge Collegiate Institute. I am aware that these new schools and the modernization project have been included in your three-year capital plan submission. I appreciate all of the hard work and analysis that Lethbridge School Division has done to complete this study and support your submission.

Budget 2024 committed \$2.1 billion for school construction to create approximately 35,000 new and modernized student spaces. The recently announced School Construction Accelerator Program commits an additional \$8.6 billion for school construction, for a total of over 200,000 new and modernized student spaces.

Please be assured that the findings of your study, and your request as submitted in your three-year capital plan, will be taken into careful consideration during our regular review of school capital plan submissions. We are committed to working with school boards to ensure that our students have access to high-quality, future-ready learning environments.

Once again, thank you for reaching out. I encourage you to continue to work with your Capital Planning Manager, Peter Burgess, who can be contacted at [peter.burgess@gov.ab.ca](mailto:peter.burgess@gov.ab.ca) or 780-427-2083 (toll free by first dialing 310-0000).

Best,

Demetrios Nicolaides ECA PhD  
Minister of Education

cc: Honourable Nathan Neudorf, MLA for Lethbridge-East