## **Lethbridge School Division**

### Board of Trustees Regular Meeting Agenda

May 27, 2025 1:00 p.m. Board Room / Microsoft Teams



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1:00 p.m.	1. Move to In-Camer	а

#### 2:30 p.m. 2. Territorial Acknowledgement

#### 3. Consent Agenda

3.1 Boundary Alignment Committee Enclosure 3.1

#### 2:35 p.m. 4. Approval of Agenda

#### 2:40 p.m. **5. Approval of Minutes**

If there are no errors or omissions in the minutes of the Regular Meeting of April 29, 2025, it is recommended that the minutes be approved by the Board and signed by the Chair.

If there are no errors or omissions in the minutes of the Special Meeting of May 13, 2025, it is recommended that the minutes be approved by the Board and signed by the Chair.

#### 2:45 p.m. 6. Business Arising from the Minutes

#### 2:50 p.m. **7. Associate Superintendent Reports**

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

#### 3:20 p.m. **8. Superintendent Reports**

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	School Graduation / Year-end Celebrations	Enclosure 8.4
8.5	Calendar of Events	Enclosure 8.5

3:30 p.m.	9. Board Chair Report	
	9.1 ASBA Edwin Parr Teacher Award	Enclosure 9.1
3:45 p.m.	<ul> <li>10. Presentations</li> <li>10.1 ICSS Eagles Provincial Championship Award</li> <li>10.2 Special Olympics Silver Medalist</li> <li>10.3 Career Transitions</li> <li>10.4 Spanish Bilingual Education Association</li> </ul>	Enclosure 10.1 Enclosure 10.2 Enclosure 10.3 Enclosure 10.4
4:00 p.m.	11. Action Items  11.1 International Trip to Portugal  11.2 Locally Developed Courses Middle School 25-26  11.3 Locally Developed Courses High School 25-26  11.4 DRAFT Growth, Supervision and Evaluation Policy 11.5 DRAFT Trustee Code of Conduct (3 <sup>rd</sup> Reading)  11.6 Assurance Plan  11.7 LCI Cooling Tower Replacement Tender	Enclosure 11.1 Enclosure 11.2 Enclosure 11.3 Enclosure 11.4 Enclosure 11.5 Enclosure 11.6 Enclosure 11.7
4:20 p.m.	12. Division Highlights	
4:45 p.m.	13. Information Items	
5:00 p.m.	<b>14. Public Forum</b> Public Forum responses will be provided in the next Board mee	eting agenda.
5:15 p.m.	14. Correspondence Sent None	
5:20 p.m.	15. Correspondence Received None	
5:30 p.m.	Adjournment	

May 27, 2025

To: Board of Trustees

From: Craig Whitehead, Trustee

RE: School Boundary Alignment Committee Meeting, April 29, 2025

#### In attendance:

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

#### **Regrets:**

Robbie Charlebois, Associate Superintendent, Human Resources Cheryl Shimbashi, Transportation Coordinator

#### **Meeting Highlights:**

#### 23-24 Boundary Review Process:

- The Committee debriefed on the West Lethbridge elementary school boundary realignment process that took place in 2023 and 2024. Overall, the process was well done with the following as factors: o Setting the stage early in the process to engage with school communities on the "why".
- o Lots of time provided for the review not rushed
- o Clarity of information
- o Lots of engagement and opportunity for feedback
- o Opportunity provided for good discussion on language program implications
- o Transparency with options provided with pro's and con's about options being considered.

#### Considerations for next time:

o Make sure that many forms of communication are provided, not just social media, web page, and other digital formats. Consider paper flyers, and information in paper to reach all stakeholders.

o If implications to language or speciality programs, engage earlier and consider as factor when making hiring decisions.

#### **Grade Structure Study:**

- The Committee discussed a review of the current grade structures within the Division. A thorough study would need significant data. This data would include gather information on: o what happens now to support students with transitions between grade 5 and 6 and 8 and 9.?
- o what are our PAT results telling us? o what is the experience of our students, parents, staff in current structure? o how are spaces in our schools currently being utilized to support student learning (Space Audit)?
- To gather the appropriate amount of data and information on the impact of current grade structures on student learning and overall educational experience, the study will require significant engagement and data gathering.
- o A plan for engagement next year will be created to have conversation with a variety of stakeholders throughout the school year to gather information.
- o Possible area of discussion at 2026 Town Hall.
- o A workplan will be developed to guide the work of the committee in this area.
- o Trustees Craig Whitehead, Christine Light and Allison Purcell will meet to develop a workplan on how to work through the information gathering process for implementation in September 2025.

Respectfully submitted, Craig Whitehead, Committee Chair

# MINUTES FROM THE MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD April 29, 2025.

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

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

1. Move to In-Camera

Trustee Andrea Andreachuk moved:

"that the Board move to In-Camera."

Move to In-Camera

7326/25

#### CARRIED UNANIMOUSLY

Trustee Craig Whitehead moved to come out of the in-camera meeting at 2:37 p.m.

Christine Light reconvened the meeting at 2:52 p.m.

Reconvene Meeting

2. Territorial Acknowledgement

A territorial acknowledgement was read.

Territorial

Acknowledgement

Consent Agenda

#### 3. Consent Agenda

Committee Reports:

- 3.1 Poverty Intervention Committee
- 3.2 Budget Committee moved to 9.5
- 3.3 Policy Advisory Committee March & April
- 3.4 Spirit of 51 Committee
- 3.5 Joint City/School Board Committee

Trustee Allison Purcell requested that Item 3.2 be pulled from the Consent Agenda and moved to 9.5 under the Board Chair Reports. As there were no objections, the Consent Agenda was approved.

Approval of Agenda

Additions to the

7327/25

4 Approval of Agenda

Additions to the Agenda:

11.7 Non-Union Staff

Trustee Andrea Andreachuk moved:

"to approve the agenda, as amended."

Agenda
7328/25

CARRIED UNANIMOUSLY

#### 5 Approval of Minutes for March 25, 2025

Trustee Craig Whitehead moved:

"The minutes of the regular meeting of March 25, 2025, be approved as presented and signed by the chair"

Approval of Minutes from March 25, 2025 7329/25

#### **CARRIED UNANIMOUSLY**

### Approval of Minutes from Special Board Meeting of April 15, 2025

Trustee Tyler Demers moved:

"The minutes of the special meeting of April 15, 2025, be approved as presented and signed by the chair"

Approval of Minutes from April 15, 2025 7330/25

For: Christine Light, Andrea Andreachuk, Craig Whitehead, Tyler Demers,

Kristina Larkin

**Against:** Allison Purcell, Genny Steed

#### **CARRIED**

Trustee Allison Purcell moved:

"To approve the Minutes of the Special Meeting of the Board of Trustees held on April 15 with the removal of Item One.

For: Allison Purcell, Genny Steed

Against: Christine Light, Andrea Andreachuk, Craig Whitehead, Tyler

Demers, Kristina Larkin

#### **DEFEATED**

#### 6 Business Arising from the Minutes

Business Arising from the Minutes

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

#### 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** 

#### Superintendents Report

#### 8.1 Assurance Priorities Report

Assurance Priorities were included in the agenda.

Superintendents Report Assurance Priority Report

#### 8.2 Donations and Support

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

**Donations and Support** 

#### 8.3 Acknowledgement of Excellence

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

Acknowledgement of Excellence

#### 8.4 Education Week

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

**Education Week** 

#### 8.5 Calendar of Events

Calendar of Events was included in the agenda.

#### Items to be added:

- \* May 7 Community Conversations
- \* May 12 Board/Policy Consultant Meeting
- \* May 20 Working Conditions Committee
- \* May 21 Edwin Paar Awards
- \* May 21 Digital Wellness, Sleep Promotion
- \* May 23 LCI Grad

Calendar of Events

**Board Chair Report** 

#### 9. Board Chair Report

- 9.1 Welcome Back Breakfast Event was included in the agenda.
  - August 29, 2025, at Chinook High School.
- 9.2 Community Conversations, Information was included in the agenda.
  - Wednesday, May 7, 2025, at 7:00 8:30 p.m. at Youth One
- 9.3 Tim Horton's Smile Cookie Campaign was included in the agenda.
- 9.4 NSBA 2025 Annual Conference information was included in the agenda.

#### 9.5 Budget Committee

- Amended May 27, 2025. Board vote on May 26, 2025, at the Board Budget Debate

Presentations

#### 10. Presentations

None

#### 11. Action items

11.1 Approval of international Trip to Greece- ICSS

Trustee Andrea Andreachuk moved:

"That the Immanuel Christian Secondary School trip to Athens, Greece in April 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."

Action Items Approval of International Trip- ICSS 7331/25

#### **CARRIED UNANIMOUSLY**

11.2 DRAFT Trustee Code of Conduct (2nd Reading)

Trustee Christine Light moved:

"That the Board move to accept the following motion: That the 2<sup>nd</sup> Reading of the DRAFT Trustee Code of Conduct Policy be accepted as presented."

DRAFT Trustee Code of Conduct 7332/25

For: Christine Light, Craig Whitehead, Tyler Demers, Kristina Larkin

Against: Genny Steed, Allison Purcell, Andrea Andreachuk

#### **CARRIED**

#### 11.3 <u>CUPE 290 Memorandum of Agreement between the</u> Board and CUPE Local #290

Trustee Kristina Larkin Moved:

"That the Memorandum of Agreement between the Board of Trustees of Lethbridge School Division and the Canadian Union of Public Employees No. 290 dated the 14<sup>th</sup> of April 2025 be approved."

#### **CARRIED UNANIMOUSLY**

# 11.4 <u>CUPE 2843 Memorandum of Agreement between the</u> <u>Board and CUPE Local #2843</u>

Trustee Christine Light Moved:

"That the Memorandum of Agreement between the Board of Trustees of Lethbridge School Division and the Canadian Union of Public Employees No. 2843 dated the 14<sup>th</sup> of April 2025 be approved."

#### **CARRIED UNANIMOUSLY**

CUPE 290 MOA 7333/25

CUPE 2843 MOA

7334/25

## 11.5 <u>Board Budget Beliefs Statements for Preparation of</u> 2025-2026 Budget

Trustee Kristina Larkin Moved:

"That the Board approve the Board of Trustees Belief Statements for preparation of the 2025-2026 Budget as presented."

#### **CARRIED UNANIMOUSLY**

Board Budget Beliefs 7335/25

#### 11.6 DRAFT Policy 402.11.2

Trustee Kristina Larkin Moved:

"That the Board accept the Policy 402.11.2 Support Staff Growth, Supervision and Evaluation as presented, and that we direct the Policy Advisory Committee to work on a condensed staff growth, supervision and evaluation policy.

#### **CARRIED UNANIMOUSLY**

Trustee Craig Whitehead moved at 5:53 p.m.

"To go In-Camera for some clarifications on this policy."

#### CARRIED UNANIMOUSLY

Garrett Simmons, Tina Carnegie, Robbie Charlebois, Christine Lee, Morag Asquith left meeting for In-Camera at 5:53 p.m. and returned at 5:58 p.m.

Trustee Allison Purcell moved to go out of In-Camera at 5:56 p.m.

Moved out of In-Camera

Motion to go In-

Camera

Trustee Craig Whitehead moved:

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

#### Extend the Meeting

Non-Union Staff 7337/25

#### **CARRIED UNANIMOUSLY**

#### 11.7 Non-Union Staff

Trustee Tyler Demers Moved:

"That the Lethbridge School Division provide non-union staff wage increases as follows:

- Effective September 1, 2024 three percent increase
- Effective September 1, 2025 three percent increase
- Effective September 1, 2026 three percent increase
- Effective September 1, 2027 three percent increase

"Trustee Andrea Andreachuk proposed a motion to defer the motion to the Board Budget Meeting on May 26, 2025."

#### **CARRIED UNANIMOUSLY**

DRAFT Policy 402.11.2 7336/25

CARRIED GIVAINIIVIOUSE

**Public Forum** 

#### Public Forum: None

#### **Division Highlights**

Division Highlights

Allison- Congratulations to Provincial Champs ICSS Eagles and to Special Olympics World Winter Games, Silver Medallist, Moriah Vant Land, highlight, lunch with General Stewart Staff, attended ASCA AGM Virtual Conference, support all those that attended. Will share at the next meeting.

**Christine**- was able to attend ICE Showcase event, really incredible event, have talented, imaginative and gifted students. Highlight next month the hearing of presentations of the projects of the submissions for ICE Scholarship.

Andrea- loved having lunch at General Stewart School, beautiful gym with all the art work, ICE Scholarship Show case was wonderful, thanks to Christine Lee and Garrett for all the work, Education Week, so nice to visit so many schools, privileged to take chocolates for other Trustees to their schools, thanks to Tina for organizing the chocolates for the schools, ATA Teachers Surprise Presentations , 4 teachers and classes were surprised by someone & honoured, was at Plaxton, Chinook, Park Meadows & G.S. Lakie. Big shout out to ATA, Panago Pizza, Kona Ice and to Garrett for being there. Career Development, thanks to Judy for the invitation. Gave out Easter erasers to every class. Mike and I got to judge air bands at Probe, was great.

**Craig-** Excited to attend the ICES Spring Program, hats off to the teachers on well behaved kindergarten students. Attended General Stewart lunch and got a surprise hug from former student, now teaching. Attended the Public School Boards meeting April 9, 10, and 11. 22 MLA's showed up to talk to us, had 40 minutes with Nathan Neudorf, effective meeting. Will be reporting later on PSBAA. Talked with the Minister of Education, Minister of Infrastructure. Good PD sessions and presenters. Attended Division School Council. Enjoyed Easter.

**Genny-** Highlight teachers and administrations in our division who give space to students and let them grow in confidence and experience ideas. Childs school suggested to have a market and presented to principal, was neat to see this develop and become a reality. New mural in hallway and great to watch that process happening, breathing confidence into our developing youth.

Correspondence 12. Correspondence Received – Letter is in the agenda package. received 13. Adjournment Move to in-camera Trustee Andrea Andreachuk moved: 7338/25 "To move to in-camera at 6:15 p.m." **CARRIED UNANIMOUSLY** Tina Carnegie left meeting at 6:50 p.m. Moved out of In-Trustee Tyler Demers moved: Camera "To return to the regular meeting at 8:52 p.m." **CARRIED UNANIMOUSLY** Trustee Christine Light moved: Adjournment 7339/25 "To adjourn the meeting at 8:52 p.m." **CARRIED UNANIMOUSLY** 

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

# MINUTES FROM THE SPECIAL MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD May 13, 2025.

In Attendance:

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

Demers, Andrea Andreachuk,

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

Chair, Christine Light called the meeting to order at 3:02 p.m.

1. Approval of Agenda

Trustee Craig Whitehead moved:

"That the Board approve the agenda as presented."

For: Christine Light, Craig Whitehead, Andrea Andreachuk, Tyler

Demers, Kristina Larkin Against: Allison Purcell

**CARRIED** 

Genny Steed arrived at 3:06 p.m.

2. Assurance Plan

Superintendent Mike Nightingale reviewed the Assurance Plan.

3. Move to In-Camera

Trustee Andrea Andreachuk moved:

"That the Board move to In-Camera at 3:33 p.m."

CARRIED UNANIMOUSLY

Trustee Genny Steed left the meeting at 5:55 p.m.

Trustee Craig Whitehead moved out of camera at 6:31 p.m.

4. Adjournment

Chair Christine Light moved:

"To adjourn the meeting at 6:31 p.m."

Adjournment 7343/25

Assurance Plan 7341/25

Move to In-Camera

7342/25

Approval of Agenda

7340/25

**CARRIED UNANIMOUSLY** 

Christine Light Christine Lee,

Chair Associate Superintendent Business and Operations

May 27, 2025

To: Board of Trustees

From: Christine Lee

Associate Superintendent, Business and Operations

Re: Business and Operations Report

#### **Background:**

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

#### **Recommendations:**

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

Respectfully submitted, Christine Lee



# REPORT

**BUSINESS AND OPERATIONS** 

### **New K-5 Elementary School Project**

A meeting took place with representatives from Alberta Infrastructure and Alberta Education to launch the new K-5 Elementary School project in the southern part of west Lethbridge. Funding for planning was announced in the 2025 budget.

#### Key Discussion Points:

- Assessment of school site suitability
- Potential work may include:
  - Site investigations
  - Geotechnical studies
  - Traffic assessments

The Division is currently collaborating with the City of Lethbridge to secure a location for this school project. As this initiative is part of the Province's new School Capital Accelerator Program, it will proceed as swiftly as possible once the school site identification and assessment activities are completed. To further accelerate this project and reduce costs, the Division has requested that the school be constructed same as West Coulee Station Elementary School. This has been a long standing tradition to build new elementary schools in "pairs".



### **LCI MODERNIZATION - ENGAGEMENT SESSION**



Lethbridge School Division was pleased to obtain pre-planning funds from Alberta Education to conduct a feasibility study aimed at modernizing LCI. On May 14th, GAA Architecture, the consultants selected for this study, hosted an engagement session with approximately **40** attendees, which included staff, students, parents, and community members associated with LCI. Trustees and division administration also participated. The session aimed to discuss the study, which will evaluate options for either modernization or constructing a new school. Participants were encouraged to share their insights on the following questions:

- 2. What aspects are no longer effective?3. What features would you like to see in the new or renovated

# PPDATE:

## **WEST COULEE STATION**



The construction of West Coulee Station Elementary School is progressing smoothly, with an anticipated opening in September 2025. Current efforts focus on installing interior finishes, including millwork, windows, lockers, gymnasium, and elevator. Exterior work is almost complete and currently will be working on the bus lane on Kensington Rd. The Division aims to achieve official occupancy by July 4th. Preparations are already underway to clean and prepare the school for its future occupants, which will involve waxing floors and organizing furniture and equipment. A collaborative effort will be crucial to meet the tight timeline for welcoming staff in August to set up their classrooms.

The image in the upper right showcases the stunning staircase that connects the gathering area to the learning commons, flooding the space with natural light—perfect for reading or hosting performances. Below, West Coulee Station staff donned hard hats and vests to tour the new school, creating a buzz of excitement and plenty of selfies!







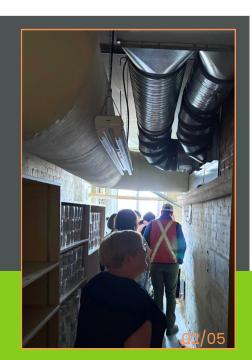


# GALBRAITH MODERNIZATION

The design process for the modernization of Galbraith is moving forward. An essentia part of this process involves assessing the current building conditions and their suitability for the planned upgrades. Pictured here are Director of Facility Services Daniel Heaton, and project consultants as they evaluate the existing structure, both inside and out





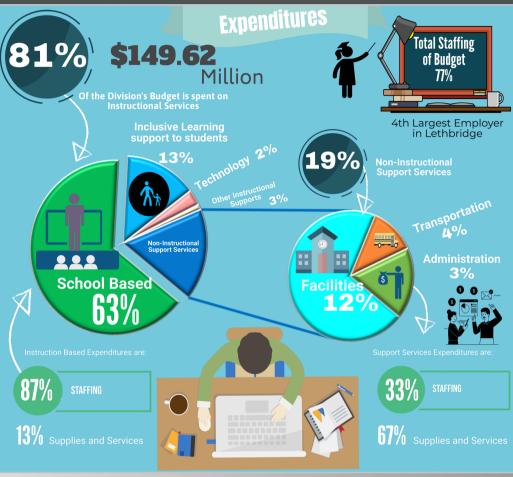




## **FINANCE**

The preparation for the 2025-2026 budget is ongoing. The budgeting process is picking up speed following the release of the 2025 Provincial Budget on February 27. The Division received its funding profile in late March. With costs increasing beyond the funding provided, the Board, Leadership Team, Instructional Budget Committee and Board of Trustees have held multiple meetings to discuss the best course of action to tackle the challenges in creating this year's budget. The draft budget presented to the public on May 20 and is presented to the Board of Trustees for discussion, debate, and approval on May 26. Once approved the budget is submitted to Alberta Education.





# Budget 2025-2026

### Concerns

- No increase to Base Grant Funding by Alberta Education (55% of funding)
- Targeted grant funding not continuing for a number of initiatives
- Use of one-time reserves to address prior year budget challenges now depleted and not available
- Increased staffing costs without corresponding funding support
- Other inflationary cost increases
- Reductions in amount of teaching and support staff, and resources at Education Centre and schools to balance the budget



### Wins

- Move from three year Weighted Moving Average to two year Adjusted Enrolment Method for funding student enrolment based grants
- 2.32% increase to Services and Supports Grants (11% of funding)
- 20% Increase to Classroom Complexity Grant (\$118,000)
- 2.32% increase to transportation grant rates and funding for all eligible riders over 1.6 km (k-6) and 2 km (7-12)
- 13% increase to Plant Operations and Maintenance Grant
- Removal of Federal Carbon Tax
- \$150,000 Technology Grant

See the 2025-2026 Draft Budget on the Division website for more information





Alberta Esports Association 613 followers 3d . 🕲

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In 2024, Lethbridge School Division hosted the first annual Alberta Esports Championship. Thanks to their leadership, scholastic esports have grown tremendously across the

Jesse Sadlowski, Johny Mantello, and the rest of the Lethbridge School Division team have been phemonenal guides & mentors for us as we worked to build on the amazing foundation they left behind at last year's event. LethSD's continued investment into esports has helped inspire countless other school divisions to pursue similar programs in their own schools.

We are so grateful to welcome LethSD as a hardware sponsor for this year's event, helping us to continue the legacy they've built for esports in Alberta.



LCI had a very strong showing at the Alberta ESports Championships held at Bow Valley College in Calgary. LCI made it to Grand Final in all three games. A lot of happy kiddos at this event (25 LCI players and 6 WCHS Players).

#### Results:

Smash Bros - 1 player received 2<sup>nd</sup> place, 2 placed in top 7 and 7 players placed in to 16.

Rocket League- 3 players achieved 2<sup>nd</sup> place

Valorant: 5 players - 1<sup>st</sup> Place

Thank you to Jesse Sadlowski and the technology team in supporting the event. Cheryl Shimbashi providing transportation support.

### TRANSPORTATION

### New distance eligibility for Kindergarten to **Grade 6 starting September 2025**

Effective the 2025/2026 school year, Alberta Education has announced adjustments to transportation eligibility to students accessing school bus service.

When student return to school in September of 2025, these distances will be in place:

- · 1.6 kilometres for Kindergarten to Grade 6 students · 2 kilometres for Grade 7 to 12 Grade 12 students.

Bus registration for the 2025-2026 school year is currently underway Parents can sign into the PowerSchool Parent Portal to register. Please contact your school if you have trouble accessing the Portal.





The 5th Annual First Ride Event is scheduled for August 16, 2025, from 11 AM to 2 PM at Lakeview Elementary School. Join us for bus rides, hot dogs, hamburgers, Tim Hortons treats, activities, and much more!

### School Travel Planning and Safe Pathways to School

Lethbridge School Division is collaborating with the City of Lethbridge to encourage active transportation and ensure safe routes to school through the School Travel Planning Initiative. Cheryl Shimbashi, the Transportation Coordinator, is a member of a regional committee. Nicholas Sheran and Senator Buchanan Elementary School have participated in his initiative, which aims to involve every elementary school. To date there are 6 additional elementary schools from Lethbridge School Division signed up. This initiative is financed through a grant awarded to the City of Lethbridge. To Learn more see the Overview of the School Travel Planning Initiative.



### As seen in the // **Division Dispatch**

# **OCCUPATIONAL HEALTH AND SAFETY**

### Mental Health Week 2025 Theme: **Unmasking Mental Health**

Living with a mental health or substance use challenge is hard enough; masking can make it even harder. Living with mental health challenges often forces people to hide behind a "mask" to protect themselves from judgment and discrimination. But the heavier the stigma, the heavier the mask becomes, and the more isolated we feel.

This May 5-11, we're encouraging people across Canada to look beyond the surface and see the whole person. By embracing honesty and vulnerability, we open the door to deeper connections and the mental health benefits that come with it. In doing so, we can create a ripple effect of courage and understanding across the country.





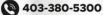


#### Why Lethbridge School Division?

- Outstanding staff
- State-of-the-art technology
- Welcoming, caring and safe schools
- · Unique programs and opportunities







### Health and Safety Corner

#### But I don't have SIVA, what can I do?

Lethbridge

Here are some simple strategies to help manage the situation safely when you find yourself in a situation where a student is becoming increasingly dysregulated.

#### Share your calm.

Take a deep breath and stay calm. If you appear anxious or upset, it can escalate the situation further.

Do your best to project caring, compassion, and confidence. This helps to de-escalate the tension and models calmness for the student. Their mirror neurons will bein them take cues from the adults around them.

#### Before addressing the student, assess the environment.

Quietly move objects that could be thrown or barriers that could block an escape route. Ensure that any other students are moved to a safe area if necessary. Be aware of the space and position yourself in a way that allows for as much distance between you and the student as possible. If the student is in an area with limited escape options, gently encourage them to move to a more neutral space.

If the student resists or refuses to go, respect their space and avoid forcing them to move. instead, give them room to choose how they want to handle the situation. While giving space is crucial, setting clear and calm boundaries is also essential. If the student's behaviour becomes unsafe, calmly state the expectations, like, "I need you to keep your hands to yourself for everyone's safety.

#### Validation

Try the "3 because" strategy to help them feel seen and heard. This simple script can help as It validates the student's emotions. Using a calm voice, tell the student, "It looks like you

maybe feeling (name an emotion based on your best guess), is it because (insert best guess)? [Pause] Or is it because (insert another guess here)[Pause], or is it because (Insert another guess)?" In many SAFETY cases, this will help a student begin to MATTERS! co-regulate because they feel supported and validated. In some cases, the student will tell you that you are wrong, that it's

because of something else. But that helps too because it gives a place to start to debrief with them.

#### Loss is more

When the student is dysregulated, their ability to process complex instructions is limited. Use simple, goal directed language to guide them. You could say things like, "Take a deep breath" or "Let's go for a walk." Keep your instructions short, clear, and calm and give them time to process what you've said. The wait time in between instructions will likely need to be longer than feels comfortable. A nice rhyme to use in you head between instructions is "One, two, three, four, need to wait a little more..."

#### Reflect and Review

With each interaction with students, we learn more about what may trigger unexpected behaviours and what strategies are effective In supporting co-regulation, Documenting that learning in a student's ISP and/or BSP is an important step as it helps ensure that everyone on the learning team has the information on how to support the student with consistency, predictability, and proactive interventions that will minimize aggressive dysregulation.

Finally, consider registering for the next SIVA course. We offer monthly certification training sessions. Connect with your Admin if you are Interested.

### **MEETINGS AND EVENTS**

- School Bus Driver Appreciation Day
- Attwell Staff Meeting
- · Leadership Team Meeting
- OHS Management Committee Meeting

- TEBA Monthly Engagement Meeting
- Special Meeting Assurance Plan and Budget
- West Coulee Station Elementary School Construction
- LCI Modernization Planning Engagement Evening
- Presentation of the draft 2025-2026 Budget
- ATA Working Conditions Meeting
- ASBA Zone 6 -Edwin Parr Awards Meeting
- Facilities Committee Meeting



- Education Centre/Attwell Staff Meeting
- Alberta Education and Alberta Infrastructure planning meeting for new K-5 school in west Lethbridge
- Elementary, Middle and High School Principal Meetings
- USIC Risk Management and Claims Committee Meeting

- Board Budget Debate

May 27, 2025

To: Board of Trustees

From: Morag Asquith

Associate Superintendent, Instructional Services

**Re:** Instructional Services Report

#### **Background:**

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

#### **Recommendations:**

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

Respectfully submitted, Morag Asquith

## Instructional Services

May 2025

### A note from Morag:

May has already come and gone!!!

Our Instructional Services Team has been busy working through assurance work, budgets for 2025-26, evaluations, and planning for end of year events.

Congratulations to all the graduates and their families on the celebration of accomplishment and next adventures!!



	DIS Things on the Go	
May		
1	Inclusive Education Parent Advisory Panel Meeting # 1- Education Centre	
2	Southwest Collaborative Support (Leadership Executive Meeting)- Palliser	
8	Positive Spaces Admin Committee Meeting- Education Centre	
14	Meeting with the Metis Association with Joel TailFeathers	
15	Bow Valley College Dual Credit Articulation meeting- Bow Valley College	
20	Indigenous Education Graduation- Winston Churchill High School- 5:30 pm	
22	Poverty Intervention Committee Meeting #3- Education Centre	
28	Indigenous Education Committee Meeting #3- Education Centre	
28	Next Generation- 2025 Apprentice Celebration BBQ- Legacy Pavilion- 10:30am -12 pm	
29	Indigenous Education- Achievement Awards Night- G. S. Lakie Middle School- 5:30 pm	
June		
2	Wellness Committee Meeting #3- Education Centre	
11	Spanish Bilingual Event- Rotary Wind Shelter- 5:00 pm	
13	Southern Alberta Professional Development Consortium (SAPDC) Meeting	

## Instructional Services

May 2025

### **Mental Health Capacity Building and Family Support**

### **Poverty Intervention**

Direct Services was the charity of choice for Tim Horton's Smile Campaign from April 28-May 4.

Throughout the week, the smile cookie campaign raised over \$70,000 (\$70,750.69) to support vulnerable students within Lethbridge School Division with essential items like emergency food support hampers (WAM), winter attire, access to hygiene supplies and other necessities to support success in learning.



Photo Credit: Lethbridge News Now



# **Connect4Wellness**Sparking Connection Division Wide



June sparks the 5<sup>th</sup> consecutive year of the #Connect4Wellness initiative.

If you haven't participated in the past years, this is your year to start. Connect4Wellness is the inspiration to share, thank and recognize friends and colleagues division wide for the impact they have on you and the work that you do.

Division staff are invited to submit a note of appreciation for their fellow colleagues, in which then gets printed onto a personalized postcard and delivered to the indicated recipient. Over the years **over 5000 postcards** have been sent out to date, and we are looking forward to seeing how many postcards can be sent out during this year's event.

#Connect4Wellness2025 will run May 26th-June 6th.

## Instructional Services

May 2025



### **Inclusive Education**

Rochelle Neville, Rebecca Adamson and Morag Asquith attended the first Inclusive Education Parent Panel meeting. Terms of reference, meeting norms and initial topics of conversation were shared at the meeting. Rochelle has indicated that there are two more spots left for parents of children in EEP and K and will be filled next year. It is anticipated that the next meeting will take place in October.



# EARLY EDUCATION PROGRAMS



Early Education Program (EEP) registrations-  $\cdot$  149 children pre-registered for Early Education were placed in programs.

KinderCare registrations- KinderCare registration was sent to families on the waiting list. This included 7 families at Senator Buchanan and 19 at Nicholas Sheran. KinderCare will continue to be advertised and promoted at the Kindergarten Meet the Teacher events in June and through school communication with families.

#### Information Promotion

- Early Education Programs are being advertised on the radio (CJOC) and on social media through Lethbridge School Division, elementary schools and community groups.
- Families with children placed in Early Education Programs were invited to attend one of eight Pop-Ins in the morning or evening. Pop-Ins are an opportunity for children to explore play centers, meet early learning staff, and connect with the speech and language pathologist.

#### Early Education Community Connection Meetings

April 10	Lethbridge Montessori
March 25	Lethbridge PLAYS
April 29	SAPDC Early Learning Advisory Committee
April 29	Lethbridge Polytechnic Early Childhood Policy Advisory Committee
May 14	Building Brains Together Steering Committee

## Instructional Services

May 2025

### **Curriculum and Instruction- Dual Credit**





#### **Dual Credit-"What happens next?" night**

This exciting on-campus event will celebrate our WN25 Dual Credit Students' achievements and provide them with valuable information that will help guide their next steps on their academic journeys.

#### What to Expect:

- Certificates of completion and exclusive swag bags for WN25 Dual Credit graduates
  - Resource fair featuring Lethbridge Polytechnic programs and services
    - Campus tours, based on areas of student interest
      - Complimentary snacks and refreshments

When: May 27, 6-7:30 p.m.

Where: Lethbridge Polytechnic, Trades, Technologies and Innovation Facility

An Alberta Education **dual credit start-up grant** has been submitted for \$25,000 for the upcoming school year. We will likely hear back regarding the approval of this grant in late August/early September.

### Off Campus



Lethbridge School Division Off Campus Staff (Andrew Krul, Darin Gibson, Taunie Magnusson, Sara Roncin and Tracy Taylor) have partnered with Southland to host a RAP information evening for parents and students on May 14<sup>th</sup>. Approximately 200 people have registered for the event. A special thank you for all the efforts made by the team and the partnership with Southland.

May 28<sup>th</sup>, Careers- Next Generation will be hosting a grade 12 RAP recognition BBQ for students in the South at the Legacy Pavilion over lunch time. There will approximately be 30 students from Lethbridge School Division who will be invited to be recognized.

May 27, 2025

To: Board of Trustees

From: Robbie Charlebois

Associate Superintendent, Human Resources

Re: Human Resources Report

#### **Background:**

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

#### **Recommendations:**

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

Respectfully submitted, Robbie Charlebois



# Associate Superintendent, Human Resources Report to the Board of Trustees May 27, 2025





#### **Human Resources**

Our Human Resources team continues to demonstrate passion and commitment in fostering a supportive and empowering environment for all staff. Across key areas - including recruitment, hiring, professional learning and employee relations — our priority is to ensure our staff members have the tools, resources and support they need to thrive. This continued focus allows educators and staff to remain centered on their core mission: delivering high quality education and fostering student success.

Updates: April 18, 2025 - May 20, 2025

#### Onboarding

Support Staff/Casual: 5

- Teacher/TOCS: 15

#### ATA

- Teacher contracts extended: 13

Teacher hires: 7 (contracts to cover leaves)Total number of teachers on the sub list: 158

#### **CUPE 290**

- Caretakers: 1

Casual Caretakers : N/ALabourer/Maintenance : N/A

- Summer Labourer: 2

#### **CUPE 2843**

Educational Assistant Contracts: 3Learning Commons Facilitator: N/A

- Administrative Support: 1

- Student Support Worker: N/A

- Advanced Educational Support: N/A

- EA's added to the casual list: 1



#### Non-Union

- Family School Liaison Counsellor: N/A

#### **Staff Training and Development**

- New Employee Orientations
  - o Offered May 8, 9, 14, 2025
- Tiny Habits, a professional learning opportunity open to all staff within the Division, facilitated by Dr. Rick Gilson on May 14, and 28.

### Strategic Planning and Staffing

- <u>2025-2026 Staffing</u>
  - o Director of Human Resources, Rhonda Aos and Coordinator, Human Resources visited all schools in May to review staffing allocations in preparation for the 2025-26 school year.
  - Teacher administrator staffing for 2025-2026 is underway and will continue until positions and placements have been filled.
- ATA Working Conditions Committee
  - o Final meeting of the year was on May 20, 2025

#### Wellness

- Staff Recognition
  - o Friends of 51
    - 32 community partners will be recognized with Friends of 51 awards at school assemblies throughout May and June
  - Years of Service
    - Our Division Service Award program is underway to recognize staff reaching service milestones of five years or more. Staff have completed their gift selections, and Human Resources is now connecting with schools to gather details for each site's recognition event, which takes place in June.
- Staff Wellness Monthly Newsletter
  - o The May newsletter included information about the Power of Tiny Habits, a professional learning event hosted by Human Resources, thanking our amazing volunteers for the tim Hortons Smile Cookie fundraiser.
  - ASEBP and Employee and Family Assistance Program (GreenShield) Information and articles, specifically focused on women and motherhood.
  - o April's newsletter received 1,991 views!



- <u>Staff Wellness Administrator Advisory Committee</u>
  - o Met on May 2, 2025
    - The committee reviewed the draft strategic plan for staff well-being and will continue to further refine and define strategic direction for the 2025-2026 school year.

#### - New Staff Orientation

o Human Resources continues to conduct orientations for new employees, welcoming them to our School Division and familiarizing them with our systems.

#### - <u>Labour Relations</u>

o Both CUPE 2843 and CUPE 290 have ratified new collective agreements. Retroactive pay was issued to employees on May 15, 2025.









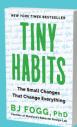
# Discover the Power of TINY HABITS:

Join guest speaker Dr. Rick Gilson as he goes big with Tiny Habits!

Small changes can lead to big transformations. Based on the work of Dr. BJ Fogg, Stanford expert in human behavior, this session will explore how simple, easy-to-build habits can support your personal wellbeing and professional success. Learn how to use the Tiny Habits method to reach your goals, show up as your best self, and help others thrive—in and out of the classroom.

Join us and start building habits that make a lasting impact!

May 14<sup>th</sup> and May 28<sup>th</sup> from 4:30pm to 6:15pm Education Centre - Boardroom



ALL Division staff are invited to attend this free Staff Wellness event!

May 27, 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 monthly report.

#### Recommendation

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

Respectfully submitted,

Mike Nightingale Superintendent

# Assurance Priorities Report May 2025

**Domain: Governance** 

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

#### **Stakeholder Engagement**

- On May 14, 2025, the LCI (Lethbridge Collegiate Institute) community was invited to
  participate in an engagement session to provide perspective and insight into a modernized
  LCI. This engagement is part of a study undertaken with pre-planning funds provided by
  Alberta Education.
- The Draft 2025-2026 Budget was presented on May 20, 2025, to the public. The public was invited to provide feedback on the draft budget prior to the budget debate on May 26, 2025.
- The first Inclusive Education Parent Advisory Panel (IEPAP) meeting was held on May 1, 2025. The panel is comprised of parents/guardians and administrators. The IEPAP will serve as a mechanism for ensuring continuing involvement of parents/guardians in the Division's implementation of an inclusive education system.
- Carlie Ramotowski, Early Learning Coordinator attended an Early Childhood Education Policy Advisory Committee meeting with Lethbridge Polytechnic on April 29, 2025 and a Building Brains Together Steering Committee meeting on May 14, 2025.
- Division staff proudly volunteered for the Tim Horton's Smile Cookie Campaign, strengthening community connections through meaningful service.
- Jesse Sadlowski, Director of Technology and Innovation, and members of the Tech Team represented Lethbridge School Division at the High-Level Innovation Conference on May 2 & 3, 2025 at the Food and Agro Hub. In exchange for lending esports equipment, the Division received a free booth display and admission to the event. All staff and students also enjoyed free entry thanks to our equipment support.
- The Division AI Committee held its final meeting on May 14, 2025, to review belief statements and develop recommendations and strategies for the Division Office, administrators, parents, and students. The committee is proud of the strong collaboration among all stakeholders and the progress made. A final draft of the documents will be available in the coming weeks.
- On May 21, 2025, Lethbridge School Division Tech Team attended the USIC-IT subcommittee
  meeting. This monthly meeting focuses on current cybersecurity trends and pressing issues
  facing school divisions. Recent discussions have centered around the PowerSchool breach and
  the importance of having a strong cyber response plan in place.

#### **Resource Allocation**

- Science resources for Grades 4 - 6 curriculum implementation was organized and delivered to schools to use in conjunction with science curriculum implementation. Resources included hands on materials such as blood pressure kits, human skeletons, solar car building materials and stellar scopes. Resources were ordered and organized by Director of Learning, Erin Hurkett, and Curriculum Support Teachers, Jodi Babki and Michaela Demers.

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

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

#### **Effective Assessment**

- A professional learning session was held for all K-5 teachers across the division in relation to the new report card for 2025/2026. The session was facilitated by Erin Hurkett, Jodi Babki and Michaela Demers. Teachers learned about outcome-based reporting along with assessment guides to support consistent assessment and reporting across the division.
- Carmen Carvalho, English as an Additional Language Support Teacher, spent time reviewing the process for spring English Additional Language Benchmark 2.0 assessments with Learning Support Teachers.

#### **Diverse Learning Pathways**

- Jesse Sadlowski, along with members of the Tech Team, attended and set up a booth at the second annual Esports Championship held on May 10 & 11, 2025. Around 30 students from the Lethbridge School Division participated, with teams placing in all three games. The team also connected with division leaders to promote eSports and fair play, and loaned equipment in exchange for a sponsorship package. Lethbridge colors and logos were proudly displayed throughout the tournament.
- On May 13, 2025, Lethbridge Polytechnic hosted a working group meeting to discuss the future of new media. The Lethbridge School Division was invited to contribute to the conversation and provided written feedback to help shape future directions in the field.

#### **Indigenous Student Achievement**

- The Division hosted the Indigenous Graduation Ceremony on May 20, 2025. The event was a tremendous success with graduates, families, staff and community members coming together to celebrate. Congratulations graduates!

#### **Domain: Teaching and Leading**

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

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

- Congratulations to Nicholas Sheran Elementary School for being honoured with the Betty Grigg Inclusive Education Award for 2025.
- Carlie Ramotowski, Early Learning Coordinator, and Rochelle Neville, Director of Inclusive Education, met with Lethbridge Montessori to support a process for successful student transition to Lethbridge School Division.
- Rebecca Adamson, Inclusive Education Coordinator, and Rochelle Neville met with the Calgary Board of Education who facilitated a visit to Children's Village School and two Bridges classrooms supporting students in their elementary schools.
- Rebecca Adamson, and Mackenzie Penner, Behaviour Support Teacher, offered SIVA (Supporting Individuals through Valued Attachments) training on May 15 and 16.
- Director of Human Resources, Rhonda Aos and Stacey Wichers, Coordinator, Human Resources visited all schools to review staffing allocations in preparation for the 2025-26 school year.

#### **Professional Growth**

- Jodi Babki, Curriculum Support Teacher, facilitated several Curriculum Deep Dive sessions
  which focused on writing, fluency and comprehension. Jodi also held residencies in the
  following schools: Dr. Probe, Lakeview and Nicholas Sheran Elementary Schools. She met with
  teachers at Winston Churchill High School and Gilbert Paterson Middle School to discuss
  secondary literacy practices.
- Michaela Demers, Curriculum Support Teacher, facilitated several Curriculum Deep Dive sessions which focused on patterns and STEM (Science, Technology, Engineering and Mathematics) integration. Michaela held residencies at Nicholas Sheran and Lakeview Elementary Schools.
- Early Learning Support Teachers along with Rochelle Neville, Director of Inclusive Education, facilitated Hanen professional learning sessions on April 14, 2025, and May 14, 2025, that included: Teacher Talk Training A: Encouraging Language Development in Early Childhood Settings and Teacher Talk Training B: Let Language Lead the Way to Literacy.
- Carmen Carvalho, Curriculum Support Teacher, presented the Curriculum Deep Dive at Plaxton's Learning Lab on the topic of Culturally Responsive Teaching on April 2.
- Carlie Ramotowski attended the Southern Alberta Professional Development Consortium Early Learning Advisory Committee meeting and professional learning on April 29, 2025.

#### **Communication and Collaboration**

- A secondary literacy committee meeting was held on May 5, 2025, facilitated by Erin Hurkett and Jodi Babki. The meeting focused on literacy assessment practices, gradebooks and preparation of PAT (Provincial Achievement Tests) and Diploma exams.
- Erin Hurkett and Jodi Babki attended a literacy APLC (Alberta Professional Learning Consortium) meeting on May 15, 2025. Directors and teachers across Southern Alberta were able to share and collaborate in relation to best literacy practices.
- Michaela Demers attended a numeracy ALPC (Alberta Professional Learning Consortium)
  meeting on May 12, 2025, where directors and teachers across Southern Alberta discussed
  the best numeracy practices.
- Rebecca Adamson, Inclusive Education Coordinator, supported multi-agency conversations and collaborative responses to address the needs of students and their families.

#### **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 across elementary, middle, and high schools working with groups of students to support positive peer connections.
- The Division's Service Award Program is underway to recognize staff achieving service milestones of five years or more. Staff have completed their gift selections, and Human Resources has confirmed school site recognition events, which will take place in June.
- Human Resources continues to conduct orientation sessions for new employees,
   welcoming them to the Division and introducing them to key systems and processes.

#### **Active, Healthy Students**

- From May 2 - 4, 2025, two students from Lethbridge School Division took part in the second annual Hack and Seek: Alberta XR Career Quest, held at Lethbridge Polytechnic. The event

challenged students to create a virtual reality experience promoting physical activity—ranging from running through a fantasy forest to boxing. Jesse Sadlowski from the Technology Department visited the teams throughout the event.

#### **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

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

- 149 pre-registered children for Early Education Programs (EEP) were placed in programs for the 2025/2026 school year. Registration remains open and available spaces are being advertised through radio, social media, and community agencies.
- Families with children registered in EEP were invited to attend one of eight "pop-ins" offered in May, providing children an opportunity to explore play centers, meet early learning staff, and connect with a speech and language pathologist.
- Speech and language assessments for new children were scheduled for May and the information will be used to plan programming and support for children entering EEP in September.
- KinderCare is being offered at Senator Buchanan School and Nicholas Sheran School for the 2025/2026 school year. Registration is being completed with families who have expressed interest.
- In partnership with the University of Lethbridge, Building Brains Together, Dr. Robbin Gibb presented to staff and families on Building Executive Function and Resiliency Through Play at Fleetwood-Bawden Elementary School on May 1st.

#### Staff Wellness

- The Staff Wellbeing Newsletter, issued on May 7, 2025, highlighted the transition of the Division's Employee Family Assistance Program provider to Greenshield Health and shared information on the *Tiny Habits* professional learning sessions available to all staff.
- Both CUPE 2843 and CUPE 290 have ratified new collective agreements. Retroactive pay was issued to employees on May 15, 2025.
- The Administrator Staff Wellbeing Advisory Committee met on May 2, 2025, to further define a strategic direction for the 2025 26 school year.
- *Tiny Habits*, a professional learning opportunity facilitated by Dr. Rick Gilson, is being offered to staff on May 14, 2025, and May 28, 2025.

May 27, 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.

• Senator Joyce Fairbairn Middle School received \$7500.00 from the Community Foundation Grant for their band program.

#### Recommendation:

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

Respectfully submitted, Mike Nightingale

May 27, 2025

To: Board of Trustees

From: Mike Nightingale

Superintendent of Schools

Re: Acknowledgements of Excellence

#### **Background:**

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

#### **Coalbanks Elementary Showcase:**

Coalbanks Elementary School currently serves approximately 630 students from K-5. We also have a dual-track school that houses the Spanish Bilingual Program. This will be the final year of the program at Coalbanks as it transitions to West Coulee Station Elementary. We have done a fabulous job of building this program at Coalbanks and wish Dean Hawkins and his team all the best as they continue offering the program at their school. Our school prides itself in striving for excellence and we have been pleased every year with our academic performance and our Assurance Survey results. It is a highlight for us when we receive our fabulous results on being a Safe and Caring School. Our motto "Kids Come First" is something we focus on every day!

<u>ASSEMBLIES</u>: This year we have been implementing a renewed focus on our school values. Our school values are represented by the acronym COBRA. C stands for Citizenship, O stands for Outstanding, B stands for Bravery, R stands for Responsible, and A stands for Academic. Each month we hold an assembly where we highlight one of these values as our theme. We also recognize students in our school who exemplify these values in this assembly as well as in our school newsletter. In addition to these assemblies another way in which we are trying to establish a sense of belonging and community is through our co-curricular clubs and activities.

<u>LITERACY INTERVENTION</u>: Literacy Intervention- using the data given to us through the Alberta Assessments and Fall F&P, we were able to identify and further assess our most struggling readers. With this information, were we able to create targeted literacy support groups run by classroom teachers, the LST, and other staff members. We were able to provide targeted support to more than 80% of our struggling readers.

<u>NUMERACY INTERVENTION</u>: This year our entire school-wide professional development plan was focused on the new numeracy curriculum. Our team has really focused on becoming

familiar with the new curriculum and how to design and create a school-wide year plan for each grade level. We accessed and utilized the expertise of Ms. Michaela Demers at our school PL days. The staff felt this was extremely helpful and accessing Ms. Demers allowed the teachers to really dive deep into the curriculum and create some wonderful learning opportunities for all of classes.

<u>YEAR-END BBQ FOR OUR SCHOOL COMMUNITY</u>: Each year, Coalbanks hosts a year-end BBQ where the entire school team puts on a BBQ for all of our families, free of charge. We have parent and staff volunteers to help with cooking and serving. Last year we served just under 1500 burgers and the attendance was phenomenal. It is a wonderful way to celebrate the school year and thank our families for allowing us the opportunity to work with their children and them as well.

<u>GRADE ONE FUNDRAISER</u>: This year one of our Grade 1 classes held a popcorn fundraiser to raise money for local charities. In addition to raising almost \$500 dollars they were also able to meet several learning outcomes in different subject areas through this project. This project integrated Social Studies, Numeracy, Wellness and Literacy outcomes. This was a fun and well supported fundraiser throughout the school.

<u>WESTSIDE BOUNDARY REVIEW</u>: During the Westside Boundary Review in our community there had been some underlying uncertainty as to the final decision to address the over capacity issue at Coalbanks. We feel we did a wonderful job engaging our families, collecting input, and assisting our School Board with making a very difficult decision. There was no ideal decision; however, we feel that our division has addressed the over capacity issue at Coalbanks and still maintained the fabulous Spanish Bilingual Program we have created at Coalbanks. We are also very excited to have some additional learning spaces at our school for the 2025-2026 school year. We have been over capacity since we opened in 2017 and now will be able to have our project centers, music room, etc. accessible to our students.

<u>EA PROFESSIONAL DEVELOPMENT</u>: Our EAs have worked through Parabytes training throughout the year as well as Trauma-informed practice.

#### Wilson Middle School

Wilson Middle School is a school buzzing with energy, with many activities on the go. Throughout the year students have had the opportunity to develop their many talents and interests in and out of the classroom. We have a staff that has dedicated many hours to ensuring our students are provided with a large diversity of experiences to help our students develop. We appreciate all that our students and staff do to make WMS the school it is.

The Fine Arts program at Wilson continues to thrive. The year kicked off with auditions for our Beauty and The Beast production, with over 80 students in the cast and 40 in our Pit Orchestra. Many hours were dedicated to preparing for the production in December. The students put on a great production, as they showcased their many talents. Our students had another

opportunity to showcase their musical talents at the festival in April. Our choir and band all received high recognition, with our grade 8 band winning a special award and scholarship.

Students also had the opportunity to develop their athletic abilities throughout the school year. We had strong seasons in volleyball and basketball, with our student's showing dedication and perseverance throughout the seasons. They continually showed up to challenge their competitors, with strong performances at tournaments and City Championships throughout the year. Congratulations to our Senior Boys basketball team, who had a strong showing at zones this year. At our school track meet there were school records set, and we can't wait to cheer on our students at the LSAA meet.

Our teachers have shown a commitment to continually challenge our students in the classroom. They have provided unique learning experiences for our students, as they help them develop as learners and leaders. These include field trips, bringing in guest speakers, collaborating with other schools and celebrating the accomplishments of our students. Our grade 6 teachers continue to work on implementing new curriculum and our grade 7 and 8 teachers are eagerly anticipating the new curriculum.

Wilson is a very diverse school, and we had the opportunity to recognize and celebrate our diversity at our Cultural Showcase. Students planned and prepared an event where they shared their cultures through dance, martial arts and drumming. It was an event that brought our school community together and helped us to gain greater understanding and appreciation for each other.

As the school year draws to a close, we have no plans of slowing down at Wilson. Teachers have planned year end field trips, student recognition for academics and athletics, Celebrate 8 and our annual Fun Day. We are grateful to teachers who are dedicated to providing a diverse range of experiences and opportunities for our students in their educational journey.

May 27, 2025

To: Board of Trustees

From: Mike Nightingale

**Superintendent of Schools** 

**RE:** School Graduations & Year-End Celebrations

# **Background:**

High School graduation ceremonies will be held in-person.

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

# **Graduations:**

School:	Events:		
ICSS	June 25 <sup>th</sup> 4:00pm at Trinity Reformed Church		
Chinook	Grad Gala Friday, May 9 at U of L, 5:00 p.m11:00 p.m.,		
	Convocation - Wednesday, June 25 1:00 p.m. Chinook Gymnasium		
Vic Park	June 13 9:00-4:00, June 16 9:00-3:00 Henderson Lake near the canons		
LCI	Friday May 23, Convocation 3:00-6:00, Saturday, May 24, Grand March/Grad		
	Dance 6:00-10:00 at VisitLethbridge.com Arena		
Winston	June 26th, Convocation – 10:00 am-12:30 p.m.at VisitLethbridge.com Arena		
Churchill	Evening Celebration – 6:30 p.m. – 8:30 p.m.		

# **Service Awards:**

School	Date	Time
Coalbanks Elementary School	June 6th	12:30 p.m.
Immanuel Christian Secondary School	June 13th	5:30 p.m.
Senator Joyce Fairbairn Middle School	June 25th	1:00 p.m.
General Stewart Elementary School	June 23rd	9:00 a.m.
Winston Churchill High School	June 24th	1:00 p.m.
Lethbridge Christian School	June 25th	8:45 a.m.
Chinook High School	June 25th	8:45 a.m.

Victoria Park High School	June 25th	10:00 a.m.
Immanuel Christian Elementary School	June 25th	10:30 a.m.
G.S. Lakie Middle School	June 25th	11:30 a.m.
Dr. Plaxton Elementary School	June 25th	11:45 a.m.
Wilson Middle School	June 25th	12:00 p.m.
Dr. Probe Elementary School	June 25th	12:15 p.m.
Senator Buchanan Elementary School	June 25th	12:30 p.m.
Galbraith Elementary School	June 25th	1:00 p.m.
Agnes Davidson Elementary School	June 25th	1:30 p.m.
Lakeview Elementary School	June 25th	1:00 p.m.
Gilbert Paterson Middle School	June 25th	1:00 p.m.
Nicholas Sheran Elementary School	June 25th	1:00 p.m.
Fleetwood-Bawden Elementary School	June 25th	1:30 p.m.
Park Meadows Elementary School	June 25th	2:00 p.m.
Westminster Elementary School	June 25th	2:30 p.m.
LCI	June 26th	10:00 a.m.
Mike Mountain Horse Elementary School	June 26th	1:00 p.m.

# Friends of 51:

Agnes Davidson/Gilbert	June 6 <sup>th</sup> 9:00 am at Davidson	Genny Steed, Kristina Larkin	
Paterson			
Galbraith	June 3 <sup>rd</sup> 1:40 pm Gym	Andrea Andreachuk	
Nicholas Sheran	June 4 <sup>th</sup> 9:30 am Assembly	Christine Light	
Park Meadows	May 27 <sup>th</sup> 9:15 am Gym	Tyler Demers	
Coalbanks	June 25 <sup>th</sup> 9:00 am Gym	Craig Whitehead	
Fleetwood	June 24 <sup>th</sup> 1:00 pm	Kristina Larkin	
General Stewart	June 23 <sup>rd</sup> 9:00 am Assembly	Genny Steed	
ICES	June 25 <sup>th</sup> 10:30 am Chapel	Craig Whitehead	
ICSS	June 12 <sup>th</sup> 2:00 pm	Genny Steed	
Westminster	May 30 <sup>th</sup> 9:15 am Assembly	Tyler Demers	
G. S. Lakie	June 18 <sup>th</sup> 9:00 – 11:00 am	Allison Purcell	
G. S. Lakie	June 18 <sup>th</sup> 12:00 - 2:00 pm	Allison Purcell	
G.S. Lakie	June 19 <sup>th</sup> 12:30 pm – 1:30 pm	Allison Purcell	
LCI	TBD	Christine Light	

# **Recommendation:**

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

Respectfully submitted, Mike Nightingale

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

May	28	Indigenous Education Committee Meeting		
	29	Indigenous Awards Night G.S Lakie 5:30 p.m.		
	29-31	PSBAA Spring Conference		
June	1-3	ASBA Spring Conference		
	2	Wellness Committee Meeting		
	4	Policy Advisory Committee		
	4	Retirement Banquet		
	9	Division School Council Dinner and Q & A 6:30 pm, Education Centre		
	10	Committee of the Whole		
	13 & 16	Victoria Park Grad Henderson Lake 9:00 a.m.		
	17	Board Meeting 1:00 pm, Education Centre		
	25	ICSS Graduation		
	25	4:00p.m. Trinity Untied Reformed Church Chinook High School Convocation 1:00 p.m. Chinook Gym		
	26	WCHS Convocation 10:00 a.m. VisitLethbridge.com Arena		

Date: May 27, 2025

To: Board of Trustees

From: Christine Light

Chair

**RE: ASBA Edwin Parr Teacher Award** 

### **Background:**

Hayley Bedard has been selected as the Zone 6 representative for the 2025 ASBA Awards Banquet.

The Edwin Parr Teacher Award was established in 1964. Named after the past Alberta School Boards Association (ASBA) President Edwin Parr, this award recognizes outstanding first-year teachers who have demonstrated excellence in the Teaching Quality Standard. Each year, School Divisions nominate first-year teachers for recognition. Following this, a committee is formed to select the teacher who will represent their Zone at the ASBA Awards Banquet held at the ASBA Fall General Meeting.

Hayley Bedard, a Grade 1 teacher from Nicholas Sheran Elementary School, was selected as Lethbridge School Division's nominee for the 2024/2025 Edwin Parr Award. Hayley is a 2024 graduate of the University of Lethbridge, where she earned a Bachelor of Education in Indigenous Education. Her dedication and hard work were recognized with the prestigious William Aberhart Gold Medal in Education, awarded to the Faculty of Education student with the highest general proficiency during the final two years of the program. Her passion for supporting students has been evident throughout her education journey. While pursuing her degree, she also worked as an Educational Assistant Substitute with the Lethbridge School Division.

The Board extends its sincerest congratulations to Hayley, and all Zone 6 nominees, for the standard of excellence demonstrated in their commitment, care, and dedication to teaching, and the impact they have made in the lives of their students.

#### **Recommendation:**

It is recommended that the Board receive this as information.

May 27, 2025

To: Board of Trustees

From: Christine Light

**Board Chair** 

**RE:** ICSS Eagles Provincial Championship Award

## Background:

It was a gold-medal weekend for the Immanuel Christian Eagles senior girls basketball team. The ICSS roster includes, Hayden Van't Land, Yar Biar, Maia Rossworm, Holly Boone, Zarah Sincennes, Jaeda-Lynn Moradel, Braelyn Turner, Rata'a Samson, Abuok Biar, Sara deLeeuw and Sierra Van Roekel.

Head coach Mike Greeno's staff also included assistants Emily Greeno, Erin Barwegen, Trina Smith, Kirsten Barwegen and Olivia Leenstra.

Along with a provincial title, the Eagles also took the 2024/2025 Deep South Basketball League title and won the South Zone 2A banner.

#### **Recommendation:**

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

May 27, 2025

To: Board of Trustees

From: Christine Light Board Chair

**RE:** Special Olympics Silver Medalist

## Background:

Moriah Van't Land, a Grade 12 student from Immanual Christian Secondary School can now call herself an Olympic Silver Medalist in the Female Division 1 category in the figure skating competition. Her 2.92 points put her just behind the leader, Naledi Hlalele from South Africa, who finished with 3.26.

At only 18 years old, Van't Land was the youngest competitor in her category. Van't Land was the only athlete from the Lethbridge region, and the only figure skater from Alberta that competed in the <a href="Special Olympics World Winter Games">Special Olympics World Winter Games</a> in Turin, Italy, which took place from March 8-15.

Van't Land competed on March 12.

#### **Recommendation:**

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

May 27, 2025

To: Board of Trustees

From: Christine Light Board Chair

**RE:** Career Transitions

# **Background:**

Judy Stolk-Ingram, Executive Director of Career Transitions, will provide a presentation.

#### **Recommendation:**

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

May 27, 2025

To: Board of Trustees

From: Christine Light Board Chair

**RE:** Spanish Bilingual Education Association

# **Background:**

Jenna Bailey, Autumn Barnes and Ludy Mennie will provide a presentation.

#### **Recommendation:**

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

May 27, 2025

To: The Board of Trustees

From: Morag Asquith

Associate Superintendent, Instructional Services

**RE: Approval of International Trip to Portugal** 

## **Background:**

Kenny Fuglerud from Chinook High School is requesting approval to take approximately 20-36 grade 10 -12 students on an International Trip to Lisbon, Portugal from April 16<sup>th</sup> - April 24<sup>th</sup>, 2026. Information regarding the educational benefits of the trip and proposed itinerary are attached. The estimated cost per student is approximately \$4885 in Canadian funds.

#### **Recommendations:**

That the Chinook High School trip to Lisbon, Portugal in April 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

Date May 27, 2025

To: Board of Trustees

From: Morag Asquith

Associate Superintendent, Instructional Services

RE: Authorization of Locally Developed Courses – Middle School

### **Background:**

Alberta Education requires that all locally developed grade 6 to 9 courses be authorized for use by the Board of Trustees. As middle schools and high schools have expanded their educational opportunities for students, it has become necessary to create several locally developed courses to adhere to Alberta Education policy. Erin Hurkett, Director of Learning, has worked closely with the secondary schools to develop course outlines and student learning outcomes for each course. Although the courses are categorized by school, it is recommended that the courses be approved for use in all Division schools. A full description of all requested courses is attached.

#### **Chinook High School** (Grade 9)

Football (continuing)

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

Board Game Design 8 (continuing)
Guitar 8 (continuing)

#### **Immanual Christian Secondary School** (Grade 6, 7, 8 & 9)

Bible 6-9 (continuing)
Community Connections (**NEW**)

Digital Communications (continuing)

Games (continuing)

Leadership (NEW)

Music Appreciation (continuing)

Outdoor Ed (continuing)

Robotics (continuing)

Sports Performance (NEW)

#### **Lethbridge Colligate Institute** (Grade 9) Leadership (continuing)

Pop Rocks (continuing)

# Senator Joyce Fairbairn Middle School (Grade 6-8)

STEM 7 & 8 (**NEW**)

# Winston Churchill High School (Grade 9) Film Studies 9 (continuing)

Yoga 9 (continuing)

# Wilson Middle School (Grade 6, 7 & 8) Baking Basics (NEW)

Basketball (continuing)

Coding (NEW)

Cooperative Games (continuing)

Creative Pursuits (continuing)

Cultural Exploration (**NEW**)

Environmental Awareness and Action (NEW)

Flag Football (continuing)

Golf (continuing)

Hockey (continuing)

Learner's License (continuing)

Outdoor Education (continuing)

Racquet Sports (continuing)

Sewing Enrichment (**NEW**)

Sports Performance (continuing)

Strategy Games (**NEW**)

Travel Tourism Geography & Culture (continuing)

Volleyball (continuing)

Watercolour (continuing)

Yoga (continuing)

#### Recommendation:

That the Board of Trustees approve the use of the above Locally Developed Grade 6 to 9 courses in all Division middle and high schools from September 1st, 2025, to August 31st, 2029.

Respectfully submitted, Morag Asquith

May 27, 2025

To: The Board of Trustees

From: Morag Asquith

Associate Superintendent, Instructional Services

# **RE: Authorization of Locally Developed High School Courses**

# **Background:**

Alberta Education requires that all locally developed senior high courses be authorized for use by the Board of Trustees, including the renewal of past acquired courses set to expire on August 31<sup>st</sup>, 2025. Division high schools have requested the renewal of all current expiring courses, as well as the addition of new ones. We ask the Board of Trustees authorize the use of the following locally developed courses in all Division high schools to enhance program offerings to students.

Course Name	Version	Cours e Code	First Approve d Year	Last Approve d Year
Academic Achievement through English Language Acquisition - Beginner 15	3 Credits (2025-2029)	LDC1481	2025-2026	2028-2029
Academic Achievement through English Language Acquisition - Beginner 15	5 Credits (2025-2029)	LDC1481	2025-2026	2028-2029
Academic Achievement through English Language Acquisition - Intermediate 15	3 Credits (2025-2029)	LDC1482	2025-2026	2028-2029
Academic Achievement through English Language Acquisition - Intermediate 15	5 Credits (2025-2029)	LDC1482	2025-2026	2028-2029
Academic Achievement through English Language Development 35	3 Credits (2021-2026)	LDC3149	2025-2026	2025-2026
Band 15	3 Credits (2025-2029)	LDC1439	2025-2026	2028-2029
Band 15	5 Credits (2025-2029)	LDC1439	2025-2026	2028-2029
Band 25	3 Credits (2025-2029)	LDC2439	2025-2026	2028-2029
Band 25	5 Credits (2025-2029)	LDC2439	2025-2026	2028-2029
Band 35	3 Credits (2025-2029)	LDC3439	2025-2026	2028-2029
Band 35	5 Credits (2025-2029)	LDC3439	2025-2026	2028-2029
Chamber Ensemble 15	3 Credits (2025-2029)	LDC1417	2025-2026	2028-2029
Chamber Ensemble 15	5 Credits (2025-2029)	LDC1417	2025-2026	2028-2029
Chamber Ensemble 25	3 Credits (2025-2029)	LDC2417	2025-2026	2028-2029
Chamber Ensemble 25	5 Credits (2025-2029)	LDC2417	2025-2026	2028-2029
Chamber Ensemble 35	3 Credits (2025-2029)	LDC3417	2025-2026	2028-2029

Chamber Ensemble 35	5 Credits (2025-2029)	LDC3417	2025-2026	2028-2029
Choir 15	3 Credits (2025-2029)	LDC1414	2025-2026	2028-2029
Choir 15	5 Credits (2025-2029)	LDC1414	2025-2026	2028-2029
Design Thinking for Innovation 15	3 Credits (2025-2029)	LDC1131	2025-2026	2028-2029
Design Thinking for Innovation 15	5 Credits (2025-2029)	LDC1131	2025-2026	2028-2029
Design Thinking for Innovation 25	3 Credits (2025-2029)	LDC2131	2025-2026	2028-2029
Design Thinking for Innovation 25	5 Credits (2025-2029)	LDC2131	2025-2026	2028-2029
Design Thinking for Innovation 35	3 Credits (2025-2029)	LDC3131	2025-2026	2028-2029
Design Thinking for Innovation 35	5 Credits (2025-2029)	LDC3131	2025-2026	2028-2029
Film and Media Art 15	3 Credits (2025-2029)	LDC1092	2025-2026	2028-2029
Film and Media Art 15	5 Credits (2025-2029)	LDC1092	2025-2026	2028-2029
Film and Media Art 25	3 Credits (2025-2029)	LDC2092	2025-2026	2028-2029
Film and Media Art 25	5 Credits (2025-2029)	LDC2092	2025-2026	2028-2029
Film and Media Art 35	3 Credits (2025-2029)	LDC3092	2025-2026	2028-2029
Film and Media Art 35	5 Credits (2025-2029)	LDC3092	2025-2026	2028-2029
Forensic Studies 25	3 Credits (2025-2029)	LDC2256	2025-2026	2028-2029
Forensic Studies 35	3 Credits (2025-2029)	LDC3256	2025-2026	2028-2029
Instrumental Jazz 15	3 Credits (2025-2029)	LDC1431	2025-2026	2028-2029
Instrumental Jazz 15	5 Credits (2025-2029)	LDC1431	2025-2026	2028-2029
Instrumental Jazz 25	3 Credits (2025-2029)	LDC2431	2025-2026	2028-2029
Instrumental Jazz 25	5 Credits (2025-2029)	LDC2431	2025-2026	2028-2029
Instrumental Jazz 35	3 Credits (2025-2029)	LDC3431	2025-2026	2028-2029
Instrumental Jazz 35	5 Credits (2025-2029)	LDC3431	2025-2026	2028-2029
Leather Technologies 25	3 Credits (2023-2027)	LDC2911	2025-2026	2026-2027
Leather Technologies 25	5 Credits (2023-2027)	LDC2911	2025-2026	2026-2027
Leather Technologies 35	3 Credits (2023-2027)	LDC3911	2025-2026	2026-2027
Leather Technologies 35	5 Credits (2023-2027)	LDC3911	2025-2026	2026-2027
Theory of Knowledge (Higher) 25	3 Credits (2025-2029)	LDC2152	2025-2026	2028-2029
Theory of Knowledge (Higher) 35	3 Credits (2025-2029)	LDC3152	2025-2026	2028-2029
Vocal Jazz 15	5 Credits (2025-2029)	LDC1433	2025-2026	2028-2029
Vocal Jazz 15	3 Credits (2025-2029)	LDC1433	2025-2026	2028-2029
Vocal Jazz 25	3 Credits (2025-2029)	LDC2433	2025-2026	2028-2029
Vocal Jazz 25	5 Credits (2025-2029)	LDC2433	2025-2026	2028-2029
Vocal Jazz 35	3 Credits (2025-2029)	LDC3433	2025-2026	2028-2029
Vocal Jazz 35	5 Credits (2025-2029)	LDC3433	2025-2026	2028-2029

## **Recommendations:**

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

 acquisition of Academic Achievement through English Language Acquisition-Beginner 15 (LDC1481) for 3 & 5 credits until August 31, 2029, to enhance

- program offerings to students.
- acquisition of Academic Achievement through English Language
   Acquisition- Intermediate 15 (LDC1482) for 3 & 5 credits until August 31,
   2029, to enhance program offerings to students.
- continued use of Academic Achievement through English Language
   Development 35 (LDC3149) for 3 credits until August 31, 2026, to provide continuance of program offerings to students.
- continued use of **Band 15, 25, 35 (LDC1439, LDC2439, LDC3439) for 3 & 5 credits until August 31, 2029**, to provide continuance of program offerings to students.
- continued use of Chamber Ensemble 15, 25, 35 (LDC1417, LDC2417, LDC3417) for
   3 & 5 credits until August 31, 2029, to provide continuance of program offerings to students.
- continued use of Choir 15 (LDC1414) for 3 & 5 credits until August 31,
   2029, to provide continuance of program offerings to students.
- continued use of Design Thinking for Innovation 15, 25, 35 (LDC1131, LDC2131, LDC3131) for 3 & 5 credits until August 31, 2029, to provide continuance of program offerings to students.
- continued use of Film and Media Art 15, 25, 35 (LDC1092, LDC2092, LDC3092) for
   3 & 5 credits until August 31, 2029, to provide continuance of program offerings to students.
- continued use of Forensic Studies 25, 35 (LDC2256, LDC3256) for 3 credits until August 31, 2029, to provide continuance of program offerings to students.
- continued use of Instrumental Jazz 15, 25, 35 (LDC1431, LDC2431, LDC3431) for 3
   & 5 credits until August 31, 2029, to provide continuance of program offerings to students.
- acquisition of **Leather Technologies 25, 35 (LDC2911, LDC3911) for 3 & 5 credits until August 31, 2027**, to enhance program offerings to students.
- continued use of Theory of Knowledge (Higher) 25, 35 (LDC2152, LDC3152)
   for 3 credits until August 31, 2029, to provide continuance of program offerings to students.
- continued use of Vocal Jazz 15, 25, 35 (LDC1433, LDC2433, LDC3433) for 3 & 5 credits until August 31, 2029, to provide continuance of program offerings to students.

Respectfully submitted, Morag Asquith

May 22, 2025

To: Board of Trustees

From: Kristina Larkin, Trustee

**RE** Committee Report – Policy Advisory Committee

#### **Background**

The Policy Advisory Committee met on May 7, 2025.

Per the Board's direction, the Policy Advisory Committee worked on updating the shorted growth, supervision and evaluation policy for staff, that was presented to the Board at the April meeting. The updated draft is included with this agenda.

If the Board continues to be supportive of this draft policy, administration is prepared to work on updating procedures and we can begin the process of officially adopting this policy.

We are seeking guidance from the Board regarding the timing of approving the policy. Specifically, we would like to know when the Board would be ready to do 1<sup>st</sup> reading of the policy. The timing of the approval process will be important as procedures needed to be completed prior to final approval of the policy and administration will need some time to complete this work.

#### Recommendation

It is recommended that the Board direct the presented policy to be added to the June 2025 Board Meeting for first reading, and further direct the Superintendent to ensure the preparation of necessary procedures for the September Board Meeting to accompany second and third readings.

Respectfully submitted,

Kristina Larkin

#### Policy \*\*\*

### **Policy**

The Board is committed to fair and consistent opportunities for growth, supervision and evaluation. All staff have a responsibility to their own continuous learning and professional growth reinforcing their contributions to our Division.

The Board believes meaningful growth, supervision, and evaluation are dynamic and ongoing processes that create positive impact, provide opportunities for celebration and are critical to student success.

Growth, supervision and evaluation procedures must be consistent with applicable Board policy, Provincial legislation, Provincial quality standards, and Provincial policy.

#### **Definitions**

- 1. Growth: Continuous enhancement of skills and knowledge.
- 2. Supervision: Overseeing performance, providing guidance, and facilitating professional development and accountability.
- 3. Evaluation: Formal process of assessing contributions and effectiveness.
- 4. Designated Supervisor: A designated supervisor within the Division includes positions such as superintendent, associate superintendent, director, coordinator, principal, vice principal, and manager who are responsible for the supervision and evaluation of staff.

#### Regulations

1. Growth, supervision and evaluation procedures must take into consideration the unique requirements of different roles within the Division.

#### 2. Staff Growth

- 2.1. Staff growth refers to the continuous enhancement of skills and knowledge.
- 2.2. Staff shall engage in growth-oriented processes as defined by Division procedures.
- 2.3. Growth-oriented processes shall normally include:
  - 2.3.1. An opportunity for staff to engage in reflection through a self-assessment process.
  - 2.3.2. A connection to the role description and competencies associated with the position.

#### 3. Staff Supervision

- 3.1. Staff supervision refers to overseeing performance, providing guidance, facilitating professional development, and ensuring accountability.
- 3.2. Supervision shall be continuous and ongoing for all staff.
- 3.3. Designated supervisors, as identified in Division procedures, shall be responsible for supervising staff.
- 3.4. Supervision shall be informed by observation and/or feedback regarding an employee's performance.

#### 4. Staff Evaluation

4.1. Evaluation refers to the formal process of assessing the contributions and effectiveness of staff.

- 4.2. An evaluation shall normally be conducted:
  - 4.2.1. For the purposes of making employment decisions for the Division.
  - 4.2.2. When, on the basis of information received through supervision, there is reason to believe staff is not meeting expectations.
  - 4.2.3. Upon written request of staff, as approved by the designated supervisor. Growth, Supervision and Evaluation Procedures

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

Date: May 27, 2025

To: Board of Trustees

From: Christine Light, Chair

**RE: DRAFT Trustee Code of Conduct (3rd 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,

(I) comply with all applicable Acts and regulations

#### May 23, 2023:

At the Public Meeting of the Board of Trustees it was stated that Trustees *Kristina Larkin and Christine Light will work to update Policy 202.1 Trustee Code of Conduct along with Appendix 202.1A and bring to the Policy Advisory Committee in September.* 

#### May 28, 2024

At the Public Meeting of the Board of Trustees the following motion was carried: "That the Board direct the policy consultant prioritize the amending of Policy 202.1 Trustee Code of Conduct and Policy 202.1A Appendix A Trustee Code of Conduct to bring the Board in compliance with legislation".

## September 2024 through March 2025:

The Board of Trustees has been working with policy consultant Brian Callahan to update Policy 202.1. The process has included consultant presentation and Board deliberation in monthly Committee of the Whole meetings, as well as opportunity to provide ongoing feedback.

#### January 28, 2025:

1<sup>st</sup> Reading of the DRAFT Trustee Code of Conduct Policy was brought forward at the Public Meeting of the Board of Trustees. The motion was tabled to the February 25 Board Meeting.

#### February 11, 2025:

Yvon Prefontaine LLP provided legal feedback and guidance to the Board at the Committee of the Whole meeting. The legal recommendation to the Board was to adopt an expansive and thorough policy framework, wherein definitions and detail are clear, resulting in a decreased

risk for misinterpretation. The recommended DRAFT Trustee Code of Conduct Policy was to be presented for 1st Reading.

## February 25, 2025:

1<sup>st</sup> Reading of the DRAFT Trustee Code of Conduct Policy was CARRIED at the Public Meeting of the Board of Trustees.

## March 25, 2025:

2<sup>nd</sup> Reading of the DRAFT Trustee Code of Conduct Policy was brought to the Board at the Public Meeting of the Board of Trustees. This reading was tabled to the April 29 Board Meeting following written submission of suggested significant amendments via email. The timeline of this submission would not enable board members to review them appropriately prior to debate.

#### April 25, 2025:

2<sup>nd</sup> Reading of the DRAFT Trustee Code of Conduct Policy was CARRIED at the Public Meeting of the Board of Trustees.

### May 12, 2025:

Board members attended a Policy Working Day with policy consultant. Amendments were made to the working DRAFT Trustee Code of Conduct Policy with intent to present at the May Board Meeting.

#### **Recommendation:**

That the Board move to accept the following motion: That the 3<sup>rd</sup> Reading of the DRAFT Trustee Code of Conduct Policy be accepted as presented.



# **202 TRUSTEE CODE OF CONDUCT**

The *Education Act, Section 33* 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, the public at large, other orders of government and the media.

It is expected that all interactions related to the operations of the Board, and relationships will be characterized by mutual respect.

# **Appendix I General Considerations and Protocols**

Attendant attributes of trustee conduct not specifically related to the Education Act, Alberta.

# Appendix II Code of Conduct Complaint Process and Remedial Actions

Outlines the processes/options available to the Board in responding to Code of Conduct matters. This has been reordered as per our discussion.

# 1. Framework and Interpretation

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.

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. This Code of Conduct is intended to supplement other legal duties imposed on Trustees by Board policy, applicable legislation, and Roberts Rule of Order, including but not limited to: See **Legal References** 

#### 2. Standard of Conduct

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. Perform their duties to a high standard of ethical conduct,
- 2.3.4. Arrange their private affairs in a manner that promotes public confidence and will bear close public scrutiny; and
- 2.3.5. Serve and be seen to serve the interests of the Division and their constituents in a conscientious and diligent manner
- 2.3.6. 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 conflicts of interest and abstain and absent themselves from discussion or voting on the matter as applicable.
  - 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. 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
  - 4.1.6. 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 for 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 respect 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 electronically 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. Discreditable Conduct

- 7.1. 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.
- 7.2. 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.
- 7.3. A Trustee must not conduct themselves in a manner that is discriminatory to any individual based on *Alberta Human Rights Act*.

# 8. Election-Related Activity

8.1. Trustees are required to follow the provisions of the *Local Authorities Election*Act and municipal election bylaws, 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.

8.2. Trustees must not use division 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 communication must not be used for any election campaign or campaign-related activities.

# 9. Compliance with this Code of Conduct

- 9.1. Trustees may become disqualified and be required to resign if the Trustee commits a disqualifying action pursuant to section 87 of the *Education Act*.
- 9.2. Any reported violation of a provision of this Code of Conduct may be subject to investigation in accordance with Appendix II. by the Board or a third-party investigator appointed by the Board.
- 9.3. Trustees are expected to co-operate in every way possible in securing compliance with the application and enforcement of this Code of Conduct.

#### 9.4. A Trustee must not:

- 9.4.1. 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
- 9.4.2. obstruct the Board, or any other person, in carrying out the objectives or requirements of this Code of Conduct.

#### Legal References:

- 1. Education Act; and Regulations
- 2. Board Policy and Administrative Procedures
- 3. Alberta Human Rights Act
- 4. Criminal Code (Canada);



- 5. Freedom of Information and Protection of Privacy Act;
- 6. Local Authorities Election Act; and
- 7. Occupational Health and Safety Act.





# **Appendix I General Considerations and Protocols**

# 1. Respect for the Decision-Making Process

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.

- 1.1. 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.
- 1.2. 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.

# 2. Public Communications

Open, honest and consistent communication with stakeholders is important to accurately inform and increase awareness of public education.

- 2.1. 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.
- 2.2. 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.
- 2.3. A Trustee must not make a false statement with the intent to mislead the Board or Trustees or members of the public.

#### 3. Use of Social Media

- 3.1. 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.
- 3.2. 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.

# 4. Conduct Respecting Administration

- 4.1. 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
- 4.2. 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.

#### 4.3. Trustees must not:

- 4.3.1. 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;
- 4.3.2. 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
- 4.3.3. maliciously or falsely injure the professional or ethical reputation, or the prospects or practice of any staff member.
- 4.3.4. 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.

# 5. Use of Division Property and Resources

- 5.1. 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:
  - 5.1.1. 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,

- 5.1.2. 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.
- 5.2. 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:
  - 5.2.1. all emails or messages sent or received on Division devices are subject to the Freedom of Information and Protection of Privacy Act,
  - 5.2.2. 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,
  - 5.2.3. 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 as directed by the Board.
- 5.3. 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.
- 5.4. Upon ceasing to hold office, a Trustee must immediately deliver to Division personnel as directed 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.

## 6. Gifts, Benefits and Hospitality

6.1. 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.

- 6.2. 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.
- 6.3. For further clarity, the following are recognized as acceptable gifts or benefits:
  - 6.3.1. 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.
  - 6.3.2. a political contribution otherwise reported by law.
  - 6.3.3. a suitable memento of a function honouring the Trustee.
  - 6.3.4. food, lodging, transportation, event tickets or entertainment provided by provincial, or local governments, by the Federal government or by a foreign government within a foreign county, or by a conference, seminar or event organizer where the Trustee either speaking or attending in an official capacity on behalf of the Board.
  - 6.3.5. Food and beverages consumed at banquets, receptions, or events, if:
    - 6.3.5.1. attendance serves a legitimate purpose,
    - 6.3.5.2. the person extending the invitation or a representative of the organization is in attendance; and
    - 6.3.5.3. the value is reasonable and the invitations infrequent.
- 6.4. 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.



- 6.5. 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.
- 6.6. Any doubts about the propriety of a gift or benefit should be resolved in favour of not accepting it or not keeping it.





# **Appendix II Code of Conduct Complaint Process and Remedial Actions**

# 1. Informal Complaint Process

- 1.1. Any person including a trustee 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:
  - 1.1.1. advising the Trustee that the behaviour or activity appears to contravene this Code of Conduct.
  - 1.1.2. 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
  - 1.1.3. 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.
- 1.2. 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.

# 2. Formal Complaint Process

- 2.1. Any person including a trustee 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:
  - 2.1.1.a complaint must be made in writing and include the complainant's name and contact information.
  - 2..1.2. a complaint must be addressed to the Board, attention of the Chair. In the event that the Chair is the subject of, or is implicated in a complaint, the



complaint must be addressed to the attention of the Vice Chair,

- 2.1.3 a complaint must include the name of the Trustee(s) alleged to have contravened the Code of Conduct, the specific provision(s) of the Code of Conduct allegedly contravened and the facts surrounding the allegation, including the names of any witnesses.
- 2.2. A complaint must be received not later than 30 days after the date the person became aware of the conduct giving rise to the complaint. The Board may exercise its discretion to grant an extension if:
  - 2.2.1. the delay in filing a formal complaint occurred in good faith.
  - 2.2.2. it is in the public interest to conduct an investigation or to give consideration whether to conduct an investigation; and
  - 2.2.3. substantial prejudice will result to any person because of the delay.
- 2.3. Upon receipt of a formal complaint, the complaint will be:
  - 2.3.1. served on the Trustee(s) whose conduct is in question, and
  - 2.3.2. added as a confidential agenda item to the agenda of the next regular meeting of the Board or a special meeting of the Board called to consider the complaint.
- 2.4. Upon receipt of a formal complaint, the Board will meet, in closed session, excluding the Trustee(s) alleged to have contravened the Code of Conduct and, if applicable, the Trustee(s) who filed the complaint, and decide whether to proceed to investigate the complaint or not.
- 2.5. Complaints that:
  - 2.5.1. are not about a current Trustee, or
  - 2.5.2. are covered by other applicable legislative appeal, complaint or court processes, will be immediately refused and the complainant will be advised in writing, with reasons, and provided with information regarding other options, if applicable. The Trustee(s) alleged to have contravened the Code of Conduct will also be advised in writing, with reasons.



- 2.6. If the Board is of the opinion that:
  - 2.6.1. a complaint is frivolous or vexatious or is not made in good faith, or
  - 2.6.2. there are no grounds or insufficient grounds for conducting an investigation or deemed vexatious, 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.
- 2.7. If the Board decides to investigate the complaint, it shall take such steps as it may consider appropriate in the circumstances having regard for the specific nature of the complaint, which may include:
  - 2.7.1. establishing an ad hoc committee of the Board to investigate the complaint and report to the Board,
  - 2.7.2. retaining a third-party investigator to investigate the complaint; or
  - 2.7.3. if the material facts are not in dispute or the alleged misconduct is admitted by the Trustee(s) whose conduct is in question, proceeding to make a determination on the validity of the complaint without further investigation.
- 2.8. Investigations will be conducted in a fair, timely, and confidential manner that respects the principles of procedural fairness and natural justice.
- 2.9. Prior to commencing an investigation, the complainant and the respondent Trustee(s) will be advised, in writing, of the investigation process.
- 2.10. During an investigation, a complainant or witness may be asked to provide additional information. Division staff may also be requested to provide information, and any person conducting an investigation under this Code of Conduct may look at any record or thing belonging to or used by the Division and enter any Division facility for the purpose of completing the investigation.
- 2.11. The Trustee(s) whose conduct is in question is entitled to disclosure of all relevant information gathered during an investigation and must be given an opportunity to respond to the complaint before the Board deliberates and disposes of the complaint. No investigation will be concluded or any



investigation report issued in relation to a complaint unless a Trustee whose conduct is in question has had reasonable notice of the basis for the proposed findings and conclusion as to whether or not a complaint is substantiated and an opportunity to respond to the proposed findings and conclusion.

- 2.12. Upon conclusion of the investigation, the Board will convene at a closed session of the Board, excluding the Trustee(s) alleged to have contravened the Code of Conduct, to consider the results of the investigation and dispose of the complaint. The complainant and the Trustee(s) alleged to have contravened the Code of Conduct will be advised of the Board's disposition of the complaint in writing, with reasons.
- 2.13. A Trustee who files a formal complaint under this Code of Conduct or against whom a formal complaint is made must not participate in conducting the investigation of the complaint
- 2.14. All complaints received under this Code of Conduct and all information and records received, reviewed or generated during the course of an investigation and disposition of a complaint, including interviews and investigation reports, are and must remain strictly confidential, unless the Board directs otherwise.

## 3. Remedial Action

- 3.1. 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.
- 3.2. 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:
  - 3.2.1. issuing a letter of reprimand addressed to the Trustee,
  - 3.2.2. requesting the Trustee to issue a letter of apology,
  - 3.2.3. publicly reprimanding the Trustee by motion of censure with or without conditions on how to purge the censure,
  - 3.2.4. publishing a letter of reprimand or request for apology and the Trustee's response,



- 3.2.5. requiring the Trustee to attend training either at the expense of the Board or the Trustee,
- 3.2.6. suspending or removing the Trustee from membership on a committee,
- 3.2.7. suspending or removing the Trustee from chairing a committee,
- 3.2.8. requiring the Trustee to reimburse the Board for monies received,
- 3.2.9. reducing or suspending remuneration paid to the Trustee in respect of the Trustee's services,
- 3.2.10 requiring the Trustee to return Division property or reimburse its value,
- 3.2.11 restricting the Trustee's access to Division facilities, property, equipment, services and supplies,
- 3.2.12. restricting the Trustee's contact with Division staff,
- 3.2.13 restricting the Trustee's travel and representation on behalf of the Board,
- 3.2.14 restricting how documents are provided to the Trustee (e.g. no electronic copies, but only watermarked paper copies for tracking purposes),
- 3.3 The Board is not required to impose a sanction for any contravention of this code.
- 3.4 The Board may give consideration on legal fees related to the parties in the matter.

#### **MEMORANDUM**

May 27, 2025

To: Board of Trustees

From: Mike Nightingale

**Superintendent of Schools** 

**RE: Division Assurance Plan** 

### **Background:**

The 2025-2026 Division Assurance Plan is attached.

#### **Recommendation:**

It is recommended that the Board approve the 2025-2026 Division Assurance Plan as presented.

Respectfully submitted, Mike Nightingale



# ASSURANCE PLAN

2024 TO 2027

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



WWW.LETHSD.AB.CA



# Message from the Board

On behalf of the Board of Trustees, I am proud to present the 2025/2026 Assurance Plan.

This plan delivers a current snapshot of Lethbridge School Division. In it you will find enrollment and staffing numbers, as well as Division Priorities with outlined goals and strategies. Tools and outcomes are given to allow the measurement and monitoring of progress in each of these areas. Interwoven through all are the driving values of Lethbridge School Division: Learning, Leadership, Respect, Inclusion and Well-Being.

Students are at the core of all we do, and it is through these values and with these strategies that we support students to experience success in their education journeys and become lifelong learners.

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

At the heart of these engagement efforts lies the Board's annual Town Hall event. A community-wide event that brings together a diverse collection of perspectives, Town Hall is a valuable tool to not only collect data but host important conversations. It brings together students, parents, educators and the Board for what has become one of the most important events on our yearly calendar. Our Division's profound commitment to the well-being of our staff is highlighted, through the implementation of a range of initiatives and support systems, along with innovative professional learning opportunities, such as the Para-Bytes professional learning initiative for Education Assistants.

The Board is committed to advocacy for public education and continues its pursuit for full funding for every student, along with emphasizing the importance of new and modernized learning facilities to create accessible spaces for all. We are thrilled to have received pre-planning funding for a new elementary school in the southwest quadrant of Lethbridge, along with funding to begin exploring the much-needed modernization of Lethbridge College Institute.

We eagerly anticipate the opening of West Coulee Station Elementary School in September of 2025. This school will be the new home to the Division's Spanish Bilingual Program and will help alleviate enrollment pressures on that side of the city. Numerous in-person engagement opportunities, along with online surveys, documents and video productions, were held to to gather valuable input from stakeholders regarding the necessary boundary changes. The Board appreciated all who participated and helped guide the direction of our Division.

Student Achievement, and the Division's focus on Early Learning opportunities, remains a critical priority, as early interventions are foundational to supporting future learning and life success. To that end, the Division continues to provide high-quality Early Childhood Services programming, Kindergarten, as well as full-day KinderCare programming at Nicholas Sheran Elementary School and Senator Buchanan Elementary School.

Our Division is pleased to offer diverse learning opportunities to allow all students to explore and cultivate their interests and passions. As always, the Board continues to strongly support career pathways education through a wide variety of Division programs and outside partnerships. Our Division's work within Zone 6 to support the Southern Alberta Collegiate Institute, which will be based out of Lethbridge Polytechnic, is just another example of this commitment.

Last but certainly not least, the plan outlines strategies utilized for the Division's budget-development process. The Board is committed to openness and transparency as the Division continues to offer engagement opportunities pertaining to budget development.

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



Christine Light Board Chair



# **Accountability Statement**

The Education Plan for Lethbridge School Division commencing June 1, 2024 was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The School Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The School Board reviewed and approved the 2024/2027 Education Plan on May 27, 2025.

Signed:

Christine Light, Board Chair

Signed:

Mike Nightingale, Superintendent



### **Division Priorities:**

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

# **Board of Trustees:**



**Christine Light Board Chair** 



Genny Steed Board Vice-Chair



**Andrea Andreachuk** 



**Tyler Demers** 



Kristina Larkin



**Allison Purcell** 



**Craig Whitehead** 

# **Senior Administration:**

Mike Nightingale
Superintendent
of Schools,
Lethbridge
School Division

Morag Asquith
Associate
Superintendent,
Instructional
Services

Christine Lee
Associate
Superintendent,
Business
and Operations

Robbie Charlebois
Associate
Superintendent,
Human
Resources



# **Jurisdiction Profile**

Since 1886, Lethbridge School Division has offered high quality learning experiences over a broad range of programs to meet the needs of a wide variety of learners. The Division educates approximately 12,500 Early Learning through Grade 12 students within the city of Lethbridge and employs approximately 668 full time equivalent (FTE) certificated staff and approximately 554 FTE support staff.

Lethbridge is a growing, vibrant city with over 111,400 residents. It is home to The University of Lethbridge, Lethbridge Polytechnic and the Lethbridge Research Centre, one of the largest agricultural research facilities in Canada.

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

All schools provide instruction in the core subjects (Language Arts, Mathematics, Social Studies and Science), Physical Education and the Fine Arts. Students at each school have access to Learning Commons that provide a blend of print materials and access to state-of-the art computers as well as digital resources. French language instruction is offered in Grade 4 through Grade 12 and a French Immersion/French Bilingual program is available for students from Kindergarten through Grade 12. A Spanish Bilingual program is in place at Coalbanks Elementary School. It currently spans Kindergarten to Grade 5. That program will move to West Coulee Station Elementary School for the 2025/2026 school year. G.S. Lakie Middle school also offers a Spanish Bilingual Program to grades 6, 7 and 8 students.





# **Jurisdiction Profile**

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

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

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



# **Jurisdiction Profile**

Understanding our Division's growth and staff demographics is crucial for planning, resource allocation and promoting diversity in our workforce. In recent years, we have seen growth in student enrollment across the Division. This growth requires flexibilty in allocating staff so that schools can effectively meet the changing needs of the communities they serve. Assessing recruitment, retention and professional learning ensures that we attract and keep skilled educators to serve our students. Additionally, integrating technology responsibly, engaging with the community and using data for decisions all help us serve our students and support the ongoing development and wellbeing of our staff.

### **Student Growth**

	Sept 30, 2022	Sept 30, 2023	Sept 30, 2024
Lethbridge School Division	12,007	12,295	12,337

### **Employee Demographics**

2024-25	%Teachers	%Non Teachers	Average Age Employees	Average Age Teachers	Average Age Non- Teachers
Lethbridge School Division	55.0%	45.0%	42	41	45

### ATA Age Distribution Breakdown

2024-25	18-29	30-39	40-49	50-59	60+
Lethbridge School Division	7.5%	18.8%	18.2%	8.9%	1.5%

### Non-ATA Age Distribution Breakdown

2024-25	18-29	30-39	40-49	50-59	60+
Lethbridge School Division	7.1%	7.8%	12.5%	11.2%	6.5%



# Staff Well-being

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

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





# **Assurance Framework**

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

# **Guiding Principles for Assurance**

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

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





# **Assurance Domains**

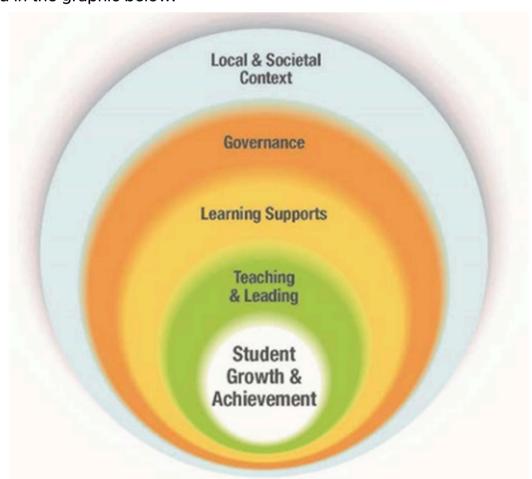
The 2024 to 2027 Lethbridge School Division Assurance Plan addresses the provincial assurance domains outlined by Alberta Education. It is reviewed and amended on an annual basis. A domain is an area of activity where education partners have specific responsibilities they are accountable for and provide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

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

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

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

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





# **Ongoing Reporting of Measures**

The Alberta Education Assurance Survey gathers information on the quality of education provided by school authorities and their schools. Administered by Alberta Education in collaboration with individual schools, the survey ensures anonymity through Random Access Codes given to students, teachers and parents/guardians/caregivers. Surveys are typically administered between January and March of each school year and are completed by grades 4, 7 and 10 students, along with their teachers and parents/guardians/caregivers. In smaller schools, all grades may be surveyed.

The survey measures progress and achievement in six key areas:

- Education Quality
- Citizenship
- Parental Involvement
- Welcoming, Caring, Respectful and Safe Learning Environments
- Student Learning Engagement
- Access to Supports and Services

Additionally, Alberta Education reports on high school completion rates, Provincial Achievement Test (PAT) results and Diploma exam results.

The Alberta Education Assurance Results provide valuable information related to how schools and the Division are progressing in key areas. These results should be evaluated within the broader context of the school community. They are not designed to measure every aspect of a school and/or school authority's progress but serve as one set of information to help stakeholders understand areas of success and areas for growth.

The 2023/2024 results demonstrated improvement in several categories in the Alberta Education Assurance Measures. Notably, the five-year high school completion rate improved compared to the previous year and multi-year trend for the Division. Grade 6 Provincial Achievement Tests (PAT) acceptable results also showed improvement over the three-year average and surpassed the provincial average for this measure.

However, the Division experienced declines in student learning engagement, citizenship and education quality measures. Additionally, Grade 9 Provincial Achievement Tests (PAT) acceptable results and Diploma acceptable results remain areas of concern. For more details about Division results, please view the Annual Education Results Report (link)



# **Ongoing Reporting of Measures**

Improving results contained in the Alberta Education Assurance Measures is a key focus for the Division. Analysis of assurance results directly influenced the creation of the priorities, outcomes, strategies and measures identified in this plan. In addition, improving results as contained in the assurance framework is specifically referenced in the local and societal context section of this report.

The Division also links the assurance plan to Alberta Education's Business Plan. In particular, the Division's focus on maintaining and enhancing high school completion rates, improving Grade 9 PAT results, diploma examination results for all students are all directly aligned with Alberta Education's 2025/2028 business plan.

Lethbridge School Division monitors enrollment and demographic trends across the jurisdiction to allocate resources to meet the changing needs of the school communities we serve. The Division also maintains up to date financial reporting which can be accessed here: (link to financials)





# **Assurance Domains Summary**

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

### **Local and Societal Context Domain Areas of Focus**

- Improve Alberta Education Assurance Framework Results
- Improve Data Collection to Support Student Learning
- Increase Kindergarten and Grade 1 Enrollment
- Conduct a Review of Grade 6 to 9 Education in the Division

### **Governance Domain Priorities**

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

### **Student Growth and Achievement Priorities**

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

### **Teaching and Leading Domain Priorities**

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

### **Learning Supports Domain Priorities**

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



# **Domain: Local and Societal Context**

The Local and Societal Context Domain is designed to identify and respond to the learning needs, interests, aspirations and diverse cultural, social, and economic circumstances present in Lethbridge School Division.

The assurance planning process begins with the annual Town Hall event held in February, which engages, students, staff, parents/guardians/caregivers and community members in dialogue related to the direction of the Division. After the Town Hall event the Division releases a follow-up survey to gather additional feedback from stakeholders. The Division considers additional information gathered from sources such as community conversations with Trustees, analysis of data from the assurance framework measures and other school-based data. Individual schools create assurance plans that are linked to the priorities identified in the Division assurance plan and engage School Councils in this planning.

Through these processes the Division has identified the following strategic priorities as areas of intentional focus over the coming years. Please note, these are not the only priorities for the Division. Additional priorities for each domain are listed throughout this document.

- · Improve Alberta Education Assurance Framework Results
- · Improve Data Collection to Support Student Learning
- · Increase Kindergarten and Grade 1 Enrollment
- · Conduct a Review of Grade 6 to 9 Education in the Division

Below is additional information regarding each of these priorities

### Improve Alberta Education Assurance Framework Results

Assurance Framework results fall into two broad categories, survey results and student data. The Alberta Education Assurance Survey gathers information on the quality of education provided by school authorities and their schools. The survey is administered by Alberta Education in collaboration with individual schools. Surveys are typically administered between January and March of each school year and are completed by a selection of students, parents/guardians/caregivers and all teachers in the school.

The survey measures progress and achievement in six key areas:

- · Education Quality
- · Citizenship
- · Parental Involvement
- · Welcoming, Caring, Respectful and Safe Learning Environments
- · Student Learning Engagement
- · Access to Supports and Services.



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

Additionally, student data is collected in the following areas:

- Grade 6 Provincial Achievement Test (PAT) results
- Grade 9 Provincial Achievement Test (PAT) results
- Grade 12 Diploma Examination results
- High School Completion Rates

The Division will work closely with school administrators through dedicated time at administrator committee meetings to analyze the data contained in the assurance framework results. Together, we will measure progress and identify strategies for improvement by analyzing the results focusing on the following:

- Improvement compared to previous year
- Improvement compared to three-year average
- Achievement compared to provincial average

Strategies for improvement in this area are listed throughout this document.

### Improve Data Collection to Support Student Learning

While the assurance framework captures important information regarding student learning, it is not designed to capture a broad picture of the learning that occurs in the Division. As such, there is a desire to more effectively collect and report on student learning across the Division. Over the course of the next few years, the Division will explore opportunities to collect and more effectively report on student learning. This may include:

- Elementary report card pilot
- Examining reporting at middle school and high school with a goal of increasing the effectiveness of communication about learning to students and parents
- Explore processes to better collect, analyze and report on student attendance across the Division
- Explore strategies to more effectively analyze results from Diploma examinations and Provincial Achievement Tests
- Explore strategies to more effectively collect and analyze elementary literacy and numeracy data.



# **Domain: Local and Societal Context**

#### **Increase Kindergarten and Grade 1 Enrollment**

We believe that providing our students with a successful early start to their education journey is critical to their long-term success. Analysis of enrollment trends suggest a decreasing number of families are enrolling in Kindergarten programming.

The Division will work closely to monitor enrollment trends in Kindergarten and Grade 1 and will measure progress using the following measurements:

- · Total number of Kindergarten students enrolling in the Division
- · Kindergarten as a percentage of total enrollment in the Division
- · Transition rates from Kindergarten to Grade 1
- · Total enrollment in Grade 1

Strategies for improvement in this area are listed throughout this document.

#### Conduct a Systemic Review of Grade 6 to 9 Education in the Division

• The Division will consider strategies to analyze areas of success and areas for improvement in relation to Grade 6 to 9 education in the Division.





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

#### **Governance Domain Priorities**

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

For more detailed information related to each of these domain priorities, please see Pages 18-23.







### **Governance Domain Priority - Stakeholder Engagement**

#### What is our desired outcome?

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

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

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

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

- Education Quality Assurance Survey results and trends.
- Parental Involvement Assurance Survey results and trends.
- School Improvement Supplemental Assurance Survey results and trends.
- Lifelong Learning Supplemental Assurance Survey results and trends.
- Town Hall feedback and survey data



### **Governance Domain Priority - Advocacy for Education**

#### What is our desired outcome?

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

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

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

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



### **Governance Domain Priority - Resource Allocation**

#### What is our desired outcome?

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

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

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

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



### **Governance Domain Priority - Effective Policy**

#### What is our desired outcome?

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

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

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

### How will we measure and monitor success?

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

# TOWN HALL 2025





#### **Town Hall**

The assurance planning process begins with the annual Town Hall event held in February, which engages, students, staff, parents/guardians/caregivers and community members in dialogue related to the direction of the Division. After the Town Hall event the Division releases a follow-up survey to gather additional feedback from stakeholders.

The Town Hall event was held on Tuesday, Feb. 4, 2025, with over 180 participants in attendance. The subsequent Town Hall survey had over 400 respondents and more than 2,000 comments. Questions for the Town Hall event and survey were designed to align with the assurance survey. Participants were asked questions about education quality, welcoming and safe learning environments, student learning engagement, citizenship, parent/guardian/caregiver engagement, classroom complexity and academic achievement.

The Town Hall process directly informs the Division assurance plan. Individual schools then create assurance plans that are then linked to the priorities identified in the Division assurance plan and engage School Councils in their assurance planning process.

# Town Hall 2025











### **Advocating for Learning Facilities**

Each year, the Board of Trustees approves the School Division's Three-Year Capital Plan. The Capital Plan represents the business case submitted to the Province of Alberta for funding and approval to construct new and modernized learning facilities that our Division requires. As a result of these efforts, Lethbridge School Division has secured Planning Funding for a new K-5 Elementary School in west Lethbridge's southern region to address anticipated enrolment growth. Additionally, pre-planning funds have been allocated to initiate feasibility studies for the modernization of Lethbridge Collegiate Institute, the Division's oldest high school. Despite three upgrades during its existence, this facility necessitates a new gymnasium, infrastructure enhancements and improved accessibility measures.

Last year, Design Funding was announced for the modernization of Galbraith Elementary School, the Division's oldest elementary school at 113 years old. This modernization is crucial to replace aging infrastructure and re-envision spaces to align them with contemporary instructional programming and building functionality, all while preserving



the architectural heritage of the structure. Design funding constitutes the third stage in a four-stage approval process, culminating in full construction. Currently, schematic designs are being developed for a modernized Galbraith Elementary School.

The City of Lethbridge is experiencing significant growth on the city's west side. Due to this growth and capacity pressures at the only elementary school on the north end of west Lethbridge, a new K-5 elementary school was requested in the Capital Plan and approved for funding in 2021. In September of 2025, West Coulee Station Elementary School will open in the community of Garry Station, with a capacity for 600 students. The school has the potential to accommodate up to 900 students, with the addition of 12 modular classrooms.

The Division is fortunate to have a valued partner in The City of Lethbridge. The city is collaborating on West Coulee Station Elementary School and the Galbraith Elementary School modernization by providing funding support to expand the gymnasiums by 200 square metres. This enhancement will facilitate after-hours community use of the schools as part of the Division's and the City of Lethbridge's Joint Use of Facilities Agreement.



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

#### **Domain Priorities**

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

For more detailed information related to each of these domain priorities, see Pages 24-30.

### **Student Growth and Achievement Priority - Foundational Learning**

#### What is our desired outcome?

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

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

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

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



### **Student Growth and Achievement Priority - Diverse Learning Pathways**

#### What is our desired outcome?

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

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

- <u>Fine Arts</u> Provide diverse opportunities for students to discover and cultivate their passion and interest in the Fine Arts.
- <u>Technology and STEAM</u> Provide diverse opportunities for students to discover and cultivate their passion and interest related to technology and STEAM.
- <u>Career Pathways</u> Provide diverse opportunities for students to discover and explore potential future career pathways.
- <u>Physical and Health Education</u> Offer a broad range of physical education and health programming across the Division.
- Extra-Curricular Activities Offer a broad range of extra-curricular and co-curricular opportunities across the Division.
- <u>Languages</u> Offer diverse language programming, including French Immersion and Spanish Bilingual.
- <u>Programs of Study</u> Offer a broad range of courses, classes and programs of study to support student growth and achievement.

- Programs of Study Supplemental Assurance Survey results and trends.
- Lifelong Learning Supplemental Assurance Survey results and trends.
- Education Quality Assurance Survey results and trends.
- Student Learning Engagement Assurance Survey results and trends.





### **Student Growth and Achievement Priority - Effective Assessment**

#### What is our desired outcome?

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

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

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

- Provincial Achievement Test results and trends.
- Provincial Diploma Examination results and trends.
- Lifelong Learning Supplemental Assurance Survey results and trends.
- Five-year completion rate Assurance Survey results and trends.
- Early Years Literacy and Numeracy Assessments.





### Student Growth and Achievement Priority - Indigenous Student Achievement

#### What is our desired outcome?

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

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

- <u>Universal Assessments</u> Literacy and numeracy assessments such as Fountas and Pinnell, LeNS and CC3 and Alberta Education Numeracy Screening Assessment inform instruction and guide intervention practice.
- <u>Thinking Classrooms</u> Targeted professional learning to support implementation of thinking classroom strategies and concept attainment methodology that promote critical thinking.
- <u>Early Intervention</u> Implementing tools such as University of Florida Literacy Institute (UFLI) Foundations, Alberta Education Reading Intervention Lessons CORE Phonics assessment that support learning in literacy and numeracy for students requiring intervention.
- <u>Quality Assessment Practices</u> Emphasis on using varied quality assessment practices to accurately assess student progress and growth.
- <u>Meaningful Reporting</u> Emphasis on reporting practices that provide meaningful feedback to students and parents/guardians/caregivers to enable improved collaboration to support student learning and achievement.
- <u>Indigenous Awards</u> Division-wide celebration of growth and achievement for Indigenous students.
- <u>Indigenous Graduation</u> Division-wide celebration of Indigenous student achievement.
- <u>Indigenous Education Teachers</u> Build capacity throughout the system to support incorporation of Indigenous ways of knowing in the classroom.
- <u>Indigenous Education Plan</u> Provide a Division framework to support Indigenous Education across the Division.
- <u>Graduation Coaches</u> Grad coaches are allocated to high school students to specifically support graduation and post-secondary opportunities.

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



### **Early Learning**

Lethbridge School Division is committed to providing children with the best possible start to their educational journey through Early Childhood Services (ECS) programming. These programs are informed by current research in early learning and development and include Kindergarten, Early Education Programs, and KinderCare.

ECS programming offers enriched opportunities for growth during a critical period of physical, cognitive and social development — when children are most responsive to targeted support and intervention. Our skilled Early Education staff work in close collaboration with Speech-Language Pathologists, Learning Support Teachers and other professionals to provide responsive instruction and intervention strategies. This teambased approach supports the development of strong language, social and early literacy skills within inclusive, language-rich learning environments.



### **Early Learning**

Grounded in research emphasizing the importance of strong foundations for lifelong learning and success, programs implement activities that support the development of executive functioning skills. These skills are essential for strengthening children's abilities in problem-solving, attention, self-regulation, emotional control and organization. Learning is play-based, which encourages creativity, supports the development of positive relationships and nurtures a lifelong joy in learning.

Lethbridge School Division is currently piloting KinderCare at two elementary schools. This initiative provides full-day programming in which early learning staff engage children in purposeful, play-based activities that promote exploration, foster creativity, develop problem-solving skills and enhance language expression—laying a strong foundation for future learning and well-being.

### **Career Pathways**

The Off-Campus Education Coordinator and their team, in collaboration with school-based teams, have been working diligently to connect students with off-campus employment and career opportunities. The Off Campus/Work Experience team builds relationships with community partners and businesses to allow for increased variety and exposure to employment and career development during high school years.

Lethbridge School Division is in a partnership with Zone 6 school divisions supporting the initiation of the Southern Alberta Collegiate Institute housed in Lethbridge Polytechnic. This Institute will provide many trades opportunities for our grade 7-12 students to access alternate learning related to the work world.

Careers, dual credit, work experience, registered apprenticeships and post-secondary support continue to be an important part of the work our schools do at the secondary level to support families. School-based teams, comprised of health and CALM teachers, wellness teams and administration, all work to share information regarding transitioning from high school to post-secondary education.





### **Technology**

Lethbridge School Division's commitment to a comprehensive educational experience is evident through its strong focus on STEAM activities, including 3D printing, coding projects and innovative technology initiatives that spark student curiosity and prepare them for real-world applications. Building on this foundation, students are actively participating in robotics competitions, drone flight challenges and a range of tech-focused events that develop critical skills such as problem-solving, teamwork and innovation. While esports continues to offer engagement, teamwork and leadership opportunities for students, the Division's emphasis has expanded to broader technology initiatives. These experiences open doors to new occupational opportunities and pathways to future careers in technology fields.

In addition, the Division remains committed to the responsible integration of Artificial Intelligence by continuously learning, refining and implementing AI guidelines and best practices to enhance classroom learning and promote digital citizenship.

These initiatives reflect the Division's dedication to preparing students for a rapidly evolving technological future, while maintaining a strong focus on their well-being and personal growth.





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

#### **Domain Priorities**

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

For more detailed information related to each of these domain priorities, see Pages 31-35.

### Teaching and Leading Priority - Respond Effectively to Student Needs

#### What is our desired outcome?

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

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

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



### Teaching and Leading Priority - Respond Effectively to Student Needs

### How will we measure and monitor progress?

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

### **Teaching and Leading Priority - Professional Growth**

#### What is our desired outcome?

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

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

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

### How will we measure and monitor progress?

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



### **Teaching and Leading Priority - Communication and Collaboration**

#### What is our desired outcome?

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

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

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

### How will we measure and monitor progress?

- Parental Involvement Assurance Survey results and trends.
- Educational Quality Assurance Survey results and trends.
- School Improvement Supplemental Assurance Survey results and trends.
- Town Hall survey results.





### **Collaborative Communities**

The mornings of our Division-wide Professional Learning days focus on Collaborative Communities, which are initiated and led by teachers. These communities emerge from identified learning needs that teachers recognize as areas to address with their students. Teachers communicate these needs by forming Collaborative Communities, where groups of educators come together to share professional expertise, discuss strategies, and research resources aimed at effectively meeting these needs. The autonomy granted to teachers in this process emphasizes choice and aligns directly with the inquiry-based approach we have adopted for teacher professional learning within our Division. Collaborative Communities will continue into the 2025/2026 school year.

### **Report Cards**

In 2025/2026, the updated K-5 report card will be implemented. The new report card was developed by a committee of Lethbridge teachers and aligns with the new K-5 Alberta curriculum. Teachers underwent professional development for the new reporting system in May of 2025 and will continue to receive support through the Report Card Reference Guide and from the Instructional Services team throughout 2025/2026.

### **New Curriculum**

In September of 2025, the following new curriculum will be mandatory:

K-3 Social Studies

The following curriculum will be available for piloting throughout 2025/2026. We anticipate several Division teachers from a variety of schools will participate:

- 4-6 Social Studies
- 7-9 Mathematics
- 7-9 Social Studies
- 7-10 Physical Education and Wellness
- CALM

Funding for piloting will be available from Alberta Education. These funds will be utilized to support teacher collaboration and resource development.

### **Learning Disruption Intervention**

Learning Disruption Funding has been received and will be utilized for students in Grade 1 in the 2025/2026 school year. To address learning disruptions, schools will be provided targeted funding where teachers will conduct initial student assessments, deliver targeted instruction and monitor student progress throughout the intervention period. To support targeted intervention, materials such as the UFLI manual, sound wall cards, magnetic activity trays and letter sets will be provided.



### **Para-Bytes Training and Professional Learning**

In 2024/2025 school year, we expanded the Para-Bytes training available to our Educational Assistant staff. This year, approximately 120 EAs attended each of the four half-day facilitated workshops that laid the groundwork by exploring foundational principles in supporting Inclusive Education practices. Using the Para-Bytes Behaviours resources and integrating SIVA philosophy and practice, the Inclusive Education department also developed eight self-directed modules focused on specific strategies and interventions to support unexpected and escalated student behaviours. On average, 180 EAs completed each of these modules.

Based on the positive feedback of these learning opportunities from staff at all levels, we will continue to offer in-person Foundation Para-Bytes workshops to EAs next year to help ensure a common understanding across our division as well as provide the Behaviour based self-directed modules. In addition, we will increase accessibility for EAs and staff to engage with the Para-Bytes website to explore the academic and interdependence strategies.





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

#### **Domain Priorities**

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

For more detailed information related to each of these domain priorities, see Pages 36-42.

### **Learning and Supports Priority – Safe and Caring Culture**

#### What is our desired outcome?

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

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

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

- Welcoming, Caring, Respectful and Safe Learning Environments Assurance Survey results and trends.
- Safe and Caring Supplemental Assurance Survey results and trends.
- Citizenship Assurance Survey results and trends.



### **Learning and Supports Priority – Equitable Learning Opportunities**

#### What is our desired outcome?

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

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

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

- Access to supports and services Assurance Survey results and trends.
- Student Learning Engagement Assurance Survey results and trends.
- Education Quality Assurance Survey results and trends.
- Citizenship Assurance Survey results and trends.
- Programs of Study Supplemental Assurance Survey results and trends.
- English as Additional Language five-year completion rate.



### **Learning and Supports Priority - Active, Healthy Students**

#### What is our desired outcome?

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

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

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

- Welcoming, Caring, Respectful and Safe Learning Environments Assurance Survey results and trends.
- Safe and Caring Supplemental Assurance Survey results and trends.
- Citizenship Assurance Survey results and trends.



### **Learning and Supports Priority - Truth and Reconciliation**

#### What is our desired outcome?

• School communities take action to advance Truth and Reconciliation.

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

- <u>Land Based Learning</u> The Division promotes opportunities for land-based learning as a way for all students to connect learning, nature and Indigenous ways of knowing.
- <u>National Day for Truth and Reconciliation</u> Activities across the Division recognize the National Day for Truth and Reconciliation.
- <u>Indigenous Education Plan</u> The Division Indigenous Education plan guide strategies and practices to advance truth and reconciliation.
- <u>Community Engagement</u> Indigenous student awards night and Indigenous graduation celebrate the accomplishment of Indigenous students.
- <u>Indigenous Education Teachers</u> Division Indigenous education teachers support the acquisition of knowledge regarding Indigenous experiences and support the implementation of Indigenous perspectives, as detailed in programs of study.

- Citizenship Assurance Survey results and trends.
- Welcoming, Safe and Caring, Respectful and Safe Learning Environments Assurance Survey results and trends.
- Indigenous student three-year completion rate Assurance Survey results and trends.
- Indigenous student five-year completion rate Assurance Survey results and trends.





### **Learning For All**

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

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





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

Lethbridge School Division continues to welcome English as an Additional Language learners, including newcomer/refugee students, into our schools. We currently have 1,291 EAL Learners from countries all over the world with the majority of families arriving specifically from the Philippines and various African countries. Upon registering, our students take part in academic and social intake interviews. The information gathered through these interviews begins the process of our Provincial Benchmarking practice.

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





### **Health and Well-being**

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

Breakfast, lunch or healthy snack programs have been implemented in some schools for several years, made possible by Alberta Education Nutrition Grants as well as the generous support of industry, business, service clubs and volunteers. We continue to explore and lean on the community to assist in delivering programming as required.

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

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







# Lethbridge School Division 2025/2026 Preliminary Budget

### Board of Trustees Belief Statements for Preparation of the 2025/2026 Budget

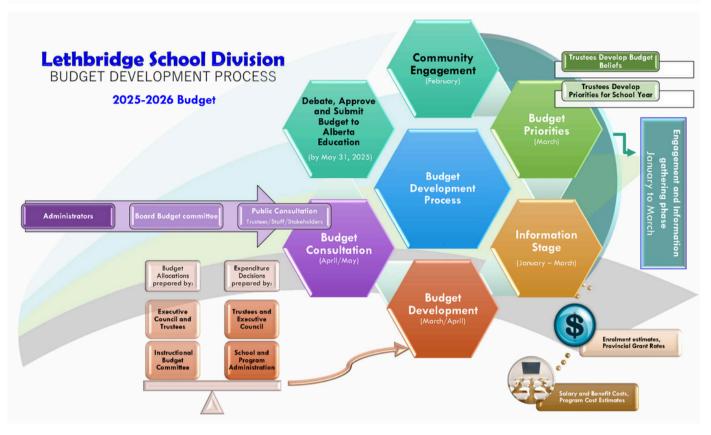
Lethbridge School Division is primarily funded by Alberta Education. The Board is legally obligated to create and approve the annual Division budget and to fiscally manage the Division's funds in a responsible manner, ensuring that the educational needs of students are met within a balanced budget, as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

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





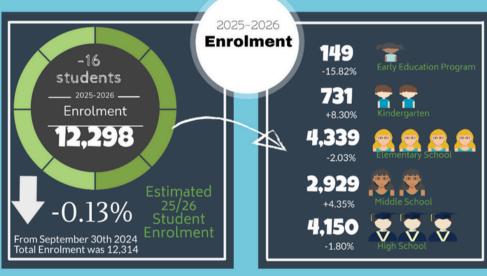


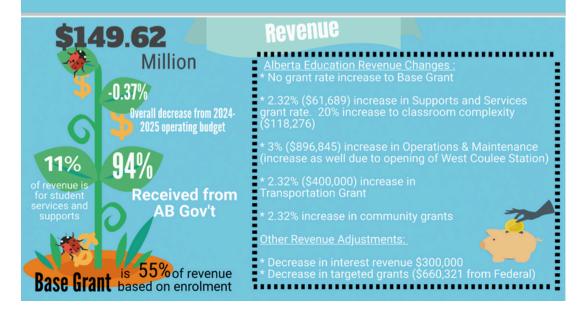




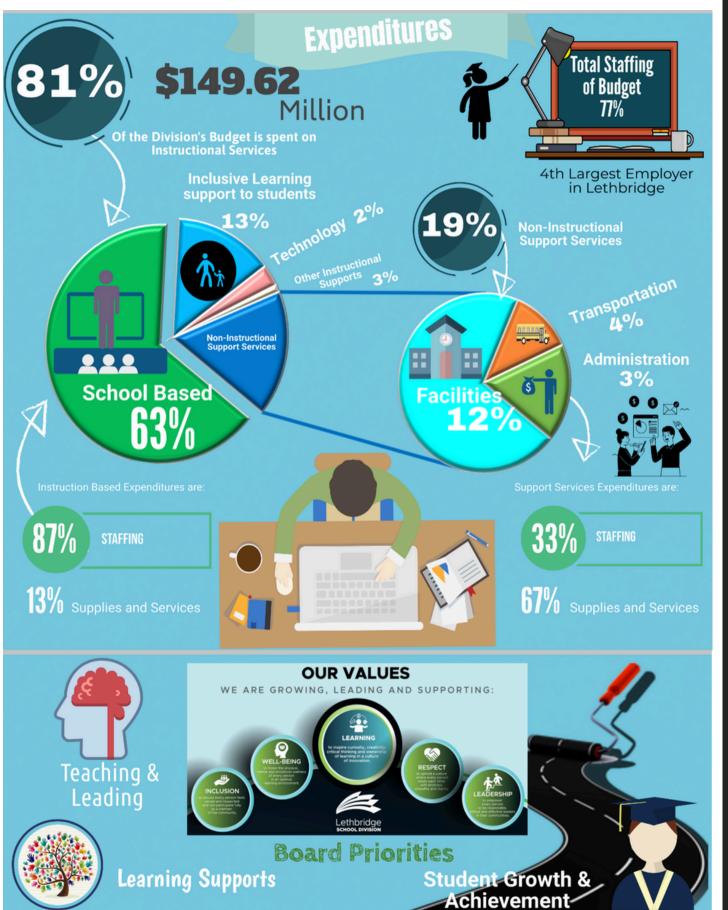














# 2025/2026 Preliminary Budget Summary

Lethbridge School Division has a total operating budget of \$149.63 million and provides public education services to the citizens of the City of Lethbridge, Alberta, Canada.

The School Division was established in 1886 and proudly serves a community that has grown to over 111,400 residents. Lethbridge School Division serves approximately 12,298 students from early education (pre-school) to Grade 12. The Division provides high quality learning experiences for students through a broad range of educational programs in 24 schools and four institutional programs.

# **Division Priorities and Strategies**

In February of 2025, the Board of Trustees held a consultation session with the education stakeholders of the community. Through both in person and online responses, 2,417 comments were recorded, as part of Town Hall 2025. This feedback was reviewed by both the Board of Trustees and Division administration and helped shape priorities for the 2025/2026 school year and beyond.

#### **Areas of Discussion Included:**

- Aspects of the elementary, middle and high school experience stakeholders are most satisfied and least satisfied with in Lethbridge School Division, and why.
- How schools make students feel safe, welcomed and cared for, and what schools can do to improve in these areas.
- What schools do to help students learn successfully, and how schools can improve in this area.
- What schools are doing to engage parents/guardians/caregivers in their child's education.
- How schools are effectively addressing classroom complexities, and how schools can better address classroom complexities.
- What actions schools take to support high levels of student learning and achievement, and areas of improvement in this area.

The link to the survey summary can be found here:

https://lethsdcommunityengagement.schoolsites.ca/download/491447



# **Meritorious Budget Award Program**

Lethbridge School Division is pleased to participate in the Association of School Business Officials (ASBO) International Meritorious Budget Award Program (MBA) for presentation of the 2025/2026 budget. The Division received its first MBA for excellence in the presentation of the 2006/2007 budget and the 19 subsequent years up to and including the 2024/2025 budget. Once the budget is approved by the Board of Trustees, the Division develops the 2025/2026 comprehensive budget report for the public and for the submission to ASBO for consideration for the Meritorious Budget Award.







# **Budget Process**

The Division's budget process involves stakeholders to ensure there is involvement in the development of the budget from start to final approval. The Division undertook a number of consultations with stakeholders to discuss the current fiscal situation and to develop expenditure priorities for the 2024/2025 budget. An in person Town Hall meeting was held in February 2025 involving parents, guardian, students, staff and the community to discuss a variety of topics.

The feedback on these questions influenced the development of Board priorities. The Board of Trustees developed belief statements in April 2025 and set priorities which guided the development of the 2025/2026 budget. The budget process and policies used to develop the budget remained relatively consistent from the development of the 2024/2025 budget.

A public budget survey was conducted in February of 2025 to help gather stakeholder opinions on the Division's instructional budget.

Information on funding and expenditure estimates was gathered and then the budget was developed in consultation with senior administration, school and program administrators, and trustees. Stakeholders, including parents, guardians, staff members, administration and trustees, are invited to the review the online presentation of the budget in May 2025 to discuss the significant challenges in developing a fiscally responsible budget, how it relates to the priorities and strategies developed, and to gather feedback on the draft budget. Stakeholders are then encouraged to provide written comments on the budget to the Board for consideration at the budget debate May 26th, 2025. After final approval by the Board, the budget is then submitted to Alberta Education as required under legislation. Under legislation, the budget is to be submitted to Alberta Education by May 31 each year.

There were no significant budget process or policy changes from the previous year.

This budget is called the "preliminary" budget version, although it is the legally adopted budget for purposes of meeting legislative requirements. The budget will be updated for actual known enrolments and other known changes as of Sept. 30, 2025.

# **Enrolment**

Lethbridge School Division has 12,298 students projected to be enrolled in early education (pre-school) through Grade 12 in the 2025/2026 school year as compared to 12,314 in 2024/2025. This is a decrease of 16 students or -0.13% from the prior year count in September of 2024. Larger groups are graduating and there are not the same number of students entering the Division in the lower grades is one of the main reasons for the decline. Historical data and other factors are used to help predict future enrolment. These enrolment numbers are based on estimates submitted to Alberta Education in December 2024 as well as projections completed in May of 2025. Actual enrolment numbers for the 2025-2026 are then submitted on Sept. 30, 2025.

Pre-K, elementary, and high school are showing declines in enrolment, whereas Kindergarten and middle schools are showing increases ranging from 4.35% to 8.30%.

Program	September 2021	September 2025	Cha	inge			
Early Education	299	241	180	177	149	-28	-15.82%
Kindergarten	747	784	667	675	731	56	8.30%
Elementary (Grades 1 - 5)	4,279	4,398	4,467	4,429	4,339	-90	-2.03%
Middle School (Grades 6 - 8)	2,787	2,765	2,773	2,807	2,929	122	4.35%
High School (Grades 9 - 12)	3,568	3,769	4,142	4,226	4,150	-76	-1.80%
Total	11,680	11,957	12,229	12,314	12,298	-16	-0.13%
% Change		2.37%	2.27%	0.70%	-0.13%		

Enrolment fluctuations have a significant impact on future grant revenues as approximately 55 per cent of the Division's funding is specifically for Base Instruction. For the last several years, the Division has been funded on a Weighted Moving Average (WMA) formula. This formula was as follows (funding for the 2024/2025 school year):

- 20 per cent of the actual enrolment from the 2022/2023 school year
- 30 per cent of the estimated enrolment from the 2023/2024 school year
- 50 per cent of the projected enrolment from the 2024/2025 school year

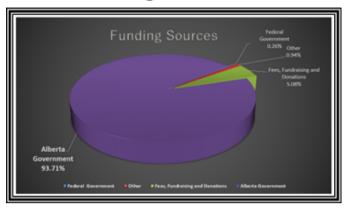
For the 2025/2026 school year, this funding formula has been changed. The Adjusted Enrolment Method (AEM) has been updated to the following:

- 30 per cent of the estimated enrolment from the 2024/2025 school year
- 70 per cent of the projected enrolment from the 2025/2026 school year

School Year	FTE	Weighting	AEM
2024-2025 Estimated FTE Enrolment	11,764.0	30%	3,529.2
2025-2026 Projected FTE Enrolment	11,858.0	70%	8,300.6



# **Funding sources**



The Division is financially dependent on funding from the Province of Alberta.

The School Division receives approximately 93.71 per cent of its funding from the Provincial Government. The Division has control over other revenues such as school fees, school generated funds, outside grants, investment revenues and one-time reserve funds, which comprise 6.28 per cent of the Division's revenue.

Total budgeted revenues and allocations for 2025-2026 are \$149.62 million. Included in these revenues is \$23,927 of prior year's reserves. Total revenues and allocations for the Division have decreased by -0.51 per cent over the operating budget for 2024/2025. This is due in part to the following:

- · The Division has held back funds based on enrolment projections. If enrolment is met in the Sept. 30 2025 student count, the Division will be eligible for this funding. If not, this funding will need to be repaid to Alberta Education in the 2026/2027 school year. The Division has estimated a hold back and currently has not budgeted \$2 million dollars from Alberta Education.
- · In 2024/2025, the Division had used over \$1.2 million in one-time reserve funds. In the last few years, Alberta Education has directed school divisions to use their reserves. In response to this mandate, to help maintain instructional programming and the need to balance the budget, the Division has used over \$7 million in reserves in the past three years. Reserve funds are now depleted.
- · Targeted grants and external funding that was available in the 2024/2025 school year are no longer available in the 2025/2026 school year. This includes the mental health in wellness pilot program and Jordan's Principle (which covered the expenses for additional Educational Assistants).

• Due to lower interest rates and lower cash reserves, interest revenue is estimated to decrease by half to \$300,000 (had been \$600,000 in prior year and had all been used within instruction).

Revenues and Allocations	2025-2026 Preliminary Budget	2024-2025 Operating Budget	Variance from 2024-2025 Operating Budget	Change %	2024-2025 Preliminary Budget	Variance from 2024-2025 Preliminary Budget	Change %
Alberta Education - Base Instruction	\$81,895,381	\$82,698,102	(\$802,721)	-0.97%	\$83,201,135	(\$1,305,754)	-1.57%
Alberta Education - Services and Supports	\$17,183,036	\$17,121,347	\$61,689	0.36%	\$17,058,208	\$124,828	0.73%
Alberta Education - Schools/Facilities	\$19,421,015	\$17,325,419	\$2,095,596	12.10%	\$17,349,510	\$2,071,505	11.94%
Alberta Education - Community	\$3,584,404	\$3,613,485	(\$29,081)	-0.80%	\$3,622,281	(\$37,877)	-1.05%
Alberta Education - Jurisdiction	\$4,608,671	\$4,371,026	\$237,645	5.44%	\$4,371,026	\$237,645	5.44%
Projects/Contracts	\$506,515	\$810,261	(\$303,746)	-37.49%	\$426,786	\$79,729	18.68%
Other Provincial Revenue	\$507,892	\$729,951	(\$222,059)	-30.42%	\$727,846	(\$219,954)	-30.22%
Teacher Pension Costs	\$6,500,000	\$6,500,000	\$0	0.00%	\$6,500,000	\$0	0.00%
Federal Government Funding	\$388,944	\$1,049,265	(\$660,321)	-62.93%	\$845,396	(\$456,452)	-53.99%
Other Revenues	\$9,005,278	\$8,793,732	\$211,546	2.41%	\$8,771,719	\$233,559	2.66%
Capital and Debt Services	\$5,990,427	\$5,990,427	\$0	0.00%	\$5,990,427	\$0	0.00%
Total Operating Revenue	\$149,591,563	\$149,003,015	\$588,548	0.39%	\$148,864,334	\$727,229	0.49%
Prior Years Reserves (one-time funds) & Yearend Committments	\$23,927	\$1,386,129	(\$1,362,202)	-98.27%	\$1,240,373	(\$1,216,446)	-98.07%
Total Revenue and Allocations	\$149,615,490	\$150,389,144	(\$773,654)	-0.51%	\$150,104,707	(\$489,217)	-0.33%



### **Alberta Education - Base Instruction**

### 54.74% of Division Revenues% of Division Revenues

As part of the Provincial Funding Framework, the Base Instruction funding is based on the Adjusted Enrolment Method (AEM) of funded full-time equivalent (FTE) student enrolment. The 2025/2026 AEM is calculated based the following:

- 30 per cent of the estimated FTE enrolments of 2024/2025, and
- 70 per cent of the projected FTE student enrolments for 2025/2026.

The Base Instruction grant is the largest grant the Division receives and is based on AEM enrolment amounts for ECS, Grades 1-9, High School and Outreach Programs. The AEM is set by Alberta Education for the 2025/2026 school year during the preliminary budget based on initial student enrolment projections. In September, the final student enrolment counts are updated but do not take account until the following budget year as part of estimated enrolments and as part of a prior year funding adjustment.

The Base Instruction grant rate did not increase from the prior school year. As a result, the Division's expenses paid for by this grant are outpacing the revenue the Division will receive.

# **Alberta Education - Services and Supports**

#### 11.48% of Division Revenues

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

For the 2025/2026 school year, the Services and Supports grant rate increased by 2.32 per cent except for the classroom complexity grant rate (which increased 20 per cent, or approximately \$118,000 for the Division).



### **Alberta Education - Schools/Facilities**

### 12.98% of Division Revenues

As part of the Provincial Funding Framework, the Schools/Facilities funding includes Operations and Maintenance funding, Transportation, and Infrastructure Maintenance and Renewal (IMR) funding. There was a \$2 million increase in the Operations and Maintenance grant for the 2025/2026 school year. The Operations and Maintenance grant rate received a 3-per-cent increase and funding is allocated in a combination of the AEM enrolment and the facility space utilization (which will increase for the 2025/2026 school year with the opening of West Coulee Station Elementary School). This grant increased by \$896,845.

School divisions apply for Capital Maintenance and Renewal (CMR) funding for specific projects. For 2025-2026, the Division will receive approximately \$1,941,000 in CMR funding. These funds are capital grants and not included in the operating budget. The CMR funding the Division will receive will continue to be used for the Victoria Park modernization project that started in the 2022/2023 school year.

Alberta Education has adjusted the distance requirements for transportation for the 2025/2026 school year. Eligible riders will change from 1-1.6 KM for grades K-6 and 2 KM for grades 7-12 will remain the same. The transportation grant rate increased 2.32 per cent for the 2025/2026 school year and is increasing by \$1.1 million (\$740,000 of this has been received in the 2024/2025 school year due to the timing of the grant application).

A new grant that was introduced for the 2025/2026 school year was a school technology grant. This funding is to support school divisions in the areas of information technology and security. The Division received \$150,000 for this grant.

# **Alberta Education - Community**

### 2.4% of Division Revenues

As part of the Provincial Funding Framework, the Community funding is a category of provincial funding that includes various grants such as Socio-Economic, Geographic and School Nutrition. These funding allocations are specific provincial allocations based on the Division's factors and indexes compared to the province and the respective funding allocations.

For the 2025/2026 budget, the school nutrition grant has increased by 2.32 per cent for a total of \$306,448. The other two grants rates in this area (socio-economic status and geographic) each also increased by 2.32 per cent. Both of these funds are used entirely within instruction.



### **Alberta Education - Jurisdiction**

### 3.08% of Division Revenues

As part of the Provincial Funding Framework, the jurisdiction funding is specifically separated to identify the funding specifically for the Board and system administration. Although this funding is based on a base allocation and AEM factors, the total grant is limited to a specific adjustment factor that reduces the funding to a specified portion of the Division's budget. For the 2025/2026 budget, the grant amount has increased by \$237,645.

# **Projects/Contracts**

#### 0.34% of Division Revenues

Project/contract funding is for specific one-time targeted grants that have been provided for specific projects/contracts. For the 2025/2026 budget, two Alberta Education specific grants have been included - \$121,244 for new curriculum funding (all for staffing costs) and \$385,271 for a new mental health grant (being used in counselling).

### **Other Provincial Revenues**

### 0.34% of Division Revenues

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

### **Teacher Pension Costs**

### 4.34% of Division Revenues

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



#### Provincial Revenue Estimates:

(Excluding reserves and other revenue sources)

Alberta Education Operating Grants
Operations and Maintenance
Transportation (note 1)
Capital and Debt Servicing
Infrastructure Maintenance Renewal (IMR)
Jurisdiction

ĺ	Operating	Operating	Total	%
ı	2025-2026	2024-2025	Change	Change
I	110,177,228	111,473,146	(\$1,295,918)	-1.16%
ı	12,253,292	11,285,737	\$967,555	8.57%
ı	5,650,723	4,505,181	\$1,145,542	25.43%
ı	5,990,427	5,990,427	\$0	0.00%
ı	1,517,000	1,534,501	(\$17,501)	-1.14%
ı	4,608,671	4,371,026	\$237,645	5.44%
I	140,197,341	139,160,018	\$1,037,323	0.75%

Note 1: \$740,000 is an adjustment in year for the 2024-2025 operating budget

### **Federal Government**

### 0.26% of Division Revenues

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

### **Other Revenues**

#### 6.02% of Division Revenues

Other revenues include donations, fees and fundraising related to school-generated activities, optional course fees, early education fees and international student tuition fees. Interest and rental revenue are also included in this area.

# **Capital Block**

#### **4% of Division Revenues**

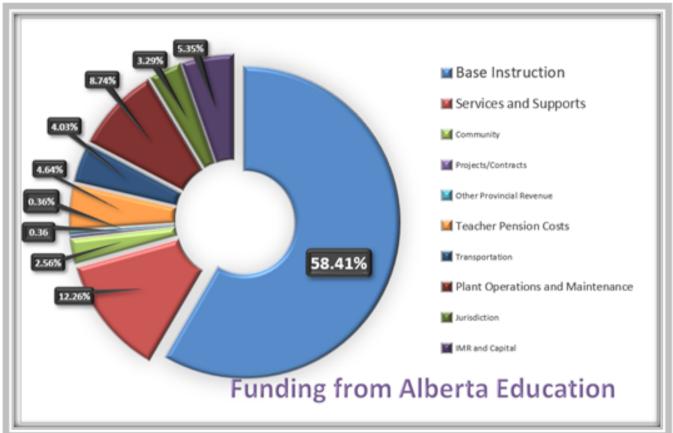
The capital block funding relates to the capital allocation revenues recognized for the supported tangible capital assets.

### **Prior-Year Reserves**

### 0.03% of Division Revenues

Prior-year reserves are the amounts of one-time reserves used to address priority areas. All reserve usage for the 2025/2026 preliminary budget are within instruction.







# **Funding Allocations and Programs:**

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

2025-2026 Preliminary Budget				2024-2	025 Operating	Budget	Variance from 2024-2025 Operating Budget			
Revenues Sources	Operating Revenues	One-time Reserves	2025-2026 Preliminary Budget	Operating Revenues	One-time Reserves	2024-2025 Operating Budget	Operating Revenues	One-time Reserves	Variance from 2024-2025 Operating Budget	Change %
Alberta Government	\$140,197,341	\$0	\$140,197,341	\$139,160,018	\$0	\$139,160,018	\$1,037,323	\$0	\$1,037,823	0.75%
Fees, Fundraising and Donations	\$7,615,902	\$0	\$7,615,902	\$7,108,447	\$0	\$7,108,447	\$507,455	50	\$507,455	7.14%
Other Revenues	\$1,389,376	\$0	\$1,389,376	\$1,685,285	\$0	\$1,685,285	(\$295,909)	50	(\$295,909)	-17.56%
Federal Government	\$388,944	\$0	\$388,944	\$1,049,265	\$0	\$1,049,265	(\$660,321)	50	(\$660,321)	-62.93%
One-time Reserves & Yearend Commitments	\$0	\$23,927	\$23,927	\$0	\$1,386,129	\$1,386,129	50	(\$1,362,202)	(\$1,362,202)	-98.27%
Total Allocations	\$149,591,563	\$23,927	\$149,615,490	\$149,003,015	\$1,386,129	\$150,389,144	\$588,548	(\$1,362,202)	(\$773,654)	-0.51%

As shown above, there is a \$773,654 decrease in revenue from the 2024/2025 operating budget. Increases in Alberta Education (the majority of this is within transportation) and fees are being offset by decreases in other revenues (mainly decreased interest revenue from lower interest rates) and the decrease in the Federal Government is from no longer receiving Jordan's Principle funding (which had been received in 2024/2025).

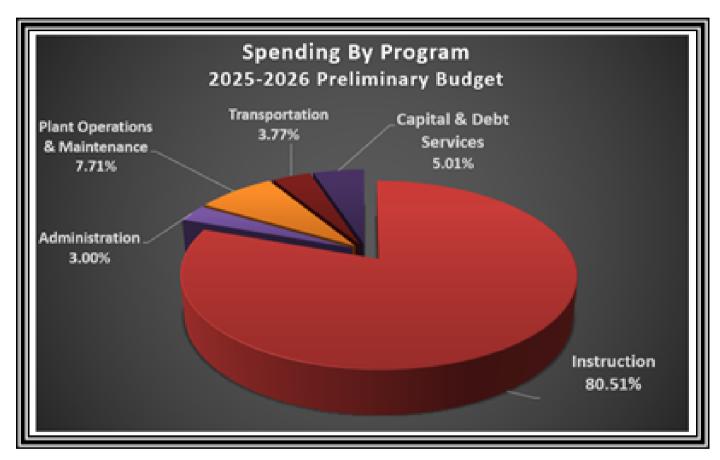
2025-2026 Preliminary Budget			Budget	2024-2	025 Operating	Budget	Variance from 2024-2025 Operating Budget			
Funding Allocations	Operating Revenues	One-time Reserves	2025-2026 Preliminary Budget	Operating Revenues	One-time Reserves	2024-2025 Operating Budget	Operating Revenues	One-time Reserves	Variance from 2024-2025 Operating Budget	Change %
Instruction	\$120,383,124	\$23,927	\$120,407,051	\$121,577,132	\$1,386,129	\$122,963,261	(\$1,194,008)	(\$1,362,202)	(\$2,556,210)	-2.08%
Administration	\$4,489,173	\$0	\$4,489,173	\$4,371,026	\$0	\$4,371,026	\$118,147	50	\$118,147	2.70%
Plant Operations and Maintenance	\$11,561,116	\$0	\$11,561,116	\$10,979,748	\$0	\$10,979,748	\$581,368	\$0	\$581,368	5.29%
Transportation (Note 1)	\$5,650,723	\$0	\$5,650,723	\$4,550,181	\$0	\$4,550,181	\$1,100,542	\$0	\$1,100,542	24.19%
Capital and Debt Services	\$7,507,427	\$0	\$7,507,427	\$7,524,928	\$0	\$7,524,928	(\$17,501)	50	(\$17,501)	-0.23%
Total Allocations	\$149,591,563	\$23,927	\$149,615,490	\$149,003,015	\$1,386,129	\$150,389,144	\$588,548	(\$1,362,202)	(\$773,654)	-0.51%

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



# **Funding Allocations and Programs:**

The five major programs include Instruction, Administration, Plant Operations and Maintenance (POM), Transportation and Capital and Debt Services. Many of these funding allocations are directly correlated to the types and amounts of funding provided for each area and the applicable restrictions that may be included in the funding. Funding is allocated to Division programs and services to ensure that programs meet the needs of students and schools to remain viable.



The chart below compares spending by program of the 2025/2026 Preliminary Budget, the 2024/2025 Operating Budget and with the 2024/2025 Preliminary Budget:

Spending by Program	2025-2026 Preliminary Budget	2024-2025 Operating Budget	Variance from 2024-2025 Operating Budget	Change %	2024-2025 Preliminary Budget	Variance from 2024-2025 Preliminary Budget	Change %
Instruction	\$120,407,051	\$122,963,261	(\$2,556,210)	-2.08%	\$122,678,824	(\$2,271,773)	-1.85%
Administration	\$4,489,173	\$4,371,026	\$118,147	2.70%	\$4,371,026	\$118,147	2.70%
Plant Operations and Maintenance	\$11,561,116	\$10,979,748	\$581,368	5.29%	\$10,979,748	\$581,368	5.29%
Transportation (Note 1)	\$5,650,723	\$4,550,181	\$1,100,542	24.19%	\$4,550,181	\$1,100,542	24.19%
Capital and Debt Services	\$7,507,427	\$7,524,928	(\$17,501)	-0.23%	\$7,524,928	(\$17,501)	-0.23%
Total Expenditures and Transfers	\$149,615,490	\$150,389,144	(\$773,654)	-0.51%	\$150,104,707	(\$489,217)	-0.33%



### **Instructional Allocations**

### 80.51% of Division Spending

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

Instruction is the allocation to all schools (elementary, middle and high), inclusive learning, technology and other instructional programs and services offered to provide educational opportunities to students within the Division. Some of the other instructional programs and services include Indigenous education, school generated funds (SGF), early learning, international students and other initiatives both within the Division and by Alberta Education (examples new curriculum funding and learning loss). Below is a summary of certain budget items under instruction and how they align with the Board Priorities, budget survey results and the Instructional Budget Committee priorities.

Budget Item	Board Priorities Informed by Town Hall & Strategic Planning	Budget Survey Feedback	Board Budget Beliefs
Inclusive Learning Supports - \$2.6 million of funding allocated from K-12 Base Grant to support services (Educational Assistants) - Learning Support Teachers maintained plus additional support added for West Coulee Station	Student Growth and Achievement Learning Supports	Funding Resources and Allocations Addressing Classroom Complexity	Classroom Supports Addressing Classroom Complexity
-Classroom Complexity grant (\$699,136 - increase from the prior year of 20%) - To be allocated to: Off Campus Alternative High School Program and Educational Assistants at the Elementary and Middle School level	Learning Supports	Addressing Classroom Complexity	Addressing Classroom Complexity  Classroom Supports
- Maintaining counselling supports throughout the Division - Added counselling staffing supports for West Coulee Station	Learning Supports	Student Wellness	Maintain Wellness Supports
<ul> <li>Early Learning Programs (EEP, PUF and KG Severe)</li> <li>Base Grant Supporting programs in addition to targeted PUF and KG Severe grant</li> <li>Total of \$1 million from Base Grant to maintain programming</li> </ul>	Student Growth and Achievement	Funding Resources and Allocations	Early Learning Intervention
- Continuation of Kindercare Pilot Program - 2 locations with funding from Base Grant (\$75.000) and Fee Estimates (\$54.000)	Student Growth and Achievement	Funding Resources and Allocations	Early Learning Intervention
- Maintained technology evergreening capital fund to ensure planned and equitable replacements of technology	Student Growth and Achievement	Funding Resources and Allocations	Equitable Learning Opportunities



### **Instructional Allocations**

The decrease in instructional expenses of 2.08 per cent from September of 2024 is a combination of the following:

- The Division's funding has not kept up with the continued cost increases. The Base grant, which is 55 per cent of the Division's funding, did not receive a grant rate increase.
- In the past few years, Alberta Education has directed school divisions to use their reserves. In response to this mandate, to help maintain instructional programming and the need to balance the budget, the Division has used over \$7 million in reserves in the past three years. Reserve funds are now depleted.
- Targeted grants and external funding that was available in the 2024/2025 school year are no longer available in the 2025/2026 school year. This includes the mental health in wellness pilot program and Jordan's Principle (which covered the expenses for additional Educational Assistants).
- Decisions were made with focusing on maintaining classroom supports as much as possible.

As a result of these budget constraints, difficult decisions are being made throughout the Division. Where possible, funds from other program areas have been transferred to instruction (discussed more below).

# **Administration Allocations**

### 3% of Division Spending

The allocation to Administration directly correlates to the specific provincial funding to the jurisdiction (covering Board and System Administration). Administration includes Board Governance, Business and Finance, Human Resources, Office of the Superintendent and System Instructional Support.

This funding has increased by 2.70 per cent, or \$118,147, to help offset increased costs for salaries and contracted services. In particular, the cost of the 2025 Trustee election has increased significantly due to the costs associated with hand counting the ballots. To assist in the instructional portion of the budget, \$119,500 was transferred from this area of the budget.



# **Plant Operation and Maintenance (POM)**

### 7.71% of Division Spending

The allocation to Plant Operation and Maintenance (POM) directly correlates to the specific provincial funding within the schools/facilities. The Plant Operations and Maintenance activities relate to the Division's responsibility for the construction, operation, maintenance, safety and security of all school buildings.

This funding has increased by 5.30 per cent, or \$581,459, to help offset increased costs for salaries, building maintenance, insurance and joint use costs with the City of Lethbridge. As well, the costs associated with opening the new West Coulee Station Elementary School, scheduled to open in September of 2025, have been included. To assist in the instructional portion of the budget, \$200,000 was transferred from this area of the budget.





# **Transportation**

### 3.77% of Division Spending

The allocation to the Transportation program directly correlates to the specific provincial funding within the schools/facilities (for Transportation). While the funding increased by \$1.1 million, there continues to be cost pressures in this area with increased bussing costs due to a 2 per cent service contract increase, increased fuel charges and additional buses being added. The Division is continuing to provide the coordination of transportation services for another school division so that both divisions can maximize the combined services (fee revenues for services). This \$50,000 the Division receives for this fee for service has been transferred to the instructional portion of the budget, as the transportation grant is targeted and cannot be allocated elsewhere in the budget.

The Transportation program relates to all activities of transporting students to, from and between schools. Funding is provided to transport students who live a driving distance of 1.6 kilometers or greater away from their boundary school (for K-6) or 2 kilometers away (grades 7-12).





# **Capital and Debt Services**

### 5.01% of Division Spending

The allocation to Capital and Debt Services directly correlates to the specific provincial funding for Infrastructure, Maintenance and Renewal (IMR) and the specific projected capital allocation revenues for the supported tangible capital assets. The Division currently does not have any long-term of debenture debt and there are no plans to incur any additional debt.

Capital and Debt Services includes the amortization of capital assets and the Infrastructure Maintenance Renewal Program (IMR). For the 2025/2026 school year, the Division saw a \$17,500 decrease in its IMR funding.

Expenditures by Program and Object	Instruction	Administration	Plant Operations and Maintenance	Transportation	Capital and Debt Services	Total
Certificated Staffing	\$81,034,876	\$741,799	\$0	\$0	\$0	\$81,776,675
Uncertificated Staffing	\$24,124,439	\$2,456,754	\$6,163,085	\$141,511	\$0	\$32,885,789
Contracted and General Services	\$3,534,477	\$1,140,812	\$2,399,560	\$5,446,612	\$0	\$12,521,461
Supplies	\$10,843,634	\$75,908	\$387,000	\$10,000	\$0	\$11,316,542
Utilities	\$0	\$42,600	\$2,611,471	\$0	\$0	\$2,654,071
Capital and Debt Services	\$0	\$0	\$0	\$0	\$7,507,427	\$7,507,427
Transfers - Contingency/Other	\$42,217	\$31,300	\$0	\$52,600	\$0	\$126,117
Total Operating Expenditures	\$119,579,643	\$4,489,173	\$11,561,116	\$5,650,723	\$7,507,427	\$148,788,082
Transfers - Reserve Allocations	\$827,408	\$0	\$0	\$0	\$0	\$827,408
Total Expenditures and Transfers	\$120,407,051	\$4,489,173	\$11,561,116	\$5,650,723	\$7,507,427	\$149,615,490



# **Expenditures by Object**

Lethbridge School Division will spend approximately \$114.66 million on staffing, which is 77% of the Division's \$149.62 million budget.

The chart below compares the expenditures of the 2025/2026 Preliminary Budget, the 2024/2025 Operating Budget and with the 2024/2025 Preliminary Budget:

Expenditures by Object	2025-2026 Preliminary Budget	2024-2025 Operating Budget	Variance from 2024-2025 Operating Budget	Change %	2024-2025 Preliminary Budget	Variance from 2024-2025 Preliminary Budget	Change %
Certificated Staffing	\$81,776,675	\$83,576,643	(\$1,799,968)	-2.15%	\$84,156,790	(\$2,380,115)	-2.83%
Uncertificated Staffing	\$32,885,789	\$31,873,278	\$1,012,511	3.18%	\$31,639,777	\$1,246,012	3.94%
Contracted and General Services	\$12,521,461	\$11,505,105	\$1,016,356	8.83%	\$11,241,843	\$1,279,618	11.38%
Supplies	\$11,316,542	\$11,942,018	(\$625,476)	-5.24%	\$11,592,176	(\$275,634)	-2.38%
Utilities	\$2,654,071	\$2,869,659	(\$215,588)	-7.51%	\$2,869,659	(\$215,588)	-7.51%
Capital and Debt Services	\$7,507,427	\$7,524,928	(\$17,501)	-0.23%	\$7,524,928	(\$17,501)	-0.23%
Transfers - Contingency/Other	\$126,117	\$236,671	(\$110,554)	-46.71%	\$218,692	(\$92,575)	-42.33%
Total Operating Expenditures	\$148,788,082	\$149,528,302	(\$740,220)	-0.50%	\$149,243,865	(\$455,783)	-0.31%
Transfers - Reserve Allocations	\$827,408	\$860,842	(\$33,434)	-3.88%	\$860,842	(\$33,434)	-3.88%
Total Expenditures and Transfers	\$149,615,490	\$150,389,144	(\$773,654)	-0.51%	\$150,104,707	(\$489,217)	-0.33%

# **Certified Staffing**

54.66% of Division Spending

Approximately \$81.78 million is expended on teaching staff (certificated staffing), which includes all staff that hold a teaching certificate (i.e., classroom teachers, principals, directors and superintendents). There is an approximate \$1.80 million decrease (or -2.15 per cent) to certificated staffing costs from the 2024/2025 operating budget. This decrease is due to adjustments for enrolment and due to provincial funding not keeping up with expenses. Average teacher costs are projected to increase 1.18 per cent from 2024/2025 operating budget due to grid movement and benefit costs.

# **Uncertified Staffing**

21.98% of Division Spending

Approximately \$32.89 million is spent on support staff (uncertificated staffing), which includes all other support staffing (i.e., educational assistants, administrative support/assistants, caretaking, maintenance and other support staffing). Uncertificated staffing costs are expected to increase 3.18 per cent, or \$1 million, in the 2025/2026 school year.

The Division settled current collective agreements with both CUPE 290 and CUPE 2843 during the 2024/2025 school year. Both agreements resulted in salary increases, which have been reflected in the average salary costs for 2025/2026, as well as increased benefit costs and grid movement (if applicable).



### **Contracted and General Services**

### 8.37% of Division Spending

Contracted and General Services are expected to increase from 2024/2025 by \$1.02 million (or 8.83 per cent). The majority of this increase is from higher contractor bussing costs over the prior year.

# **Supplies**

### 7.56% of Division Spending

Supplies are expected to decrease from 2024/2025 by \$625,476 (-5.24 per cent). Efficiencies within this area were required given the tight budget constraints the Division currently finds itself in.

### **Utilities**

### 1.77% of Division Spending

Utilities are expected to decrease from 2024/2025 by \$215,588 (or -7.51 per cent). The Division has entered into fixed contracts for the majority of its utility expenses although there are additional costs with the opening of West Coulee Station Elementary School. However, there has been an elimination of the federal carbon tax which is offsetting some of these increases.





# **Capital and Debt Services**

### 5.02% of Division Spending

Capital and Debt Services expenses directly corelate to the revenue allocation which includes amortization, and the Infrastructure Maintenance and Renewal (IMR) grant for the 2025/2026 year. This area has decreased due to less IMR funding received (approximately \$17,000).

# **Transfers - Contingency/Other**

### 0.09% of Division Spending

Contingencies and Commitments are projected to be similar to the 2024/2025 operating budget.

### **Transfers - Reserve Allocations**

### 0.55% of Division Spending

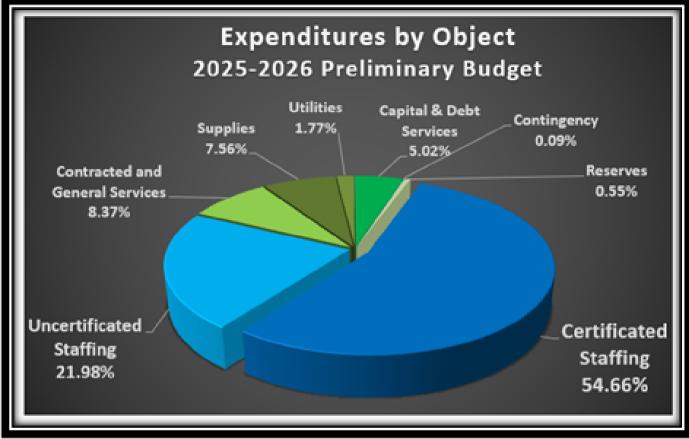
Reserve Allocations include the operating funding to be set aside for future use, including the \$750,000 funding saved for the technology evergreening capital reserves (saved for future large evergreening cycles). The Division is able to obtain significant cost savings by replacing technology in large evergreening cycles (economies of scale) compared to replacing technology on an annual basis.

In 2022/2023, the cost was approximately \$11,658 to educate a full time equivalent (FTE) student in Lethbridge School Division as compared to the provincial average of all public school authorities of \$12,003 per FTE student (most recent provincial information available from 2022/2023).

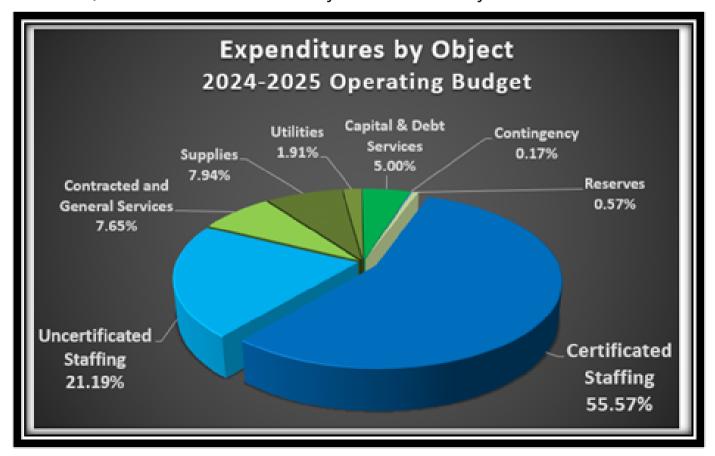
In 2023/2024 the cost was \$12,198 per FTE student. For 2024/2025, the cost is estimated to be \$12,542 for FTE student (will know once the yearend is completed) and for the 2025-2026 school year it is estimated to be \$12,565 per FTE student.

The Board implements a responsible fiscal plan to ensure resources entrusted to the Division are spent efficiently, effectively, and reflects the Board's priorities to provide the best learning opportunities for Lethbridge School Division students.





Expenditures for the 2025/2026 budget are compared with budgeted expenditures from 2024/2025 to illustrate the similarity between the two years.





# **Financial Impact**

In the past few years, Alberta Education has directed school divisions to use their reserves. The province declared a limit on reserves with a maximum Adjusted ASO of 3.20 per cent at the end of Aug. 31, 2024. This maximum was increased by the province to 6 per cent for the end of Aug. 31, 2025. In response to this mandate, to help maintain instructional programming and the need to balance the budget, the Division has used its reserves as noted in the chart below.

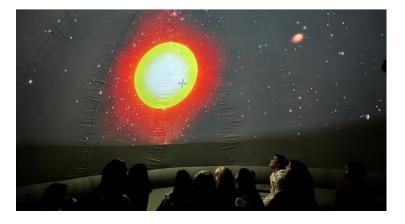
In accordance with Public Sector Accounting Standards (PSAS), the unspent school generated funds (SGF) is included in the Division's ASO. The "Adjusted ASO" excludes these unspent SGF funds which are held at the schools. The Adjusted ASO is typically reviewed and compared to expenditures to review the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

	Actual	Actual	Actual	Projected	Projected
School Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Adjusted ASO ratio	5.29%	2.70%	2.45%	1.53%	1.53%

In budget 2024/2025, there was a total of \$1,231,492 reserves allocated with \$806,492 (or 65.49%) used for staffing and \$425,000 (or 34.51 per cent) used for supplies (\$400,000 being used to outfit the new West Coulee Station Elementary School for its opening in September of 2025).

In budget 2025/2026, only \$23,926 has been allocated to be spent from reserves, and this is from school based reserves. The Division is not allowed to be under 1 per cent, per Alberta Education, which means the Division is trying to rebuild its reserve balance after its depletion over the last number of years due to maintaining programming with the funding gaps from the Weighted Moving Average.

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



### **Human Resources**

Division staffing has the greatest impact on the educational opportunities provided to students within Lethbridge School Division, and consequently makes up 77 per cent of the Division's budget. The Division will employ 642.13 full-time equivalent (FTE) teachers and 467.06 full-time equivalents (FTE) support staff in 2025/2026.

The Division spends 54 per cent of the budget on teaching staff. The majority of the staffing is determined in the preliminary budget. However, the Division has held back 3 FTE teaching positions, which can be allocated in the fall budget once enrolment numbers are finalized. Decreases at all three levels are to adjust for both enrolment and funding constraints. The one increase within counselling is for staffing at West Coulee Station (the Learning Support Teacher position is within the elementary allocation). The three decreases of other certificated staffing are for central staff positions that have been eliminated (two were funded through targeted funding).

Teacher Staffing (Certificated):	Preliminary	Operating		
	2025/2026	2024/2025	FTE Change	% Change
Elementary Schools	279.10	293.55	(14.45)	(5.18%)
Middle Schools	121.55	131.28	(9.73)	(8.00%)
High Schools	191.48	196.53	(5.05)	(2.64%)
Inclusive Learning, Counselling and Early Learning	26.00	24.75	1.25	4.81%
Other Instructional (Plus Contingency)	14.00	11.00	3.00	21.43%
Classroom Teachers	632.13	657.11	(24.98)	(3.95%)
Other Certificated Staffing	10.000	13.000	(3.00)	(30.00%)
Total Teacher Staffing	642.13	670.11	(27.98)	(4.36%)

The Division spends 21 per cent of the budget on support staff. The main decrease from the prior year is the elimination of the Jordan's Principle educational assistant (EA) positions, as this funding is no longer available to the Division for 2025/2026. No changes in staffing have occurred within early learning, and KinderCare has reduced from three programs to two (due to enrolment) and the staffing change reflects this. Within inclusive learning, 4.2 FTE of educational assistants have been held in contingency to address any hot spots if needed once enrolment numbers are known in September of 2025. The other support staffing are additional reductions made throughout the Division through attrition (retirements or resignations) or elimination of positions due to funding constraints. They have been offset by the additional support staff that will be hired for the opening of West Coulee Station Elementary School.

Support Staffing (Uncertificated):	Preliminary	Operating	
	2025/2026	2024/2025	FTE Change
Grade 1 - Grade 12	193.47	197.58	-4.11
Grade 1 - Grade 12 (Contingency)	4.20	0.00	4.20
Kindercare Pilot	0.79	1.68	(0.90)
Specialized Learning Supports - Severe KG	17.20	17.20	0.00
Program Unit Funding (PUF)	16.72	16.72	0.00
Early Education Program (EEP)	4.00	4.00	0.00
Educational Assistants - Provincially Funded	236.37	237.18	(0.81)
Jordan's Principle (Externally Funded EA's)	0.00	12.47	(12.47)
Other Support Staffing	240.69	243.08	(2.39)
Total Support Staffing	477.06	492.73	(15.67)



# **Capital Plan**

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

The Division's comprehensive Three Year Capital Plan (2025/2026 to 2027/2028) provides details on the Division's capital planning processes and priorities, reviews utilization and provides details on the Division's plans for capital projects and modernizations. The Capital Plan is available to the public on the Division's website.

Construction on the new westside elementary school, West Coulee Station Elementary School, which was announced as part of the provincial budget in 2021, has been underway since the summer of 2023. This new 900-student school will be opened for the 2025/2026 school year. It will be the Division's first two story elementary built since the 1950s, when Senator Buchanan Elementary School and Westminster Elementary School were constructed.



Galbraith Elementary School, the Division's oldest school, is currently in the design phase for modernization. Other capital funding announcements made for Lethbridge School Division include approved planning funds for a new west Lethbridge elementary school and pre-planning funds for a feasibility study for Lethbridge Collegiate Institute, to determine if a modernization or new school build will best serve students.

The Division's Capital Maintenance and Renewal (CMR) funding will be used to continue the upgrade of Victoria Park High School, which has been approved by the Board of Trustees and Alberta Education. The update of Victoria Park will be done over a three to four year period in phases as CMR and IMR funding is available. The project will cost approximately \$8.5 million. Priority areas for the upgrade include ventilation, air conditioning and accessibility to all learning spaces.



### **Web Links**

### **Lethbridge School Division - Budget Report:**

https://www.lethsd.ab.ca/our-district/plans-reports/financial-reporting

### Lethbridge School Division Assurance Plan 2025/2026:

https://www.lethsd.ab.ca/our-district/plans-reports/assurance-plan

### **Lethbridge School Division Capital Plan:**

https://www.lethsd.ab.ca/our-district/plans-reports/capital-plan

### For More Information

More detailed information regarding any component of Lethbridge School Division operations can be obtained by contacting the following:

Christine Light, Chair - Board of Trustees 433 – 15th Street South Lethbridge, Alberta, T1J 2Z5, Phone 403-329-3747

Mike Nightingale, Superintendent 433 – 15th Street South Lethbridge, Alberta, T1J 2Z5, Phone 403-380-5301

Christine Lee, Associate Superintendent of Business and Operations 433 – 15th Street South Lethbridge, Alberta, T1J 2Z5, Phone 403-380-5307

Lethbridge School Division prides itself on providing outstanding educational opportunities for the students of The City of Lethbridge and believes in its mission. Lethbridge School Division is inclusive, forward-thinking and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens.

For further information about Lethbridge School Division, view the Division's Three-Year Education Plan, Annual Education Results Report and the Audited Financial Statements on the Division's website at www.lethsd.ab.ca. The website is a great resource to provide further information about Lethbridge School Division's services and resources.

#### **MEMORANDUM**

May 27, 2025

To: Board of Trustees

From: Christine Lee, Associate Superintendent, Business and Operations

RE: Tender Approval – LCI Cooling Tower Upgrade Project

#### **Background:**

The cooling tower at LCI currently requires replacement due to its declining condition. In a school building, a cooling tower functions to remove excess heat from the HVAC system, thereby ensuring a comfortable and safe learning environment. Warm water from the chiller enters the cooling tower, where it is sprayed into small droplets to increase surface area and facilitate heat loss through evaporation. The fan at the top of the tower draws in air from the bottom and moves it up and out, creating a draft that aids in heat transfer. This process allows the cooled water to be returned to the chiller to pick up more heat, maintaining the school's temperature and comfort levels.

Consultants Remedy Engineering were engaged to support the procurement process for the purchase and installation of the new cooling tower. A tender was issued in March to receive bids for the replacement of the cooling tower at LCI.

Two proponents responded to the tender and their bids were evaluated by Remedy Engineering and reviewed by Director of Facility Services, Daniel Heaton. Based on the review of both proposals, Remedy Engineering recommends **C&A Mechanical's** bid at \$1,513,045.89 +GST, despite it being the higher of the two submitted. C&A Mechanical's proposal is considered to offer the best overall value for the Owner, with a well-defined scope, transparency and completeness of documentation, enhanced confidence in project scheduling, and reduced execution risk.

The project will be funded through Capital Maintenance and Renewal Grant Funding and Infrastructure Maintenance and Renewal Funding. The project will begin this summer and while working around staff and students during the school year, is anticipated to be completed by June 2026.

Director of Facility Services, Daniel Heaton will be available to answer any questions trustees may have about the project or tendering process.

### **Recommendation:**

That the Board approve the recommendation by consultants Remedy Engineering to award the LCI Cooling Tower Upgrade Project to C&A Mechanical Inc as per the tendered bid of \$1,513,045.89+ GST.

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