

Lethbridge School Division

Board of Trustees Regular Meeting Agenda

June 17, 2025

1:00 p.m.

Board Room / Microsoft Teams



- | | | |
|-----------|---|---------------|
| 1:00 p.m. | 1. Move to In-Camera | |
| | 2. Territorial Acknowledgement | |
| 2:30 p.m. | 3. Consent Agenda | |
| | 3.1 Facilities Committee | Enclosure 3.1 |
| | 3.2 Wellness Committee | Enclosure 3.2 |
| | 3.3 Indigenous Education Committee | Enclosure 3.3 |
| 2:32 p.m. | 4. Approval of Agenda | |
| | 5. Approval of Minutes | |
| | If there are no errors or omissions in the minutes of the Board Budget Debate of May 26, 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 Regular Board Meeting of May 27, 2025, it is recommended that the minutes be approved by the Board and signed by the Chair. | |
| 2:35 p.m. | 6. Business Arising from the Minutes | |
| 2:40 p.m. | 7. Associate Superintendent Reports | |
| | 7.1 Business and Operations | Enclosure 7.1 |
| | 7.2 Instructional Services | Enclosure 7.2 |
| | 7.3 Human Resources | Enclosure 7.3 |
| 3:00 p.m. | 8. Superintendent Reports | |
| | 8.1 Assurance Priorities Report | Enclosure 8.1 |
| | 8.2 Donations and Support | Enclosure 8.2 |
| | 8.3 Acknowledgements of Excellence | Enclosure 8.3 |
| | 8.4 L.H. Bussard Award Winners | Enclosure 8.4 |
| | 8.5 Administrative Appointments | Enclosure 8.5 |
| | 8.6 Calendar of Events | Enclosure 8.6 |
| | 8.7 Preliminary Assurance Results | Enclosure 8.7 |

3:30 p.m. 9. Board Chair Reports

9.1 Retirement Congratulations

Enclosure 9.1

9.2 Standing Committees

Enclosure 9.2

9.3 ASBA SGM 2025

Enclosure 9.3

3:40p.m. 10. Presentations

10.1 Girls & Boys Rugby Champions - WCHS

Enclosure 10.1

10.2 Girls Rugby Champions – LCI

Enclosure 10.2

10.3 Esports Winners

Enclosure 10.3

10.4 ICE Scholarship Winners

Enclosure 10.4

4:00 p.m. 11. Action Items

11.1 Authorization of Locally Dev. High School Courses

Enclosure 11.1

11.2 DRAFT Growth, Supervision and Evaluation Policy 1st Rdg

Enclosure 11.2

11.3 DRAFT Governance Policy Omnibus

Enclosure 11.3

11.4 Superintendent Formative Evaluation

Enclosure 11.4

11.5 Third Quarter Financial Report

Enclosure 11.5

11.6 Policy 602.3 French as a Second Language Policy

Enclosure 11.6

5:00 p.m. 12. Division Highlights

5:10 p.m. Public Forum

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

5:15 p.m. 14. Correspondence Sent

13.1 Letter sent to the Minister of Education

15. Correspondence Received

14.1 Letter received from the Minister of Education

5:30 p.m. Adjournment

MEMORANDUM

June 17, 2025

To: Board of Trustees

From: Tyler Demers
Trustee

RE: Facilities Committee Meeting Report

Recommendation:

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

Respectfully submitted,
Tyler Demer

Lethbridge School Division

Facilities Committee

Minutes

May 26, 2025

Committee Members:

Tyler Demers, Committee Chair

Allison Purcell, Trustee

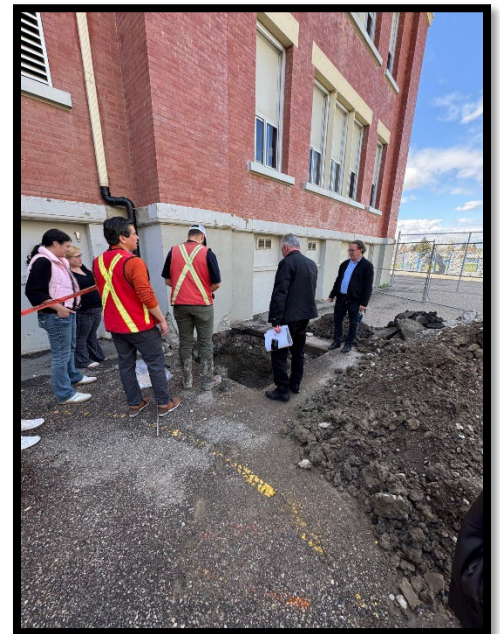
Christine Lee, Associate Superintendent, Business and Operations

Daniel Heaton, Director of Facility Services

Doug Williamson, Coordinator, Maintenance

1. Project Updates

- a. West Coulee Station Elementary School
 - i. In home stretch. The construction trailer is now gone, move in arrangements being made, playground getting ready. July 7th possession date.
- b. New West Lethbridge Elementary School (south end)- Planning
 - i. Kickoff meeting held with Alberta Infrastructure and Alberta Education related to site readiness activities required.
 - ii. Working with City on securing a school site.
 - iii. Project completion is estimated 5 years away.
- c. Galbraith Modernization Design
 - i. Design ongoing including building assessment. Part of design is understanding the required phasing of the project while learning continues in the building.
- d. LCI Modernization- Pre-Planning
 - i. Community Engagement held May 14th. 40 people in attendance split into 4 groups providing input on what they like about the school, what needs to be changed and the wish list for a new modernized building. Session led by GAA Architecture who will provide a report based on engagement and their preliminary assessment of the school.



- e. Coalbanks Modular Classrooms- 2 waiting installation
 - i. Screw piles have been put into place to take the modulares that are currently stored at Chinook High School. Install will occur over the summer.
 - ii. Landscaping will be restored in the fall.

2. IMR/CMR

- a. Victoria Park Upgrade- CMR
 - i. The third-floor ventilation project will occur this summer with some summer school classes being held in LCI.
 - ii. The second-floor ventilation project and washrooms will occur in 2026
 - iii. Elevator installation and 3rd floor washrooms will occur in 2027.
- b. IMR Plan from now until August 2026 was reviewed with the committee. The project listing is attached to the minutes.

3. Other Items

- a. Safety Monitor Update
 - i. High level data was reviewed related to the safety monitors. Data was shared that compared alerts from September 24 to March 25. There were improvements in the number of alerts in some schools, in particular aggression alerts. As the information was at a high level, there was not enough data to understand the results. More information will be gathered to ensure that all schools have the same baseline for purposes of gaging effectiveness of the monitors. Doug will work with 1st Technical.



FACILITY SERVICES

Attwell Building, 3010 – 18th Ave. North, Lethbridge, Alberta T1H 5B7
Bus: (403)329-6564 Fax: (403)380-3297

FACILITY SERVICES PROJECTS 2024 - 2025

MAY 26, 2025 MEETING – FACILITY COMMITTEE

NORTHSIDE SCHOOLS

Park Meadows

Sidewalk removal – Reviewed no action required

Asphalt hardscape drainage slope - Project on hold 2026 for funding

School Requested an additional Basketball Back Stop – Pricing being gathered – construction summer 2025

Senator Buchanan

Window Flashing at Learning Commons -Installation Summer 2025

Cladding West Side Below Windowsill -Installation Summer 2025

Westminster

Learning Commons Cabinets – Pricing being obtained install a summer 2025 School Cost

Galbraith

Battery Packs for Emergency Lighting – Completed

Modernization

- Structural Investigations external and internal ongoing
 - Design ongoing, concepts to be produced once all investigations are completed
- At present the direction is that the 1911 is to be saved and modernized where as the 1960s portions are to be removed and replaced

Wilson

Ducting insulation repair and Painting

Second Floor Duct Noise Repairs – Air Balancer is being brought in for resetting volumes or discovery of system limits.

Concrete Rim Beam Restoration – Delayed to summer 2026

Winston Churchill

Welding Shop – Under construction new steel exterior cladding is being proposed

Cafeteria Ceiling – Investigation ceiling panels can not be cleaned new panels required

- Further existing Pizza oven is past usability and should be replaced – pricing being sought – school funding

SOUTHSIDE SCHOOLS

Anges Davidson

Gate at Playground – Installation summer 2025

Dr Robert Plaxton

Bike Racks - On City of Lethbridge but Parent Council Purchased – confirmation required

Lakeview

Emergency Generator – Replace existing due to end-of-life expectancy - Main connections yet to be completed

Fleetwood

Sidewalk condition review – there are some deteriorations but delay to 2026 for further inspection

Exterior cracks to be filled to prevent insect intrusion – Summer 2025

Gilbert Paterson

North Wing Ventilation and Cooling

Stair Lift at north Wing – Upper Cuts Elevators Summer 2025 ready for fall 2025

Lethbridge Collegiate Institute

Gymnasium Refinish – In progress approximately 156,000\$

LCI Planning study in progress final report September 2025

Stair Tread Replacement – in progress material shortages and tariff related

Lockdown Strobe Light - in stall summer 2025 pre wiring completed

Cooling Tower Replacement – Tender Complete 1.6M\$ Board Approval Required start summer 2025 completion over next 12 months

Band Room Light Fixture Replacement and ventilation issues – pricing completed funding conditional

Auto Shop Lift Removal – School Request – Completed

Victoria Park

Renovation Phase 2 - 3rd Floor Renovation – Summer 2025 with preliminary work complete winter 2025

WESTSIDE SCHOOLS

Nicholas Sheran

Replacement of Emergency Generator - Replace existing due to end-of-life expectancy – completion summer 2025

Dr Probe

Outdoor Education Space Fence and Sidewalk - pending

Outdoor Display Wall Installation – pending there was no school based request for Tech support for guidance or compatibility. Issues with open WIFI to exterior users. – issue yet to be resolved

Mike Mountain Horse

Modular Classroom Project – Project was not supported by Alberta Infrastructure in 2025/2026 request, but project will be requested for 2026/2027 modular project

Coalbanks

2 New Modulares install (southeast end) Area fenced screw piles in the next week or two with services beginning – ready for occupancy use fall 2025

GS Lakie

Beach Volleyball Pit – City of Lethbridge Joint Use Reviewing general support but system wide review required by city to determine viability and usage potential

Senator Joyce Fairbairn

Jump Pit – City of Lethbridge installation progressing completion this spring – some issues with weather

Water Line protection at Modulares

Chinook High School

West Wall Repair due to Car Accident – Report from Police Dealing with Insurance and repair cost estimates

Still awaiting Insurance resolution

End of Agenda

MEMORANDUM

June 17, 2025

To: Board of Trustees

From: Andrea Andreachuk, Trustee

RE: Wellness Committee June 2, 2025

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

We started with a Territorial Acknowledgement.

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

DeeAnna Presley Roberts shared the MHCB Report which shows the great work that happened in the Division this past year.

Sydney Erlendson and Cason Machacek shared an update on Digital Wellness events. Their work with Digital Wellness will be ending at the end of the year and they will be missed.

Courtney Epp gave an update from AHS.

We had an informative presentation on the U of L Nurses in School Program by Bob Marthiensen of the U of L.

Lenae Fyfe shared Senator Buchanan's amazing use of the Nutrition Grant. Cayley King shared Victoria Park's wonderful use of the Wellness Grant.

Morag Asquith shared about the work that will be done to review the Healthy Nutritional Choices policy with input from Courtney Epp and Matthew Bekkering.

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



WELLNESS COMMITTEE MEETING #3

June 2, 2025

Education Centre Board Room

1:15 PM – 3:15 PM

Chair: Andrea Andreachuck, Board Trustee

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

Attendees:

Andrea Andreachuck, Board Trustee

Morag Asquith, Associate Superintendent –
Instructional Services

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

Courtney Epp, Healthy Schools AHS Rep

Cason Machacek, Digital Wellness, Teacher

Ryan Walker, Parent Representative

Jen Day, Counselling Coordinator

Sydney Erlendsen, Digital Wellness, FSLC

Jaquiline Bennis, Classroom Teacher, LCI

Matthew Bekkering, School Administrator,
Immanuel Christian Secondary School

Joel Tail Feathers, Coordinator of Indigenous
Education

Cayley King, School Administrator, Lethbridge
Alternative Programming (Victoria Park)

Supports: Carley Campbell, Executive
Assistant – Instructional Services

Regrets:

Kristina Larkin, Board Trustee

Megan Pasquotti, Classroom Teacher,
Coalbanks Elementary

Paul Bohnert, Classroom Teacher SJF

Craig deJong, School Administrator, SJF

Bob White, School Administrator SB

Robbie Charlebois, Associate Superintendent
- Human Resources

Rhonda Aos, Director - Human Resources

1. Welcome & Introductions

- Territorial Acknowledgement
- Round-Table Introductions

2. MHCB Update

- 'Connect 4 Wellness' is currently taking place around the Division. This is the 5th year that post card initiative had taken place. Last year, over 1900 postcards were distributed

throughout staff members in the Division. This year, 716 submissions were received the first week which puts us on track to share even more! A special “Thank you!” to Rod Scott for providing the photo that is displayed on the post card this year.

- Goat snuggling is back! High schools are participating in Goat snuggling during exam break to take some time to relax and alleviate stress during this typically stressful time of year
- The 2025 Free Community Pop up Calendar (**attached**) has been shared with staff members. MHCB will be joining our community partners for FREE pop-up activities in the park throughout the summer. Check out [Events — Building Brains Together](#) for updates on these days.
- ‘Ready Set Go’ is scheduled to take place in August (**attached**). Registration is open now until the day of the event. This event will be at two locations this year. August 20th will take place at the YMCA, and August 21st will be at the My City Care facility. If needed, families can contact the MHCB team to arrange transportation assistance.

3. U of L Nurses- Bob Marthiensen

Bob shared his passion for working with nurses and the importance of the nurse placement program within Lethbridge School Division Schools. This program focuses on 4 processes to promote health in schools: assessment, planning, implementation and evaluation.

Some of the initiatives this year include:

- Mindfulness Mondays (practicing stress management techniques)
- Tiger Tuesdays (making a strengthening connections)
- Sunshine Baskets (basket filled with inspirational words)
- Hosting a booth at Parent Teacher Interviews (parent questionnaire)
- Social Media posts
- Attending classes (eg: Foods class to promote healthy eating)
- Health Trivia Wheel in the Atrium (to build relationships and share health related facts)
- Hand Hygiene Inservice
- Booths in the atrium
 - Social Media and Body Image
 - Sleep Hygiene and Screen Time
 - Coping with Stress and Building Resilience
 - Hand Hygiene
 - Nutrition
 - Fire Safety
- Weekly activities for staff and students (eg. giant Jenga, mindfulness activities)
- Multi-week Team Challenge activity for staff to increase staff connections
- “Coyote Chats”. Students anonymously state difficulties they are experiencing and their peers respond (anonymously) to give support/advice. Conversations were printed in weekly “Coyote Corner” publications within the school. This publication also included other health-related content and upcoming events.

Initiatives were assessed using a variety of tools including having students identify their mood before and after each activity, and quick questionnaires about the activities.

4. Grant Reports

DeeAnna and Morag have been working with outside organizations to determine how best to utilize Division funding so that nutrition of students is the focus.

- **2024-25 Nutrition Grant Report (*attached*)-** Lenée Fyfe
 - Lenée shared how Senator Buchanan utilizes the Division Nutrition Grant funds, as well as other outside funds access by the school through community partnerships and grant applications.
 - Food is available to students three times per day, with options focused on nutrition.
 - Breakfast and nutrition breaks are built into the school timetable to allow students time to access and eat breakfast and throughout the day.
 - 'Treats' (processed/package food) are only available to student during the last nutrition break.
 - The presentation also included an experiment students performed on the effect of breakfast on memory.
 - Senator Buchanan also hosts community events (eg. BBQ) that are available for free for families to engage families who may be struggling.
 - Left over food is available for families to take home on Fridays as to ensure food does not go to waste.
- **2024-25 Wellness Grant Report (*attached*)-** Cayley King
 - Staff at Vic Park participating in a book study to set the intention for wellness for the year: *The Anxious Generation*- Jonathan Haidt
 - Vic Park focused on attention fragmentation and social deprivation in hopes to reduce addiction and sleep deprivation
 - The NEST was created which provided a space where students (and staff) could come together in a non-structured lounge area
 - Some structure was needed to show the students HOW the NEST could be used.
 - These activities became student led and grew in size- additional space was needed and sometimes took place in the school gym

5. Health Report- Cason

- The Health Champions Committee has a representative from each school in the Division (Teacher or Admin) that take initiatives at the Division level and mobilize them in their own schools. They are dynamic group that is focused on health and wellness.
- During the first meeting members took time to think about what is currently working in their schools and a direction of where they want to go. Health Champs were able to take time to collaborate and focus on social awareness and discuss similarities and differences in the schools around the Division.

- DeeAnna Presley-Roberts, MHC Program Manager, presented at the second meeting encouraged Health Champs to focus on working alongside families and students, remembering to understand each perspective in the situation will be different.
- The third in-person meeting was cancelled, and information was shared via email. The focus was on the Division grants available to schools. Nutrition has been a huge focal point of the Health Champs in elementary and middle schools. Discussion on the best ways to distribute nutrition to students and reduce the shame and stigma about food scarcity. We also discussed staff wellness and what schools are doing to enhance staff connection and wellness.

6. Digital Wellness Update

- Digital Wellness Day took place on May 21st, 2025 and was about the importance of sleep and sleep deprivation.
 - The Digital Wellness Team focused on supporting school and families and shared many resources including stats on sleep, prompts for starting conversations about the importance of sleep, and links to sleep education.
 - There was also information on how to create a healthy sleep pattern as well as indigenous ways including using nature throughout the day.
- Cason and Shawnee connected indigenous ways of knowing and influences of the digital wellness and how they are connected.
- The Digital Wellness Team is excited to be part of the 'Helen Schuler Nature Play Fest' which will take place on June 14th from noon- 4:00 p.m. to provide resources and support families in a play-based summer with reduced screen time.

This is the last year for the Digital Wellness team as the grant used to fund this team is not available for the 2025-26 school year. Thank you to the team as they have been focused on building resources that staff, students, and their families will continue to have access to.

7. Counselling Update- Jen Day

- Counselling has been busy throughout the year and the end of this year is no exception.
- The use of Second step (digital curriculum program) will not be continued for the 2025-26 school year due to cost.
- Recovery Alberta has new resources available to assist families
 - A walk in service is currently available for single session counselling (12:00-4:30pm at the Melcor Centre).
 - Recovery Alberta now has a nurse practitioner who, with the assistance of psychologists, can do a mini psych assessment to provide more timely care.
 - They are also looking at a team to assist with high level VTRA assessments which will aid in the immediacy of these situations

8. AHS Comprehensive School Health Update

Courtney shared two grant opportunities available for schools that are open for applications. These opportunities can be found in the ['AHS Healthy Schools E-News'](#)

9. Policy Review

Members reviewed Procedure **504.11 Healthy Nutritional Choices**. It was decided a subcommittee should be created as more discussion was necessary. This subcommittee will meet before the end of this school year and recommendations will be presented at the first Division Wellness Committee of the 2025-26 school year.

10. Adjournment

MHCB'S SUMMER FUN CALENDAR

July 2025

| Tue | Wed | Thu |
|---|--|---|
| 1 | 2 Legacy Park Kick OFF 5PM-8PM | 3 Gyro Park 1507 10a Ave S 11AM-1PM |
| 8 Lakeview Elementary 10AM-1PM | 9 | 10 Legacy Park 11AM-1PM |
| 15 St Martha's School 10AM-1PM | 16 | 17 Nicholas Sheran Elementary 11AM-1PM |
| 22 Senator Buchanan 10AM-1PM | 23 Nicholas Sheran Playground 5PM-8PM | 24 Chinook Lake Park Playground 11AM-1PM |
| 29 Our Lady of Assumption 10AM-1PM | 30 | 31 Fort Whoop Up 11AM-1PM |



MHCB Wellness Team

Learn more about MHCB:



 MHCB_LETHSD

 MHCBLETHSD

Park Pop Up's

August 2025

| Tue | Wed | Thu |
|--|----------------------------|--|
| 5 Mike Mountain Horse 10AM-1PM | 6 | 7 Legacy Park 11AM-1PM |
| 12 Chinook Lake Playground 10AM-1PM | 13 Henderson 5PM-8PM | 14 Mike Mountain Horse 11AM-1PM |

FREE AND FUN OUTDOOR ACTIVITIES!

Tuesdays & Wednesdays **MHCB** will be joining our community partners for pop up activities in the park. Check out buildingbrains.ca/events for updates on these days. Fun for all and always free.

On Thursdays you will find the MHCB team offering hands-on activities with some fun goodies to take home. Find us on Facebook for updates!

Come find us in the park or check out our social media for other **FREE** opportunities throughout the summer like our virtual family challenges, pottery classes, mini golf and movies!

Empowering Families, One Backpack at a Time.



Ready, Set, Go! 2025

Join us for our annual back-to-school event, connecting over 500 families to community services and providing free school supplies to 1,500 students. For over ten years, local schools and charities have ensured every student is prepared for academic success and each family is supported.

To register your family for support with school supplies, register with MyCityCare using the link

lethbridgeymca.ca/ready-set-go

Event Details

August 20th | 12-6pm

YMCA of Lethbridge
140-74 Mauretania Rd W
Lethbridge, AB

August 21st | 12-6pm

MyCityCare
1401 28th St. N
Lethbridge, AB



Scan to
Register



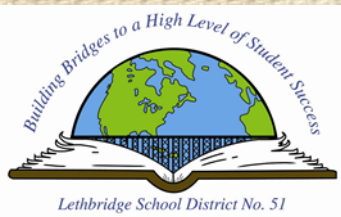
MYCITYCARE



United Way
Lethbridge &
South Western Alberta
lethbridgeunitedway.ca

Senator Buchanan Elementary School

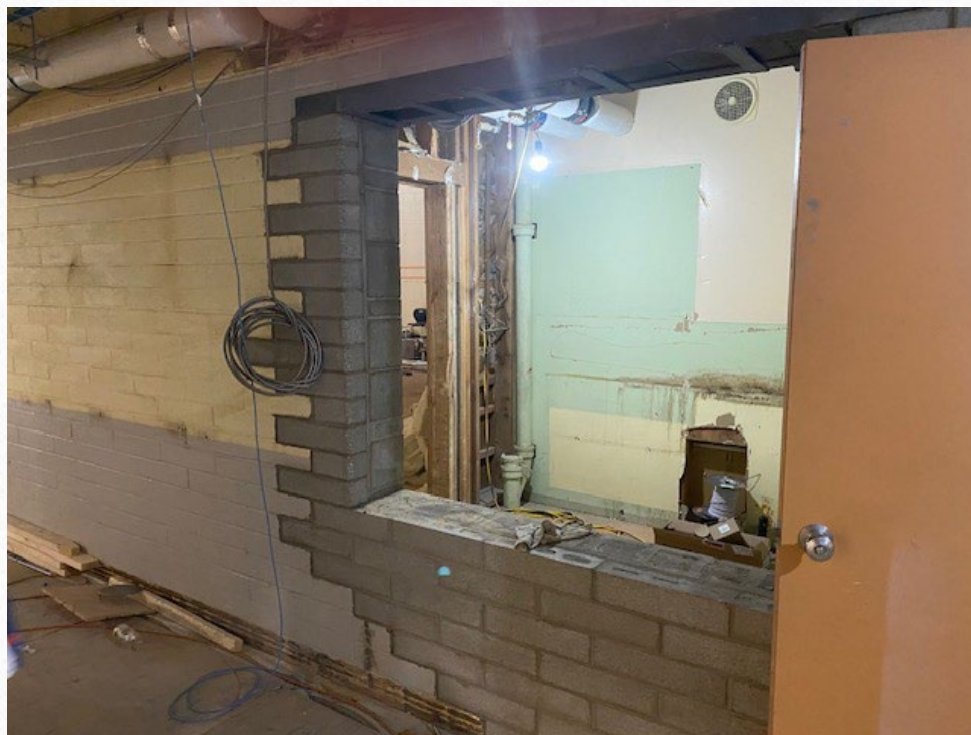
OUR NUTRITION PROGRAM JOURNEY



Our Context



Renovations



Renovations









Timetable

| Timetable (2024-2025) – Master | | | | | Teacher: | |
|---|----------------|----------------|----------------|----------------|---|--|
| | Monday | Tuesday | Wednesday | Thursday | Grade: | |
| 8:24-8:34 | AM Supervision | AM Supervision | AM Supervision | AM Supervision | Friday 8:24-8:34 AM Supervision 8:34 – 9:15 9:15 – 9:45 9:45 – 10:15 10:15 – 10:45 10:45 – 11:15 11:15 – 11:35 11:35 dismissal | |
| 8:34 – 9:15 | | | | | | |
| 9:15 – 9:45 | | | | | | |
| 9:45 – 10:15 | | | | | | |
| 10:15 – 10:46 | | | | | | |
| 10:46 – 11:04 1, 2/3 – Eat, 4/5 Play | | | | | Notes: | |
| 11:04 – 11:24 1, 2/3 – Play, 4/5 Eat | | | | | | |
| 11:29 – 12:00 End AM Sub | | | | | | |
| 12:00 – 12:30 | | | | | | |
| 12:30 – 1:00 Start PM Sub | | | | | | |
| 1:00 – 1:31 | | | | | | |
| 1:31 – 1:49 1, 2/3 – Eat, 4/5 Play | | | | | | |
| 1:49 – 2:09 1, 2/3 Play, 4/5 Eat | | | | | | |
| 2:14 – 2:45 | | | | | | |
| 2:45 – 3:15 | | | | | | |
| 3:15 – 3:45 3:45-3:47 – Clean Up | | | | | | |

In what way and to what extent does a holistic wellness focus for our school community have on student access to positive learning experiences and an overall sense of well-being in our school?

In what way can we authentically engage with our diverse population to develop a community of wellness and positivity?



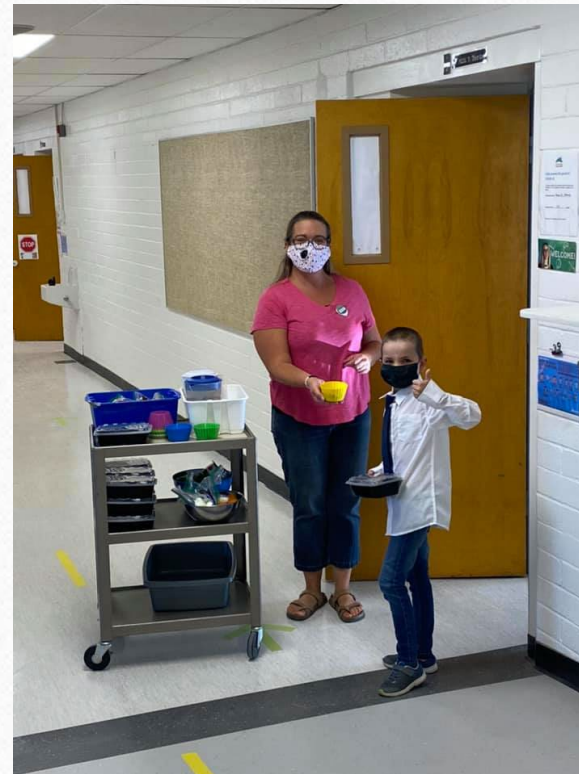
At Senator Buchanan School, we strive to provide a learning and working environment that is nurturing, caring, and promotes health and wellness for all.

- Partner with the Lethbridge Food Bank to receive bagged lunches, fruit and yogurt donations. We give back to them also!
- We also have support from: My City Care, Efree Church, PIC, Cobs Bread and Best Buy to support our amazing breakfast/ snack and Nutrition Break Programs



At Senator Buchanan School, we strive to provide a learning and working environment that is nurturing, caring, and promotes health and wellness for all.

- We provide a comprehensive breakfast program to provide the foundational needs of our students.



At Senator Buchanan School, we strive to provide a learning and working environment that is nurturing, caring, and promotes health and wellness for all.

- We provide a comprehensive nutrition break program .



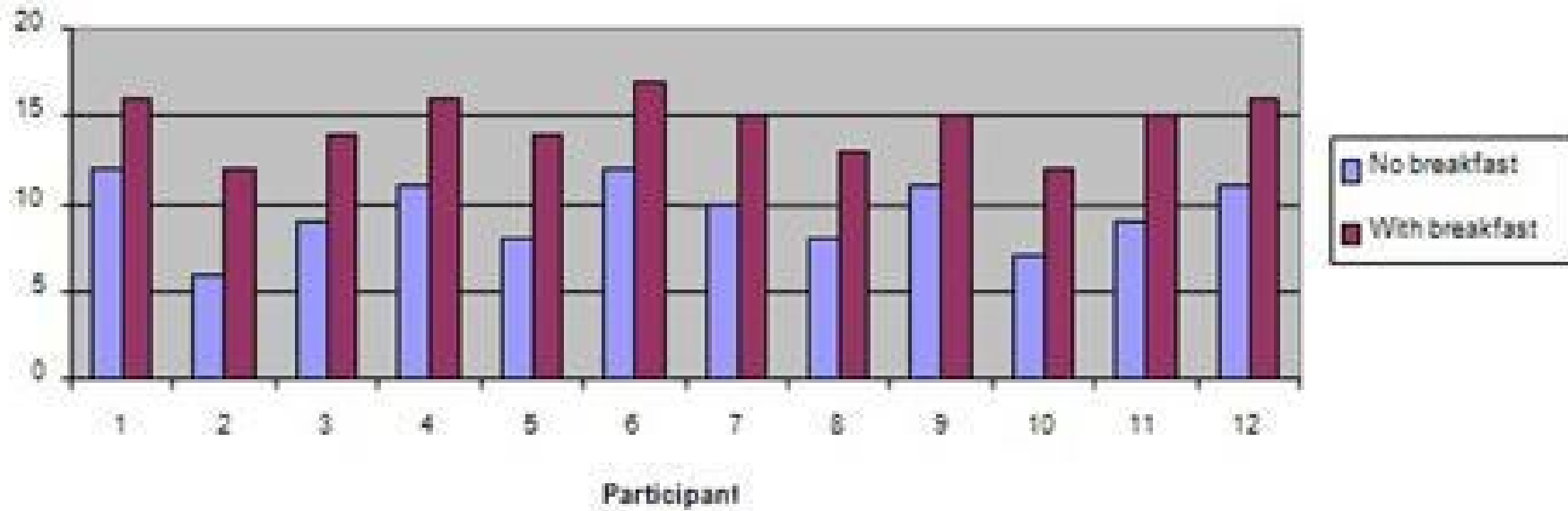
At Senator Buchanan School, we strive to provide a learning and working environment that is nurturing, caring, and promotes health and wellness for all.

- Provide classroom snack bins that provide nutritious snacks to students throughout the day.



Effect of breakfast on memory

Number of objects
recalled



The Wellness Grant at Victoria Park High School

How did we approach it and how did it work out?

Cayley King, June 2, 2025

Out
intentions
for wellness
this year
were
purposeful

- Staff book study and focus:
- Jonathan Haidt – *The Anxious Generation*
- How do we overprotect kids in the real world and under-protect in the digital world

- ❖ Haidt discussed the 4 foundational harms that our children and youth fall victim to:
 - ❖ Addiction
 - ❖ Sleep deprivation
 - ❖ Attention fragmentation
 - ❖ Social deprivation

- ❖ We decided that it was our MORAL IMPERATIVE to focus on the wellbeing of our students
 - ❖ Focus on two areas that would hopefully address the other two
 - ❖ By addressing attention fragmentation and social deprivation, we hoped to reduce addiction and sleep deprivation

Looked at the removal of phones in classes and instructional time (aligned with provincial mandate)

- Worked with the students and staff to really understand the WHY behind limited digital and online access during learning time
- THIS HELPED TO ADDRESS THE ATTENTION FRAGMENTATION

But how do we address social deprivation??

- It wasn't enough to simply remove the devices – we needed to replace the opportunities if we wanted to address the social deprivation
- We decided to approach wellness through a SOCIAL lens this year
- We landed on a theme and practice of “Inspiring Connections”
 - With our Wellness Grant, we created THE NEST – a space where students and staff (but mostly students) could come together in a non-structured, open play, lounge area for youth

We took over the space that used to be our stage/workout space/junk holder, cleaned it up and organized it with games and furniture and spaces for youth to engage in art and crafts and games and activities and Lego and lounging and ping pong and foosball – anything really – as long as they weren't sitting on their phones.

If you build it,
do they come?

- NOPE

What we learned?
In order to get kids to take part in our dream of free play, we actually needed to first introduce some structure to make the area safe and appealing:

- The Nest hosted student-initiated events and activities such as:
 - Pumpkin carving
 - Christmas ornaments and gift making
 - Roasting marshmallow and s'more sessions
 - Gnome colouring contest
 - Ukrainian Easter egg decorating
 - Pizza making events/challenges
 - Japanese Kintsugi
 - After school water colour painting club
 - Kindness quotes and popcorn activity
- Wellness team hosted initiatives in The Nest such as:
 - Personal health information sessions
 - Self-regulating resources and learning (both individual and group)

This structure
led to students
taking part in
more
activities,
building
connection
and spirit:

- Turkey Dodgeball
- Halloween relay races
- Scavenger/treasure hunt
- Pie and board games cafe
- Tchoukball tournament
- Girls Fitness Club
- Group drumming

Once we got them used to the space and what it could be used for, the kids took over the activation of activities on their own!

The Wellness Grant helped us to purchase the activities and supplies and awards and materials for all of these Inspiring Connection endeavours.

We also challenged staff and community members to contribute what they could to round out what the grant could not provide.

Some of the things that we purchased for the kids were:

- Art supplies
- Food supplies
- Relay supplies
- Materials for crafts
- Board games
- Tchoukball
- Pizza ingredients
- S'more ingredients
- Eggs for decorating
- Teacups (kintsugi)
- Pumpkins

The usage and participation:

- The Nest was open at break times daily and the space was consistently used by small groups of students in each of the areas
- Special events held in The Nest drew larger crowds rotating through
- School wide events (held in the gym) drew a crowd of roughly 100 each time
- Overall, 300+ students at various times, throughout the entire school, used the space, resources and materials
- Classes *and* programs used the space and engaged in the activities (not just Victoria Park High School but also LASP program participation throughout the year)

The benefits that we found:

- Student participation in school wide activities increased
- Increased attendance for individuals who consistently disengage for long periods of time
- Student feedback – self reports of feeling connected and sense of belonging
- Student participation and activity in The Nest on a daily basis
- Students who had friends previously only online/AI, made relationships with in-person peers and have now developed friendships
- Increased opportunities for students and staff to connect outside of the classroom setting
- Increased “chance taking” opportunities for students to simply “create” rather than “produce”
- The space and resources became an unplanned benefit by acting as a self-regulation area/activities
- Fostered independence and participation (courage) for the LASP program students in their activities
- Increased supervision (not assigned) by staff
- Increased health and wellness of students
- Increased opportunities for new students who otherwise would not have had spaces or activities to go to supported relationship building and connection with new peers

In the end, The Wellness Grant helped us to
build face to face interactions for students
and youth, and also to develop
relationships.

It also helped us to engage in forward planning for
next year.

We are working on building areas of growth and
strength in our students by focusing on developing:

resilience
perseverance
empathy
self-regulation

On behalf of Victoria Park High School and Lethbridge Alternative Schools and Programs, we would like to say thank you very much for this supportive funding. We were able to take our dollars and stretch them into meaningful experiences that will last far beyond what we could have imagined!!!

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

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

Respectfully submitted,
Andrea Andreachuk

MEMORANDUM

June 17, 2025

To: Board of Trustees

From: Christine Light
Board Chair

RE: Indigenous Education Committee

Background:

Indigenous Education Committee Minutes are attached.

Recommendation:

That the Board accept this report as information.

Respectfully submitted,
Christine Light



INDIGENOUS EDUCATION COMMITTEE MEETING #3

Wednesday, May 28, 2025

Education Centre Board Room

9:00 A.M.– 11:00 A.M.

Chair: Christine Light, Board Trustee

Co-Chair: Joel Tailfeathers (Naatoyiinniimaa), Indigenous Education Coordinator

Attendees:

Christine Light, Chair, Board Trustee

Joel Tailfeathers, Indigenous Education Coordinator

Taryn Woods, Vice Principal – Winston Churchill

Lenee Fyfe, Principal - Senator Buchanan Elementary

Andrea Andreachuk, Board Trustee

Melanie Morrow – Elementary Indigenous Education Teacher

Regrets:

Taylor Keith, Vice Principal – Wilson Middle

Megan Pasquotti, Elementary Teacher - Coalbanks

Jean Panther Bone, Indigenous Education Grad Coach - Winston Churchill High School

DeAndra Sullivan, High School Teacher - Chinook

Jen Day, Counselling Coordinator

Morag Asquith, Associate Superintendent, Instructional Services

Supports:

Carley Campbell, Executive Assistant – Instructional Services

1. Welcome

- 1.1. Atsimoihkyaan (**attached**) & Territorial Acknowledgement
- 1.2. Indigenous Education Mission and Vision Statement
- 1.3. Introductions

Joel led attendees in Atsimoihkyaan and the territorial acknowledgement and expressed gratitude for getting to work with the Indigenous Education team members.

2. Updates

2.1. Indigenous Teachers Report – Melanie Morrow

- Erin Hurkett and Melanie Morrow worked together to provide Grade 4-6 Science Professional Learning opportunities.
- Melanie Morrow is creating curriculum resources for Teaching staff that are available for use in the CRC (curriculum resource centre) and Padlet for Education.

- The Good Movement Program that Middle Schools participated in has completed and received positive feedback. Thank you to the staff at Good Movement for creating an environment for our students to learn and grow.
- The Indigenous Education team has been busy creating curriculum, delivering presentations and preparing for end of year Indigenous Education events.
- Melanie Morrow has been practicing the model: I do, we do, you do. In this model, teachers are provided the resources and able to do a deep dive into learning with their students. Mel is always available for support and is excited to see the teacher learning along with the students.
- 2025-26 transitions.
 - As part of a new initiative, a Teacher Grad Coach will be assigned to each high school to provide teaching time as well as grad coach support.
 - Shawnee BigBull will be moving to LCI and Vic Park to fill this new position, with roles to be filled at the other high schools.
 - Melanie Morrow will be going on maternity leave in October 2025.
 - Discussions on the importance of transition time for a the new staff member filling the role at the Education Centre as the position is unique and has been developed to support teachers.
 - As a priority of the Board, there is support of all committee members to have a new person in the position on September 1st.
- A grant was received and Glenn Miller Indigenous Veterans Day Posters will be delivered to schools soon. These posters display 'In Flanders Fields- by John McCrae' in Blackfoot.
- Joel expressed gratitude to Melanie for her initiative and drive.

2.2. Indigenous Education Coordinator Report – Joel Tailfeathers

- 2025-26 Staffing
 - Each High School will have a Teacher Grad Coach
 - .5 Teaching
 - .5 Indigenous Grad Coach
 - Shawnee Big Bull- VP and LCI
 - Joel shared that it is hard to see Shawnee go, however, she is the right person for the job.
- With 15 elementary schools, Joel continues to advocate for additional staffing to support Elementary Administrators and their staff.
- Due to the 2025-26 budget, Joel will be working with the Division to understand and support students with the funds provided.

- Budget discussion to be added to the first committee meeting for the 2025-26 school year.
- Discussion on each school having a budget line for FNMI activities.
- Lenee shared how she manages her school budget including the multiple FNMI grant funds that supports all students as well as FNMI students.
- Discussion on Indigenous Student school fees and notices that are sent home to Indigenous families.
 - This may be creating adverse feelings towards the trust that has been built with Indigenous families.
 - Discussion on how to communicate this with schools to address this issue.
- Joel would like to invite Elders to the 2025-26 Indigenous Education Committee meetings.
 - Members discussed the important of consistency in committee members including Admin and Teacher reps.

3. 2024-25 Indigenous Education Events

- Indigenous Graduation Night- May 20, 2025- Review
 - Joel reiterated the importance of collaboration with staff and families and how this event highlights these relationships.
 - Every year has been better than the last.
 - The importance of keeping the Indigenous Graduation for Division schools together was discussed. "It's more than just a grade 12 graduation; it's a community graduation."
 - With new Teacher Grad Coaches role, these staff members will be part of the Graduation planning for the 2025-26 school year.
- Indigenous Awards Night- May 29, 2025
 - Looking forward to the event and have
- Pow Wow- June 11, 2025 @ 1-3 pm- Dr. Probe Elementary
 - Everyone is welcome. A sign-up sheet was shared with families, and it will be an amazing event with many students signed up already.
 - Joel would like to continue this as an annual event.
 - Senator Buchanan will host in 2025-26 (tentative).

4. Indigenous Education 3 Year Assurance Plan (attached)

- Joel highlighted importance of the following from the 3 Year Assurance Plan:
 - Lethbridge School Division Indigenous Education Territorial Acknowledgment
 - Mission and Vision
 - Truth and Reconciliation (TRC) Calls to Action in Education
 - Teacher Quality Standards (TQS) and Leadership Quality Standards (LQS)

- UNDRIP (The United Nations Declaration on the Rights of Indigenous Peoples)
- A goal for 2025-26 is for the Indigenous Education Team is to identify Division schools that have established Indigenous Education as a priority in their assurance plans.
- Terms of Reference (*attached*)
 - Tabled to the 2025-26 Fall meeting.
- Calendar (*attached*)
 - Indigenous Teacher Rep PL Days (Nov 10, 2025 & April 13, 2026)
 - Discussed the importance of attendance at these PL days and how to communicate this importance with Administrators.
 - Question: Is there are possibility of splitting the North/South Bingo?
 - This Bingo was previously split and unfortunately, attendance was not great and due to transportation challenges, the Bingo will continue as planned.

5. Adjournment

2025-26 Meeting Dates: Meeting #1- Wednesday, October 8, 2025

Meeting #2- Wednesday, January 21, 2026

Meeting #3- Wednesday, May 27, 2026

Aatsimoyihkaan
(Blackfoot Prayer)

Ayao Apistatoki
(Calling /the Creator)

Ayao Napi Naatosi
(Calling /the Old Man/ The Sun)

Ayao Kipitakii Kokomikiisoom
(Calling/ the Old Lady/ The Moon)

Ayao Ihtsipaitapiiyao'pi
(Calling/ the Source of Life)

Kiitsiksimatsimmohpiinnan
(We Welcome You)

Isspommookiinnaan Annohk Ksiistsiko
(Help us/ This/ Day)

Kiimmokiinnaan
(Be Kind to Us)

Ais'stamattsookiinaan
(Show us all that)

Soka'pii likana'pii Makamo'ta'pii
(Is Good/ Is Gentle/ Is Honest)

Ayao Kimma'tookinnaan
(Calling/ To be kind to our)

Nookoosinnaniksi Ninnaniksi
(Children/ Fathers)

Niksisstsinnaniksi Naahsinnaaniksi
(Mothers/ Grandparents)

Ok Kaamaotanni Misamipaitapiisiinnyi
(And/ Now to Be Saved/ a Long Life)

Indigenous Education for All Stawaatsimaan (Raising Children)



LETHBRIDGE SCHOOL DIVISION

Indigenous Education

3 Year Assurance Plan (Year 1) 2024-2025

2024-2027

Lethbridge School Division Indigenous Education Territorial Acknowledgment

Oki Niikso'kowaiksi (Hello all my relations),

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

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

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

Mission

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

Vision

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

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

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

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

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

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

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

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

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

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

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

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

1. Fostering Effective Relationships

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

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

2. Engaging in Career-Long Learning

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

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

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

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

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

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

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

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

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

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

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

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

The Act helps:

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

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

Indigenous Education Team

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

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

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

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

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

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

Indigenous Education Assurance Plan Priority: Truth & Reconciliation

Assurance Framework Domain: Learning Support

Domain Priority: Truth and Reconciliation

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

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

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

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

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

Table of Contents:

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|--|--|
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| Policy..... | |
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| Grad Coaches..... | |
| Calendar..... | |
| Socials..... | |
| Indigenous Education Goals..... | |
| TQS #5..... | |
| Honorariums & Gifts..... | |
| Tipi..... | |
| Indigenous Education Statistics..... | |
| Indigenous Education Graduation Rates..... | |
| Indigenous Education Admin Rep..... | |
| Indigenous Education Teacher Rep..... | |
| Indigenous Education Professional Learning (Division)..... | |

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

Indigenous Education Assurance Plan Priority: Indigenous Student Achievement

Assurance Framework Domain: Student Growth and Achievement

Domain Priority: Indigenous Student Achievement

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

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

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

Area of focus 2024-2026:

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

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



Indigenous Education Committee TERMS OF REFERENCE

TYPE OF COMMITTEE

- This is a standing committee of the Board of Trustees

GENERAL PURPOSE

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

KEY DUTIES AND RESPONSIBILITIES

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

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

COMPOSITION AND APPOINTMENTS (FOR LIFE OF THE COMMITTEE)

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

MEETINGS

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

REPORTS AND TARGET DATES

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

REVIEW AND EVALUATION

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

Indigenous Education Calendar 2025-2026

| September 2025 | | | | |
|----------------|----|----|----|----|
| M | T | W | T | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

September 22 Treaty 7 Day

September 22 Fall Equinox

September 22 West Coulee Elementary Blackfoot Naming Ceremony

September 29 Division Orange Shirt Day

September 30 National Day of Truth and Reconciliation

| October 2025 | | | | |
|--------------|----|----|----|----|
| M | T | W | T | F |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

October 2 West Elementary BINGO (TBA)

October 4 MMIWG Vigil

October 8 Indigenous Education Committee Meeting

October 9 North/South Elementary BINGO (TBA)

October 16 Middle School BINGO (Paterson)

October 17-22 Secret Path Week

October 21 High School BINGO (Chinook)

| November 2025 | | | | |
|---------------|----|----|----|----|
| M | T | W | T | F |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| | | | | |

November 7 Inuit Day

November 8 Indigenous Veterans Day

November 10 Indigenous Teacher Rep PL

November 10-14 Metis Week

November 14 Division Rock your Mocs Day

| December 2025 | | | | |
|---------------|----|----|----|----|
| M | T | W | T | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

December 21 Winter Solstice

| January 2026 | | | | |
|--------------|----|----|----|----|
| M | T | W | T | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

January 7 Division Ribbon Skirt/Shirt Day

January 21 Indigenous Education Committee Meeting

| February 2026 | | | | |
|---------------|----|----|----|----|
| M | T | W | T | F |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| | | | | |

February all month (Kitsikakomimm)

| March 2026 | | | | |
|------------|----|----|----|----|
| M | T | W | T | F |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

March 20 Spring Equinox

March 31 National Indigenous Languages Day

| April 2026 | | | | |
|------------|----|----|----|----|
| M | T | W | T | F |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

April 13 Indigenous Teacher Rep PL

| May 2026 | | | | |
|----------|----|----|----|----|
| M | T | W | T | F |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

May 5 Red Dress Day

May 15 Moose Hide Day

May 19 Indigenous Graduation (Chinook)

May 27 Indigenous Education Committee Meeting

May 28 Indigenous Awards Night (Wilson)

| June 2026 | | | | |
|-----------|----|----|----|----|
| M | T | W | T | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

June National Indigenous History Month

June 10 * Elementary Powwow

June 21 Summer Solstice

June 21 Indigenous Peoples Day

MINUTES FROM THE BUDGET MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD MAY 26, 2025.

In Attendance:

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

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

Trustee Kristina Larkin called the meeting to order at 2:01p.m.

1. Call to order, Welcome and Land Acknowledgement

2. Approval of Agenda

Additions to the Agenda:

*Approval of Agenda
7344/25*

Trustee Christine Light moved:

“to approve the agenda, as presented.”

CARRIED UNANIMOUSLY

3. Opening Comments

Superintendent Mike Nightingale discussed the significant challenges faced in this year’s budget, including rising expenses, lack of increase in the base grant, and reduced reserves. He shared concerns on the impact of these challenges on staffing and programming. Mike thanked all who worked on this challenging budget.

Opening Comments

4. Review of Feedback from Public Budget Presentation

Director of Finance, Avice DeKolver provided a summary based on the feedback received from the public budget presentation.

Review of Feedback

Trustee Craig Whitehead moved to go In-Camera at 2:18 p.m.

Moved to In-Camera

CARRIED UNANIMOUSLY

Tina Carnegie and Garrett Simmons left the meeting at 2:19 p.m.

Avice DeKolver and Associate Superintendents left meeting at 3:57p.m.

Tina Carnegie, Garrett Simmons, Avice DeKolver, and Associate Superintendents returned to the meeting at 4:33 p.m.

Trustee Tyler Demers moved to go back to the Regular Meeting at 4:37 p.m.

Reconvene Meeting

5. Opening Comments

Trustees were given five minutes to make general comments on the budget or identify issues.

*Trustee Opening
Comments*

6. Revenues and Allocations

*Revenues and
Allocations*

a. Fees

Trustee Tyler Demers moved:

“That the Board approve the 2025-2026 School Fee Schedule as presented.”

*Approve Fee Schedule
7345/25*

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

Against: Allison Purcell, Genny Steed

CARRIED

a1. Trustee Genny Steed moved:

“That the Board update policy 802.2 “School Fees’ to include direction and guidance which reflects and supports the overarching philosophies and values of this Board and effectively supports division operations.”

*Policy 802.2 Update
7346/25*

For: Christine Light, Kristina Larkin, Andrea

Andreachuk, Craig Whitehead, Allison Purcell, Genny Steed

Against: Tyler Demers

CARRIED

b. Overall Revenues and Allocations:

Trustee Tyler Demers moved:

“That the Board approve the revenues and use of one-time reserves for the 2025-2026 budget as per page 27 as presented.”

*Overall Revenues and
Allocations
7347/25*

CARRIED UNANIMOUSLY

7. Expenditures and Transfers

*Expenditures and
Transfers
7348/25*

a. Non-Union Salary Increases

The following motion was deferred from April 29, 2025, Board Meeting. Moved by Tyler Demers, “That the Board approve the Non-Union Salary Increase as presented.”

Lethbridge School Division provide non-union staff wage increase as follows:

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

- Effective September 1, 2027, three percent

CARRIED UNANIMOUSLY

b. Trustee Honoraria Increase

*Trustee Honoraria
Increase
7349/25*

Trustee Christine Light moved:

“That the Board approve the Trustee Honoraria to increase three percent effective September 1, 2025, and that any future considerations for honoraria changes be aligned with ATA wage increases, effective September 1, 2026, as amended.”

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

Against: Andrea Andreachuk

CARRIED

Trustee, Tyler Demers moved to extend the meeting past 6:00 p.m.

Extend the Meeting

CARRIED UNANIMOUSLY

c. Instruction (see pages 32-34)

*Instruction
7350/25*

Trustee Christine Light moved:

“That the Board approve the Instruction expenditures and transfers as per pages 32-34 of the 2025-2026 budget as presented.”

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

Against: Genny Steed, Andrea Andreachuk, Allison Purcell

CARRIED

d. Administration: (see pages 35-36)

*Administration
7351/25*

Trustee Tyler Demers moved:

“That the Board approve the Administration expenditures and transfers as per pages 35-36 of the 2025-2026 budget as presented.”

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

Against: Allison Purcell

CARRIED

- e. Plant Operations and Maintenance: (see pages 37-38)
Trustee Craig Whitehead moved:
“That the Board approve the Plant Operations and Maintenance expenditures and transfers as per pages 37-38 of the 2025-2026 budget as presented.”

Plant Operations and Maintenance
7352/25

CARRIED UNANIMOUSLY

- f. Transportation: (see pages 39-40)
Trustee Tyler Demers moved:
“That the Board approve the Transportation expenditures and transfers as per pages 39-40 of the 2025-2026 budget as presented.”

Transportation
7353/25

CARRIED UNANIMOUSLY

- g. Capital and Debt Services: (see pages 41-42)
Trustee Allison Purcell moved:
“That the Board approve the Capital and Debt Services expenditures and transfers as per pages 41-42 of the 2025-2026 budget as presented.”

Capital and Debt Services
7354/25

CARRIED UNANIMOUSLY

8. Budget Approval

Trustee Tyler Demers moved:
“That the Board approve the 2025-2026 preliminary budget for Lethbridge School Division as detailed in the previous motions and authorize administration to allocate and expend funds in accordance with the budget.”

Budget Approval
7355/25

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

CARRIED

Adjournment 7:07 p.m.

Christine Light,
Chair

Christine Lee,
Associate Superintendent
Business and Operations

MINUTES FROM THE MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD MAY 27, 2025.

In Attendance:

Trustees: Kristina Larkin, Andrea Andreachuk, Tyler Demers, Christine Light, Craig Whitehead, Allison Purcell, Genny Steed,
Administrators: Mike Nightingale, Christine Lee, Robbie Charlebois, Morag Asquith

Chair Christine Light called the meeting to order at 1:00 p.m.

1. Move to In-Camera

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

*Move to In-Camera
7355/25*

CARRIED UNANIMOUSLY

Trustee Christine Light moved to come out of the in-camera meeting at 2:24 p.m. with a short recess.

Christine Light reconvened the meeting at 2:36 p.m.

Reconvene Meeting

2. Territorial Acknowledgement

A territorial acknowledgement was read.

*Territorial
Acknowledgement*

3. Consent Agenda

Committee Reports:

3.1 Boundary Alignment Committee

Consent Agenda

As there were no objections, the consent agenda was approved as presented.

4. Approval of Agenda

Additions to the Agenda:

- Amendment to item 11.4 change ‘SGE’ to Growth, Supervision and Evaluation

*Approval of Agenda
7356/25*

Trustee Allison Purcell moved:

“to approve the agenda, as amended.”

CARRIED UNANIMOUSLY

5. Approval of Minutes for April 29, 2025

*Approval of Minutes
from April 29, 2025
7357/25*

Trustee Kristina Larkin moved:

“The minutes of the regular meeting of April 29, 2025, be approved as amended and signed by the chair.”

CARRIED UNANIMOUSLY

Amendment request: Allison Purcell

Item #5 for the second one in regard to the Approval of the Minutes of the Special meeting of April 15, 2025, the order of the 2 motions are backwards. The one that was defeated was done first and the one that was carried was done second. Confirmed at 15:12 of the Livestream.

Approval of Minutes for Special Meeting of May 13, 2025

*Approval of Special
Meeting Minutes
7358/25*

Trustee Andrea Andreachuk moved:

“The minutes of the Special Meeting of May 13, 2025, be approved as amended and signed by the chair”

CARRIED UNANIMOUSLY

Amendment request: Allison Purcell

To add Genny Steed to the Approval of the Agenda for the May 13, 2025, Special Meeting Minutes.

6. Business Arising from the Minutes

*Business Arising from
the Minutes*

7. Associate Superintendent Reports

*Associate
Superintendent
Reports
Business and
Operations*

7.1 Business and Operations

Associate Superintendent Christine Lee provided a written report.

7.2 Instructional Services

Instructional Services

Associate Superintendent Morag Asquith provided a written report.

7.3 Human Resources

Human Resources

Associate Superintendent Robbie Charlebois provided a written report.

8 Superintendents Report

*Superintendents
Report
Board Priority Report*

8.1 Assurance Priorities Report

Assurance Priorities were included in the agenda.

8.2 Donations and Support

Donations and Support

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

8.3 Acknowledgement of Excellence

Acknowledgement of Excellence

Acknowledgements of excellence and reports showcasing the accomplishments of Wilson Middle School and Coalbanks Elementary School are included in the agenda.

8.4 School Graduation/Year-end Celebrations

School Graduations and Year End Events

A memo listing all School Graduations and Year-end events were included in the agenda.

8.5 Calendar of Events

Calendar of Events

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

- * June 11 – Community Engagement
- * June 28 – Pride Parade at 11:00 a.m. at the usual gathering

9. Board Chair Report

Board Chair Report

9.1 ASBA Edwin Parr Teacher Award – Hayley Bedard.
Information is included in the agenda package.

10. Presentations

Presentations

10.1 ICSS Eagles Provincial Championship Award

The Board congratulated the ICSS Eagles Provincial Championship Award Winners

10.2 Special Olympics Silver Medalist

The Board congratulated Moriah Van't Land on her Silver Olympic Medal.

10.3 Career Transition Presentation

Executive Director of Career Transitions, Judy Stolk-Ingram Provided a presentation to the Board.

10.4 Spanish Bilingual Presentation

Jenna Bailey, Autumn Barnes and Ludy Mennie provided a presentation to the Board.

11 Action items

Action Items

11.1 Approval of International Trip- Chinook High School

International Trip
7359/25

Trustee Kristina Larkin moved:

“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.”

CARRIED UNANIMOUSLY

11.2 Approval of Locally Developed Courses for Middle Schools

Approval of I
Middle Locally Dev
Courses
7360/25

Trustee Allison Purcell moved:

“That the Board of Trustees approve the use of the following Locally Developed Grade 6 to 9 courses:

Chinook High School (Grade 9)

Football (continuing)

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

Board Game Design 8 (continuing)

Guitar 8 (continuing)

Immanuel 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)
 in all Division middle and high schools from September 1st,
 2025, to August 31st, 2029."

CARRIED UNANIMOUSLY

11.3 Approval of Locally Developed Courses for High Schools

Trustee Kristina Larkin moved:

"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:

*Approval of High
 Locally Dev Courses
 7361/25*

- 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.

CARRIED UNANIMOUSLY

- 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.

CARRIED UNANIMOUSLY

- 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.

CARRIED UNANIMOUSLY

- 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.

CARRIED UNANIMOUSLY

- 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.

CARRIED UNANIMOUSLY

- continued use of **Choir 15 (LDC1414) for 3 & 5 credits until August 31, 2029**, to provide continuance of program offerings to students.

CARRIED UNANIMOUSLY

- 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.

CARRIED UNANIMOUSLY

- 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.

CARRIED UNANIMOUSLY

- continued use of **Forensic Studies 25, 35 (LDC2256, LDC3256) for 3 credits until August 31, 2029**, to provide continuance of program offerings to students.

CARRIED UNANIMOUSLY

- 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.

CARRIED UNANIMOUSLY

- acquisition of **Leather Technologies 25, 35 (LDC2911, LDC3911) for 3 & 5 credits until August 31, 2027**, to enhance program offerings to students.

CARRIED UNANIMOUSLY

- 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.

CARRIED UNANIMOUSLY

- 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.

CARRIED UNANIMOUSLY

11.4 DRAFT Growth, Supervision and Evaluation Policy

Trustee Kristina Larkin moved:

“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.”

*Approval of DRAFT
Growth, Supervision,
and Evaluation Policy
7362/25*

CARRIED UNANIMOUSLY

11.5 DRAFT Trustee Code of Conduct (3rd Reading)

Trustee Christine Light moved:

“That the Board move to accept the following motion: That the 3rd Reading of the DRAFT Trustee Code of Conduct Policy be accepted as amended.”

*Draft Trustee Code of
Conduct
7363/25*

For: Christine Light, Andrea Andreachuk, Kristina Larkin, Tyler Demers

Against: Genny Steed, Craig Whitehead, Allison Purcell

CARRIED

Friendly Amendments to the policy as presented:

- Remove Appendix 1 General Considerations and Protocols from first page with sentence underneath to Appendix 1

Amendments

- Remove Appendix 2 Code of Conduct Complaint Process and Remedial Actions from first page with sentence underneath to Appendix 2
- 8.2 – after ‘supplies and before staff’ replace ‘and’ with ‘or’
- Appendix 1, 3.2 – add after Conduct, ‘Trustees shall consider’ “communications”, add ‘to’ before mean
- Appendix 1 – 5.4, add comma after ‘directed’ after ‘office’ after record
- Appendix II 2.2.3 – Add ‘No’ in front of substantial
- Move 2.5.2 under 2.5, 2.51 under 2.52
- Move 2.6.2 under 2.6 and 2.6.1 under 2.6.2
- Add to 2.5.2 ‘If vexatious complaints are deemed to constitute harassment, the Board may seek legal action in return.’

Tyler Demers added a friendly amendment to add ‘the’ in front of request in 3.2.4

Trustee Genny Steed moved the following amendment:
 “That under Appendix II # 3. to remove 3.2.4 ‘publishing a letter of reprimand or request for apology and the Trustee’s response’

*Motion to Amend
 7364/25*

For: Genny Steed, Allison Purcell

Against: Tyler Demers, Christine Light, Kristina Larkin, Andrea Andreachuk

DEFEATED

Craig Whitehead moved to extend the meeting past 6:00 p.m.

Extend the Meeting

CARRIED UNANIMOUSLY

Kristina Larkin called the question.

For: Christine Light, Andrea Andreachuk, Tyler Demers, Kristina Larkin

Against: Genny Steed, Allison Purcell, Craig Whitehead

*Called the Question
 7365/25*

CARRIED

11.6 Assurance Plan 2025-2026

*Assurance Plan
7366/25*

Trustee Tyler Demers moved:

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

CARRIED UNANIMOUSLY

11.7 LCI Cooling Tower Tender

*LCI Cooling Tower
Tender
7367/25*

Trustee Andrea Andreachuk moved:

“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.”

CARRIED UNANIMOUSLY

12 Division Highlights

Highlights

Christine- Thank you, Trustees, for representing the Board well. I attended Indigenous Grad, LCI engagement, Arts Alive & Well, LCI Grad, Edwin Parr, Friends of 51 at LCI, Spring Gala at Plaxton

Andrea- Wilson Council Meeting, Zone 6 banquet, Edwin Parr Award, Indigenous Grad was so beautiful, LCI Graduation, Christine Light spoke so beautifully.

Kristina- Thank you to Tim Horton’s for the Smile Cookies, thanks also to Jamie Westlund who was key in bringing this forward and to all that decorated cookies.

Genny- Moving experience watching students of the LCI grad, felt honoured to be there and witness that

Tyler – Was able to have another hour and 10 minutes today of Trustee Code of Conduct Policy, policy passed!

Craig - School council at Probe and Coalbanks, watched WCHS rugby, LCI and CHS, attended Indigenous Grad, Edwin Parr, LCI Grad, honouring a student, reception was overwhelming, hats off to their students

Allison- LCI Engagement, LCI Grad, Friends of 51 at Park Meadows, attended Nicholas Sheran, Betty Greg Award for Inclusive Education, Edwin Parr, lots of budget engagement, Smile Cookie Campaign, Indigenous Grad, Intro to Trades event

- 13. Information items: None
- 14. Public Forum: None
- 15. Correspondence Sent: None
- 16. Correspondence Received: None

Trustee Andrea Andreachuk moved:
"To move to in-camera at 6:36 p.m."

In-Camera
7368/25

CARRIED UNANIMOUSLY

Trustee Craig Whitehead moved to return to the regular meeting at 7:14 p.m."

Return to Regular Meeting

Trustee Christine Light moved:
"To adjourn the meeting at 7:14 p.m."

Adjournment
7369/25

CARRIED UNANIMOUSLY

Christine Light,
Chair

Christine Lee,
Associate Superintendent
Business and Operations

MEMORANDUM

June 17, 2025

To: Board of Trustees

From: Christine Lee
Associate Superintendent, Business and Operations

Re: Business and Operations Report

Background:

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

Recommendation:

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

Respectfully submitted,
Christine Lee

REPORT

BUSINESS AND OPERATIONS

THANK YOU TO LETHBRIDGE SCHOOL DIVISION

As I approach retirement after 26 fulfilling years with the Lethbridge School Division, I want to take a moment to express my heartfelt gratitude to everyone who has made this journey so meaningful. I am thankful to have served in a division that prioritizes integrity, collaboration, and student success, and I feel privileged to have worked alongside such dedicated professionals. Having been a former student of the division, it holds a unique and cherished place in my heart.

I extend special thanks to the administration teams for their unwavering support, which has positively impacted countless lives. To my colleagues, your passion and creativity have continually inspired me, and the friendships we've built are treasures I will carry into retirement. Together, we have faced numerous challenges, addressing them with grace and often a touch of humor. These 26 years have certainly been anything but dull!

To the students, you truly embody the essence of our work, and I have every confidence that you will make us proud. As I bid farewell, I do so with immense gratitude for the memories and experiences that will forever remain cherished parts of my life story.

Thank you for all the well wishes as I embark on my next chapter...I am grateful for my Lethbridge School Division family.

Thank you 



THANK YOU TO THE FACILITY SERVICES TEAM

I want to express my heartfelt appreciation to our maintenance and caretaking teams for their support of our schools every day. Your commitment is essential in creating safe, inviting, and well-maintained educational spaces. Thank you for your hard work and the pride you invest in every detail.

Additionally, I extend my gratitude to the Attwell office team for your leadership in fostering high-quality teaching and learning environments. I have truly valued the insights I've gained from each of you regarding school buildings and facility maintenance.



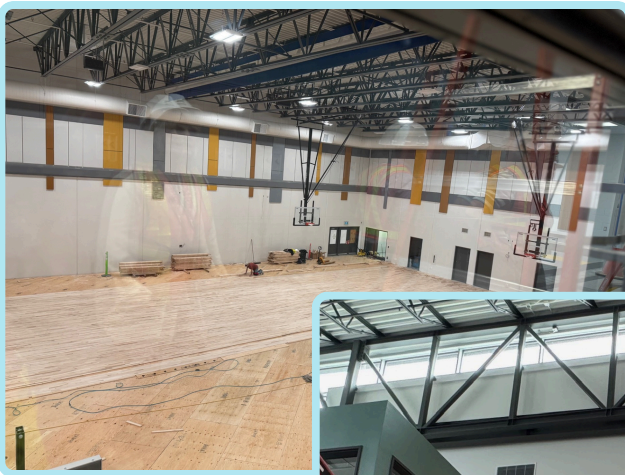
PROJECT UPDATE



WEST COULEE STATION

On June 12th, Trustees and senior leaders had the chance to tour the school, as captured in the photos. Principal Dean Hawkins proudly showcased various areas of the school.

- Below, and to the left, the gymnasium flooring is being installed
- Below and to the right, you can see the project center.
- At the bottom, there's a group photo on the grand staircase that leads to the learning commons from the gathering space.



Building Schools is Awesome!



Avice DeKolver, our Director of Finance, received her Certified School Business Officials (CSBO) designation from the Association of School Business Officials of Alberta on June 9th. It was a privilege to present this acknowledgment of her dedication to the field of school business. Her commitment to excellence and her contributions to the financial health of our schools have been invaluable. Avice's achievement not only highlights her personal dedication but also exemplifies the high standards we uphold within our organization. We are confident that her expertise will continue to be a tremendous asset as we navigate the financial complexities of our growing division.

FINANCE

Education *is our* BUSINESS

THANK YOU TO THE FINANCE TEAM

The Division Finance Team, encompassing finance, payroll, and purchasing, is dedicated to ongoing improvement in supporting our schools. Your precision, commitment, and exceptional behind-the-scenes work have been the backbone of our operations.

I am truly proud to collaborate with such a skilled and devoted team. I take great pride in the outstanding contributions this team consistently makes to ensure fiscal accountability. Your detailed reporting not only presents the numbers but also narrates the story behind them.

Your hard work has played a crucial role in maintaining the financial health and integrity of our organization, enabling the Division to effectively support student success with a strong foundation.



Photograph captured with Superintendent Mike Nightingale, Retiree Christine Lee, and Business and Operations Directors Avice DeKelder, Daniel Heaton, and Jesse Sadlowski during the Board retirement celebration.



Exciting News

I was truly thrilled and honored to be awarded a lifetime membership to the Association of School Business Officials of Alberta (ASBOA) at the spring conference on June 9th. Life Membership is an honour that may be bestowed on an individual member in recognition of distinguished service to the Association, upon retirement from the practice of school business administration. Receiving such recognition from my peers is an incredible privilege. ASBOA has played an integral role in my success as a school business official, providing invaluable professional resources throughout my career. This lifetime membership allows me to remain connected to the profession I cherish even in retirement – the practice of school business.



TECHNOLOGY



As we head into the summer months, this is the busiest and most critical time of year for the Technology Department. Our team will be working diligently across the division to ensure all systems are fully prepared for a smooth start to the new school year.

Key priorities for this summer include:

- Reimaging all PCs across the division
- Deploying new laptops to schools and departments
- Removing outdated devices to improve security and performance
- Fully setting up the new elementary school—including network infrastructure, PCs, and laptops

THANK YOU TO THE TECHNOLOGY TEAM

I am continually amazed by the outstanding work that the technology team accomplishes every single day. Their responsibilities include:

- Supporting student information and registration
- Managing technology trouble tickets
- Upgrading outdated technology with modern solutions
- Discovering innovative teaching and learning methods for staff
- Protecting our essential networks from potential threats

Additionally, this team dedicates time to teach staff and students new skills, assisting them as they navigate through emerging technologies.

There is always something thrilling underway! Our staff and students greatly benefit from your expertise and your proactive approach to identifying new and effective best practices. This team has established Lethbridge School Division as a leader in educational technology. Your creativity and support have been instrumental in keeping us connected and moving forward. I have appreciated your expertise and patience countless times.

TRANSPORTATION THANK YOU TO THE TRANSPORTATION TEAM

The transportation team works tirelessly alongside our service provider to ensure that eligible students have access to school bus services for their daily commutes. This devoted team thoughtfully addresses a wide range of questions and concerns from parents and staff, responding with true care and attention. This team not only supports our school division, but Holy Spirit Catholic School Division transportation services.

Through their collaborative efforts, they guarantee that our students arrive safely and punctually each day. Thank you for your dedication and compassion; it truly makes a remarkable difference.

A colorful poster for the 'My First Ride' event. The background is dark blue with yellow school bus silhouettes. The text is white and yellow. It includes the event name, date, time, location, and sponsors.

SOUTHLAND TRANSPORTATION LTD.

MY 1st RIDE
A Free School Bus Safety Program for First Time Riders and Parents

SATURDAY, AUG. 16 - 11 A.M. - 2 P.M.

Fifth Annual My First Ride
hosted by Lethbridge School Division,
Holy Spirit Catholic School Division
and Southland Transportation
Saturday, Aug. 16, 2025
11 a.m. to 2 p.m.

Hotdogs, hamburgers, chips, coffee
and ice cream treats will be available.
The event will include fun activities
for the kids and a bus ride too!

FOOD AND REFRESHMENTS
WILL BE AVAILABLE ON SITE

Sponsor logos: Southland Transportation Ltd., Lethbridge School Division, Holy Spirit Catholic School Division, M&M Food Service, Tim Hortons

LAKEVIEW ELEMENTARY SCHOOL
1129, HENDERSON LAKE BOULEVARD SOUTH

OCCUPATIONAL HEALTH AND SAFETY



Update on the Division Workplace Health and Safety Committee Meeting



The Division Workplace Health and Safety Committee (DWHSC) held its quarterly meeting on June 2, 2025. This committee comprises representatives from each school site as well as members of the Occupational Health and Safety Management Committee. The primary objectives of these meetings are to address safety concerns pertinent to staff, review incident statistics for the quarter, discuss issues identified during site inspections, assess compliance with safety standards (including checks of AEDs and fire safety equipment), and outline necessary training.

During this month's meeting, the committee examined a specific incident that occurred, analyzing the factors that contributed to it and exploring strategies to enhance the system and prevent similar incidents in the future. A significant point of discussion was the critical importance of tagging out equipment that poses a potential risk. It was determined that a safe work procedure must be established to identify and tag out faulty equipment or any recognized safety hazards. This procedure should clearly delineate the responsibilities of all staff members—not just caretakers—in identifying unsafe conditions, restricting access, and preventing injuries until the issues are resolved.

THANK YOU TO EXECUTIVE COUNCIL, LEADERSHIP TEAM, AND EDUCATION CENTRE STAFF

Your leadership and vision have inspired me throughout my career. I'm grateful for your guidance, trust, and the many ways you've supported my work.

To each of you—thank you for the memories, the laughter, and the shared commitment to excellence in education. I leave with a full heart and deep appreciation.

As I transition to new adventures, I carry with me the invaluable experiences and lessons learned from our time together. Your dedication to fostering a safe and enriching environment for both students and staff has been truly commendable. I am confident that the passion and resilience you all demonstrate will continue to propel our community forward. Here's to the exciting journeys that lie ahead for us all!



MEETINGS AND EVENTS

- Division Workplace Health and Safety Committee Meeting
- Urban Schools Insurance Consortium (USIC) Risk Management and Claims Committee Meeting
- Leadership Team Meeting
- Joint Use Committee Meeting
- Division Retirement Banquet
- Association of School Business Officials Leadership Conference and AGM. (Calgary)
- Mike Mountain Horse Student Learning Exhibits
- Principal Meetings
- Galbraith Modernization Planning Meetings
- Education Centre Years of Service recognition
- West Coulee Station Construction Meetings
- Community Engagement Committee
- Board of Trustees and Executive Council tour of West Coulee Station Elementary School.
- Administrator's Committee Meeting
- Victoria Park Graduation
- USIC Learning Seminars, Quarterly Subscribers Meeting, and AGM (Edmonton)
- School Years of Service Awards
- Immanuel Christian Secondary School Graduation

MEMORANDUM

June 17, 2025

To: Board of Trustees

From: Morag Asquith
Associate Superintendent, Instructional Services

Re: Instructional Services Report

Background:

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

Recommendation:

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

Respectfully submitted,
Morag Asquith

Associate Superintendent Report

INSTRUCTIONAL SERVICES

June 2025

June is here!!!!

I hope everyone has a good summer!!



DIS Things on the Go

| June | |
|------|--|
| 2 | Wellness Committee Meeting #3- Education Centre |
| 6 | Coalbanks Elementary- Years of Service Event |
| 6 | Wellness & Nutrition Grant Applications Due |
| 9 | Kindergarten Report Card PL for Teachers |
| 10 | Inclusive Education Year End Meeting |
| 11 | Education Centre- Years of Service Event |
| 11 | Elementary Division Pow Wow- Dr. Probe Elementary School |
| 11 | Spanish Bilingual Event- Rotary Wind Shelter- 5:00 pm |
| 12 | Administrators Committee Meeting |
| 13 | SAPDC (Southern Alberta Professional Development Consortium) Meeting |
| 17 | Immigrant Youth Community Conversations |
| 18 | DIS Year End BBQ- Ed Centre Front Lawn |
| 18 | CAREERS Next Gen Joint Resource Meeting |
| 20 | Early Learning Year End Meeting |
| 23 | General Stewart- Years of Service Event |
| 25 | Last day of Classes for Students |
| 25 | Lethbridge Christian School- Years of Service Event |
| 25 | Westminster- Years of Service Event |
| 26 | Last day for Teaching Staff |

Associate Superintendent Report

INSTRUCTIONAL SERVICES

June 2025

Inclusive Education

August 26th, Instructional services is offering an online training opportunity for wellness staff and administrators “Guidelines for Conducting Violence Threat Risk Assessments with Neurodivergent Students”. This is a very helpful 1.5-hour training opportunity for our staff to continue to build their understanding of responding to complex behaviors in our neurodivergent student populations.

The Inclusive Education team (Rochelle Neville, Rebecca Adamson and Carlie Ramotowski) are meeting with Learning Support Teachers and Instructional Services Team members June 10th to finalize and organize for the upcoming year. Topics include student equipment and transitioning buildings, complex needs bussing, Southwest Collaborative Support Services, Instructional Support Plan meetings, Interpreter supports, and coding updates. Learning Support Teachers and schools are reminded that benchmarking needs to be complete by ensuring EAL benchmarking 2.0 tracking sheets are scanned into Laserfiche, teacher benchmark anecdotal notes scanned into Laserfiche and fall and spring student evidence is scanned into Laserfiche.



For the 2025/2026 school year, Early Education Program (EEP) locations will include:

Southside:

- Fleetwood-Bawden Elementary School

Northside:

- Galbraith Elementary School
- Park Meadows Elementary School (a.m. class only)
- Westminster Elementary School (p.m. class only)

Westside:

- Dr. Probe Elementary School (a.m. class only)
- Nicholas Sheran Elementary School (p.m. class only)
- Mike Mountain Horse Elementary School



Associate Superintendent Report

INSTRUCTIONAL SERVICES

June 2025



Curriculum and Instruction

Alberta's new Kindergarten to grade 6 Social Studies curriculum is now available on new LearnAlberta. In September 2025 school boards will begin mandatory implementation of the new social studies curriculum in K-Gr.3 classrooms. School boards may also optionally implement the new social studies curriculum for grade 4-6 ahead of mandatory implementation in September 2026. We are required to provide the number of K-gr.6 teachers who will be implementing the new social studies curriculum no later than June 15th and the implementation funding will be based on these numbers.

Draft curriculum for grades 7-9 math, social studies, physical education and wellness, and career education and financial literacy will be available for optional field testing in the 2025/26 school year. Optional classroom piloting will follow in 2026/27, ahead of mandatory implementation in 2027/28. The draft curriculum will be available in June 2025 on NewLearnAlberta.

Counselling- Digital Wellness

A very special thank you to **Cason Machacek** and **Sydnie Erlendson** for their commitment and hard work supporting the Digital Wellness portfolio for the last 2.5 years that came from a targeted Alberta Education Mental Health Grant that was secured in 2022. The work they have done has increased the understanding of digital use and its impact on our school system's health. The lessons, discussions, professional learning and resource creation has been well accessed and valued. Sydnie and Cason have created a summer resource "Setting Up Families for Summer Screen Success" and can be accessed on our Lethbridge School Division website.



Lastly, the Digital Wellness team has partnered with the City of Lethbridge family event "Nature Play Fest" on June 14th from 12-4 pm at Henderson Lake. This event is hosted by the Helen Schuler Nature Centre and offers an opportunity to explore outdoor opportunities for outdoor play, connective time spent with members in our community.

Associate Superintendent Report

INSTRUCTIONAL SERVICES

June 2025

Mental Health Capacity Building and Family Support

DeeAnna Presley-Roberts, the Mental Health Capacity Building Team and the Family Support Workers are amping up for the summer. Ready, Set, Go! and Summer Activity Pop ups are scheduled and planned.



As we continue to work on nutrition programming in our schools for the 2025-26 school year DeeAnna and Morag have a meeting with a Nutrition Sub-committee of Administrators to discuss the Nutrition Grants submitted by schools and to determine potential efficiencies in working alongside outside agencies to support breakfast and/or lunch programming. These meetings are happening on June 11th and June 13th. It is anticipated that nutrition funding will be allocated during the summer to schools once outside agencies have been communicated with and potentially secured for the 2025-26 school year. Thank you to Jamie Bach, Lenae Fyfe, Connie Adserballe and Catherine Thorsen for volunteering to participate in this important work.



Off Campus

Every summer our Off Campus Coordinator Andrew Krul supports worksite inspections, registered apprenticeship and work experience placements.

Associate Superintendent Report

INSTRUCTIONAL SERVICES

June 2025

Indigenous Education

A special thank you to our Indigenous Education team who have just closed a tremendously busy season of celebrations, awards and events. Over 400 students and their families attended the Indigenous Education Achievement Awards night. It was a fabulous gathering of community and celebration.



*Indigenous Graduation event honours students from four Division high schools.
Photo Credit: [Lethbridge School Division Website](#)*



*Division honours students at 2025 Indigenous Awards.
Photo Credit: [Lethbridge School Division Website](#)*

MEMORANDUM

June 17, 2025

To: Board of Trustees

From: Robbie Charlebois
Associate Superintendent, Human Resources

Re: Human Resources Report

Background:

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

Recommendation:

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
June 17, 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: May 21, 2025 – June 11, 2025

Onboarding

- Support Staff/Casual: 2
- Teacher/TOCS: 1

ATA

- Teacher contracts extended : 5
- Teacher hires: 8 (contracts to cover leaves)
- Total number of teachers on the sub list: 154

CUPE 290

The CUPE 290 positions filled were a result of the following: vacancies, the Division-wide restructuring of caretaking hours which has taken place to ensure a more equitable distribution of workload amongst sites, and new Caretaking hours allocated for the upcoming opening of West Coulee Station School. All of the employees listed below are current CUPE 290 staff who were successful in obtaining a new position through the posting process.

- Head Caretaker : 3
- Caretakers : 16
- Casual Caretakers : N/A
- Labourer/Maintenance : 2
- Summer Labourer : N/A
- New hires from restructuring (included in numbers above): 6

CUPE 2843

- Round 1 CUPE 2843 hiring wrapped up the week of June 9 – 13
- Round 2 begins on June 16

- 
- Robbie Charlebois will provide the Board of Trustees with an up-to-date report.

Non-Union

- Family School Liaison Counsellor: N/A
- Early Learning Educator: 1 (temporary)

Staff Training and Development

- New Employee Orientations
 - o Sessions were held on May 22, and June 4, 2025
- Tiny Habits, a professional learning opportunity open to all staff within the Division, facilitated by Dr. Rick Gilson on May 14, and 28.
- **2025-2026 Teacher Induction and Mentorship Program**

We are pleased to announce the relaunch of our Teacher Mentorship Program, a key component of our comprehensive new teacher induction program. This two-year mentorship program is designed to provide targeted support, guidance, and professional learning for newly hired teachers, fostering their growth, well-being, and cultural resilience.

This program represents a collaborative effort with our ATA Working Conditions Committee, ensuring alignment with shared goals of improvement and teacher support systems. Together, we are committed to fostering a nurturing and resilient teaching community.

Strategic Planning and Staffing

- 2025-2026 Staffing
 - o We are pleased to share that 34 teachers with continuing contracts across our school division have had successful transfers for the 2025-26 school year.
 - o Our staffing process for the 2025-2026 school year. We want to extend our sincere gratitude to all our staff for their patience, professionalism, and dedication as we work through the necessary procedures to ensure our hiring practices maintain a high level of integrity and align with our core values and principles.
- ATA Working Conditions Committee
 - o Final meeting of the year was on May 20, 2025
- HR Staffing Processes Administrator Advisory Committee
 - o Met on June 3, 2025
 - o Review and celebration of the collaborative work completed by the committee
 - o TIP/Mentorship conversation
 - o Communication do's and don'ts during the hiring process



Wellness

- Staff Recognition
 - o **Annual Retirement Banquet**
 - 24 total retirements
 - 17 retirees attended the banquet on June 4, 2025
 - o **Friends of 51**
 - 32 community partners will be recognized with Friends of 51 awards at school assemblies until the end of June.
 - o **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 has organized a schedule for the recognition events, which take place until the end of June.
 - The following chart represents service award recognition for 2024-2025

Service Awards:

| Years of Service | Number of Staff Recognized | Combined Years |
|------------------|---|---|
| 5 Years | 26 | 130 |
| 10 Years | 48 | 480 |
| 15 Years | 17 | 255 |
| 20 Years | 16 | 320 |
| 25 Years | 20 | 500 |
| 30 Years | 0 | 0 |
| 35 Years | 3 | 105 |
| 40 Years | 1 | 40 |
| Total | 131 staff recognized for long service milestones | 1830 total combined years of service |

- Tiny Habits Professional Learning
 - o May 14, and 28, 2025
 - o Thank you to Dr. Rick Gilson for sharing his passions and presenting both sessions
 - o Thank you to those who participated in this energizing and engaging learning opportunity
- Staff Wellness Monthly Newsletter
 - o The June newsletter included highlights from May, and an article about “Doing Mode vs Spacious Mode”
 - o ASEBP and Employee and Family Assistance Program (GreenShield) Information and articles, specifically focused on men’s mental health, and an article from McMaster University focused on women and stroke
- 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.



Lethbridge School Division Annual Retirement Banquet



A heartfelt thank you and congratulations to all Lethbridge School Division 2025 Retirees

Congratulations Hayley Bedard – Zone 6 Edwin Parr Award WINNER!



MEMORANDUM

June 17, 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

June 2025

Domain: Governance

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

Stakeholder Engagement

- Jesse Sadlowski, Director of Technology, hosted the final year-end AI Committee Meeting. A small subcommittee—made up of division leaders, administrators, and teachers—was formed to make final adjustments to the AI statements and recommendations developed throughout the year.
- The Technology Department met with Carol Kundrik and Arturo Montoyo to review the YMCA's requirements for West Coulee Station Elementary School. The YMCA will be running a before and after school program at the new school, which will require coordination between our tech team and the YMCA to ensure the necessary services are in place. It was a productive meeting, and solutions were identified that will support the successful operation of the program.
- Rochelle Neville, Director of Inclusive Education, along with our English as an Additional Language (EAL) team, hosted the Lethbridge Family Services: Immigrant Services Team on June 13, 2025, to discuss and collaborate on various topics including involvement of settlement workers in our schools, supporting families and upcoming trends in Immigration.
- Our Immigrant Youth Community Conversations Group meets on June 17 to plan the direction of the group and action towards improving services on a community level for our newcomer youth.
- Rochelle Neville and Carlie Ramotowski, Early Learning Coordinator, attended the Parents as Teachers Annual General Meeting on June 16, 2025.
- Rochelle Neville attended a Southwest Collaborative Support Services (SWCSS) leadership team meeting on June 6, 2025, which is a cross-ministry partnership with representation from school divisions, Family Support for Children with Disabilities (FSCD), Alberta Health Services (AHS), and Alberta's Children's Services.

Resource Allocation

- Jesse Sadlowski met with our current photocopier provider, who supports printing across the division. With the division's photocopier contract set to expire in August 2026, we are proactively exploring opportunities to update and relocate some devices in order to reduce printing costs for schools.
- Erin Hurkett ordered literature resources to align with the new K-3 Social Studies curriculum that will be mandatory in 2024/2025. Literature correlates with main topics in the Social Studies curriculum and each elementary school received a library of books.

Domain: Student Growth and Achievement

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

Foundational Learning

- Erin Hurkett, Director of Learning, attended a meeting with Alberta Education in relation to K-6 Social Studies and new curriculum implementation for grades 7-9 on May 30th. K-3 Social

Studies will be mandatory in 2025/2026, while 4-6 Social Studies may be optionally implemented. Grades 7-9 draft curriculum for Math, Science, Social, and Health and Wellness may be field tested in 2025/2026, with piloting opportunities will take place in 2026/2027.

- Jodie Babki, Curriculum Support Teacher, and Erin Hurkett attended the Literacy Advisory Committee meeting on May 15, 2025.
- Michaela Demers, Curriculum Support Teacher, attended the Numeracy Advisory Committee meeting on May 16, 2025.

Diverse Learning Pathways

- An after-school meeting was held on May 28, 2025, for all teachers currently using Moodle and planning to use it in the 2025–26 school year. Moodle is the division's student learning management system, used to host course content, administer secure exams, and support online instruction. The division has built a new, updated Moodle platform that is now hosted locally. This change will improve security, reduce costs, and ensure the system runs on the latest version. Teachers will need to back up their existing courses and upload them to the new site.
- Students from Winston Churchill High School have completed the first-ever Esports Dual Credit course offered online by Bow Valley College. Supervised by Jesse Sadlowski, the course gave students the opportunity to learn about business practices related to esports, as well as game design and the gaming industry in general. The students performed very well and expressed how much they enjoyed the experience.

Effective Assessment

- The Technology Department, in collaboration with Erin Hurkett, have created SharePoint folders and a process to support teachers participating in the new report card pilot. Instructions were provided to guide teachers on how to upload their report cards, as the process differs from previous years due to the pilot format. Over the summer, the new report card will be uploaded to PowerSchool. Starting in the 2025–26 school year, all elementary teachers will use the new report card and outcomes piloted this year.
- Carmen Carvalho, English as an Additional Language Support Teacher, continued to work with Learning Support Teachers reviewing the process and timeline of Spring English as an Additional Language Benchmark 2.0 Assessments.
- On May 20, 2025, Erin Hurkett facilitated a professional learning session for all K–5 teachers across the division focused on the implementation of the new report card for the 2024/2025 school year. The session included an overview of the updated report card components, as well as the assessment documents and reporting guidelines that will support teachers in effective assessment and reporting practices.
- On June 9, 2025, Erin Hurkett facilitated a professional learning session for all Kindergarten teachers across the division focused on assessment progressions for kindergarten students. The session supported Kindergarten teacher cohesion and communication in terms of assessment and reporting.

Indigenous Student Achievement

- The Indigenous Education Graduation happened May 20, 2025. 45 graduates were celebrated and over 200 people attended the successful event. A special thank you to Indigenous Education Teachers, Shawnee BigBull and Melanie Morrow as well as Coordinator, Joel

Tailfeathers, Indigenous Education Coordinator, for their hard work to make this event successful and so special for students and their families.

Domain: Teaching and Leading

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

Responding Effectively to Student Needs

- Program Manager, DeeAnna Presley Roberts and Morag Asquith, Associate Superintendent of Instructional Services, are reviewing Nutrition Grants from schools and expressions of interest from Community Stakeholders who are interested in supporting Lethbridge School Division's nutrition programming. School allocations will be distributed in July so that schools are prepared to support student's nutritional needs in September.
- Carmen Carvahlo provided English as an Additional Language assessment and instructional support for Dr. Plaxton, Nicholas Sheran and Mike Mountain Horse Elementary Schools, as well as middle schools, Gilbert Paterson and Wilson, and high school, Winston Churchill High School.
- Rebecca Adamson, Inclusive Education Coordinator, spent time updating the referral process for division supports to better meet student needs.
- Rochelle Neville, Director of Inclusive Education, met with Directors from other school divisions in the south region on May 30, 2025, to explore a regulation toolkit resource that supports the work of staff with students.
- Human Resources met with School Administrators to discuss staffing needs that support our students and our school communities.

Professional Growth

- On June 13, 2025, Carmen Carvalho, presented the final Curriculum Deep Dive at Dr. Plaxton's Learning Lab on the topic of "Creating Language Rich Classrooms for English as Additional Language Learners through Music, Poetry and Art".
- Carmen Carvahlo created and shared a Professional Learning "menu" for schools that provides an overview of the professional learning sessions she can offer schools next school year.
- Tiny Habits training took place May 14, 2025, and 28, 2025 and was available to all Division staff.
- Jodie Babki, Curriculum Support Teacher, provided professional learning and residencies for the following schools: G.S. Lakie Middle School, Fleetwood Bawden and Dr. Probe Elementary Schools, Gilbert Paterson Middle School and Winston Churchill High School.
- Michaela Demers, Curriculum Support Teacher provided a Curriculum Deep Dive session on Building Bridges in Science, Technology, Engineering & Mathematics (STEM) for K-3 teachers on May 30, 2025, and grades 4-6 teachers on June 6, 2025.

Communication and Collaboration

- Jesse Sadlowski and David Harmon, Technology Security Analyst attended the Cyber Alberta Community of Interest call on June 4, 2025. Martin Dinell, Chief Information Security Officer and Assistant Deputy Minister of the Cybersecurity Division, shared updated statistics and presented a roadmap outlining the Government of Alberta's approach to cybersecurity across the province.

- Rebecca Adamson, Inclusive Education Coordinator, supported school learning teams with transition planning to meet student needs moving into the next year.
- Jesse Sadlowski and Johny Mantello, IT Coordinator, conducted our in-person, end-of-year school visits. The purpose of these visits is to check in with school administrators and front office staff to ensure they have everything they need before the summer break. We also make a point to connect with the head caretakers to coordinate any summer access needs, ensuring our team's presence doesn't interfere with cleaning schedules. It's always a pleasure to visit the schools and connect in person.

Domain: Learning Supports

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

Safe and Caring Culture

- The annual City of Lethbridge Pride Parade will be happening June 28th everyone is welcome to participate in decorating the Division float, it is always a lot of fun!!
- Richard Sallah, Student Support Worker, offered 15 school visits, across 5 school sites this month, to work with groups of students to support positive peer connections and to support connections with families.

Equitable Learning Opportunities

- Inclusive Education hosted their last Inclusive Education/Learning Support Teacher meeting June 10, 2025

Active, Healthy Students

- A subcommittee from the Wellness Committee has been formed to review the Healthy Nutritional Choices Policy and Procedure
- Nutrition and Wellness Grant applications were submitted by schools June 6, 2025, we received 23 Nutrition Grant applications and 15 Wellness Grant applications from schools

Truth and Reconciliation

- Over 400 students and family members attended the Indigenous Education Achievement Awards at G.S. Lakie Middle School on May 29, 2025, it was a tremendous event filled with celebration and community

Domain: Local and Societal Context

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

Division Performance Measures

- The Division received preliminary assurance survey results. The results show significant improvement in every required survey category.

Successful Early Start for Students

- Many elementary schools have been actively engaging new families through Welcome to Kindergarten events. These events offer incoming kindergarten families the opportunity to meet school staff, explore the learning environment, and receive information to support the

transition into school. Carlie Ramotowski, Early Learning Coordinator, has spent time in June attending these evenings throughout the division.

- There are currently 158 children placed in Early Education Programs (EEP). To support continued promotion of EEP, updated brochures have been distributed to elementary school offices, and a social media ad launched in June, alongside an ongoing radio advertisement.
- On May 20, 2025, a professional learning session was facilitated by Kerri Lynn Haney-Vanderberg (teacher counsellor) introducing Early Education Program staff to the resource “A Little SPOT”. The session highlighted programming appropriate for 3- and 4-year-old children to learn about emotions. Early Education Programs will implement this universal social-emotional learning program that aligns with programming in elementary schools.

Staff Wellness

- The Division recognized 34 retirees at the annual retirement banquet held June 4, 2025.
- The Division will recognize 131 outstanding staff members during our Years of Service recognition events as we approach the end of the 2024–2025 school year. The service awards being presented are as follows:

| Years of Service | Number of Staff Recognized | Combined Years |
|-------------------------|---|---|
| 5 Years | 26 | 130 |
| 10 Years | 48 | 480 |
| 15 Years | 17 | 255 |
| 20 Years | 16 | 320 |
| 25 Years | 20 | 500 |
| 30 Years | 0 | 0 |
| 35 Years | 3 | 105 |
| 40 Years | 1 | 40 |
| Total | 131 staff recognized for long service milestones | 1830 total combined years of service |

MEMORANDUM

June 17, 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 are the donations and support received by the Division.

West Coulee Station Elementary received the following donations from...

- Melcor Development– 25,000.00
- Core Geoscience – 1,000.00
- KB Heating – 500.00
- Van Arbour - 1,000.00
- Ivory Dental – 500.00
- Anonymous – 1,000.00
- Anonymous – 500.00
- Rona – 500.00
- Kinsmen of Lethbridge – 1,000.00
- CT Distributors Inc - Claire - Taylor - 1,000.00
- Tamara Melnychuk – 100.00
- Kay Greer (Greer Construction) – 500.00
- Tim Parsons – 500.00
- Southern Irrigation – 500.00
- Larkin Guzzi – 102.00 Student going into Grade 2 at West Coulee Station Elementary, donated sales from her lemonade stand
- Ryan Smith – 500.00

Immanuel Christian Elementary received the following donation from...

- Henry and Judy Baars – 1,000.00

Senator Joyce Fairbairn Middle School received from...

- Adam & Aimee Gast - 500.00

Lakeview Elementary received the following donation from...

- Bottomless Drilling – 620.00

Recommendation:

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

Respectfully submitted,
Mike Nightingale

MEMORANDUM

June 17, 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 of note are provided as information. Congratulations to the following Division staff and students:

Westminster Elementary:

Year in Review

Westminster is a vibrant and welcoming school, guided by the Circle of Courage values. This year, we experienced exciting growth, adding two new classrooms within the second month of school due to an increased student population. Alongside welcoming many new staff members, we placed an increased emphasis on embedding our core values into daily teaching. It was important for everyone to understand the “why” behind our school culture. To support this, we introduced purposeful morning announcements focused on teaching important lessons, reinforcing our core values, and setting a positive tone for each day. These daily messages have strengthened our sense of community and given me meaningful opportunities to connect with students every morning.

Strengthening Community Partnerships

We have worked diligently to deepen our relationships with parents and community partners. Notable partnerships this year included the Westminster Association, City of Lethbridge (road safety), Cargill, the Reading Ladies, Harvey LeBuhn, Tradesman Manufacturing, and the Rotarians. To recognize their invaluable support, we hosted a year-end assembly in their honor—a step toward reviving some of the cherished traditions at Westminster.

Our assemblies were a highlight this year. The Remembrance Day assembly was entirely led by our student leadership team, showcasing their growth and initiative. Tradesman Manufacturing generously provided every student with a pink shirt and delivered a powerful message about kindness. We also hosted a book launch for “I Wish You Could See,” a work by a local author and former student, who donated copies to support students experiencing grief across the division.

Parent Involvement and Support

Parent engagement reached new heights this year, with increased participation in surveys, parent feedback, assemblies, and record attendance at our Christmas concert and parent nights. This success is a testament to our strong School Council, which has worked tirelessly to encourage parent involvement. We began the year with a family BBQ, generously sponsored by Cargill, and concluded with a student BBQ, thanks to the Rotarians.

Our Parent Council has been exceptionally active in fundraising, supporting both classroom and school-wide initiatives. Their efforts enabled us to bring in programs like Scientist in School, send the entire school to the University of Lethbridge for science programs and swimming, and organize coulee climbing experiences. They also provided lunches for all students taking part in co-curricular athletics.

Student Leadership and School Spirit

Our Student Support Worker launched a Student Leadership Team, which took the lead in organizing spirit days, hosting assemblies, and fostering a strong sense of community within our school. We look forward to expanding their role next year, both within the school and in the broader community.

Academic Innovation

Several grades piloted the new report card this year. Our professional learning focus was on assessment and the new curriculum, ensuring our practices align with curricular outcomes and best practices.

Maker Space Enhancement

Thanks to a generous grant from the Rotarians, we were able to purchase new supplies and storage for our Maker Space. Some of the supplies were a Rig A Ma Jig, 3 D printer, Large Building Manipulatives, Chomp Saw, and Robotics along with some IPADS. This investment will support hands-on, innovative learning opportunities for all students.

Mentorship and Practicum Support

Westminster supported mentorship in education by welcoming numerous practicum students from the University of Lethbridge for teaching placements, as well as Child and Youth Care Worker (CYCW) practicum students from Lethbridge College. This commitment provided valuable real-world experience for future professionals and enriched our school community.

1

Fleetwood Bawden Elementary

Fleetwood Bawden is grateful for the ongoing connections with community supports. Collaborating with community partners has positively impacted our school community. We continue to utilize and appreciate the Mindful Munchies Program, which provides lunches to our students. A special thank you to a small group of volunteer parents who serve breakfast to our students every school day! Our collaboration with Lethbridge Montessori schools remains strong, offering dual-track programming that benefits our students. This past year, we have

made significant improvements to our outdoor space, including the addition of three new basketball hoops, bike racks, and freshly painted four-square and hopscotch areas. We are currently fundraising for a three-phase playground upgrade to ensure our playground is accessible and inclusive. Inside the school, newly painted hallways and upgraded lighting have created a vibrant and welcoming environment. The Health and Wellness Grant has enabled us to acquire new physical education equipment, encouraging more students to engage in physical activities. Additionally, our fundraiser allowed us to purchase new basketballs and jerseys, boosting the morale of our grade 5 basketball teams.

Fleetwood Bawden was thrilled to receive a generous donation from the Marcus Karpati Foundation, which enhanced our Learning Commons with a Rigamajig Workshop. Our commitment to nature and outdoor learning is evident through various initiatives, such as classroom visits with the Elementary Indigenous Lead Teacher, the addition of native plants to our garden, and the cultivation of herbs, vegetables, and tropical plants in our vertical gardens. This spring, we hatched chickens and quails in our Learning Commons, thanks to the generous support of one of our Fleetwood families! Continuous updates to our calm room by the Fleetwood Educational Assistant Team have made it an inviting place for students. We were honored to be selected by the Chapters/Indigo Love of Reading Foundation, allowing us to add numerous new titles to our general collection and our teacher collection of mentor texts. Our staff has dedicated time to reflect on our mission and improve best practices in literacy and numeracy through professional learning experiences with the support of our division's lead teachers. We have reconfigured our front office to create a more welcoming space and established a Learning Den with intervention materials and resources. We look forward to the 2025-2026 school year and all the great things that come with a new school year!

West Coulee Station Elementary

We are thrilled to share that we are now just **five weeks away** from officially taking ownership of **West Coulee Station Elementary School!** This journey has been both exciting and inspiring, and we are deeply grateful to everyone who has played a part in helping us get to this point.

A Heartfelt Thank You to Our Lethbridge School Division Community.

As we prepare to open our doors, we want to extend our sincere thanks to the staff at elementary schools across the division. Your generosity in opening your classrooms, sharing insights, and offering extra materials has been invaluable. These visits have helped us better understand our resource needs and have guided us in making informed decisions as we outfitted our school.

We would also like to acknowledge the schools that donated **recycling materials and supplies**—a gesture that truly made a difference and helped us avoid unnecessary purchases. Your willingness to collaborate has been a tremendous support.

Playground Fundraising Success

Thanks to the tireless efforts of our **West Coulee Parent Society** and the support of our wider community, we are thrilled to announce that we have raised **\$500,000** in less than nine months! This incredible accomplishment will allow us to install a brand-new **playground** for our students, which is scheduled to be completed in **mid-August**.

A special thank you goes out to **Glenna, Aimee**, and all of our newly hired staff members for the positive energy, enthusiasm, and belief in the vision of West Coulee Station.

Building Our Bilingual Foundations

Our Spanish Bilingual team had the opportunity to attend **Encuentros 2025**, an incredible learning experience that allowed us to connect with other educators and grow our understanding of bilingual education. We also visited **Collingwood School**, where we learned valuable strategies around assessment and instructional practice from fellow bilingual educators.

Ongoing Collaboration

Our staff continues to meet weekly in grade-level teams to collaborate, plan, and build the foundation of a strong and cohesive learning environment for our students. We are also looking forward to our first **Kindergarten family meeting on June 4**, where we'll welcome our newest learners and their families to the West Coulee community.

As we approach our official opening, our excitement continues to grow. We can't wait to bring this vision to life and begin our journey together in a space designed to foster creativity, inclusion, and joyful learning.

Thank you for your ongoing support. The countdown is on—and we couldn't be more ready.

Warm regards,
Dean Hawkins
Principal
West Coulee Station Elementary School

Recommendation:

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

Respectfully submitted,
Mike Nightingale

MEMORANDUM

June 17, 2025

To: Board of Trustees

From: Mike Nightingale
Superintendent of Schools

Re: L. H. Bussard Award Winners

Background:

The Board of Trustees of the Lethbridge School Division, in recognition of the valued services rendered by Superintendent L. H. Bussard, authorized the annual presentation of a medal to an upper elementary student showing exceptional creative ability.

The original medal, which was cast in copper alloy and treated with acid, was specially designed by N. C. Johnson, a former Art Coordinator for Lethbridge School Division. The swirling design sweeps the eye outward from Mr. Bussard's profile, symbolizing the spread of the Arts. On the reverse side of the original medal, unity was maintained by six swirling areas symbolic of Art, Music, Drama, with their related fields, Structural Creativity, Creative Rhythmical Movement, and Creative Writing. Each of these respective fields was bound at the centre showing their interdependence and cohesion.

This medal is a tribute to a man whose high educational ideals symbolize the intent of this award.

The L. H. Bussard Medal and certificate are presented each year to a Division student in each elementary school. This student should have demonstrated outstanding ability, imagination, and originality in the area(s) of music, art, drama, language arts and physical education.

L. H. Bussard Award Recipients for 2025

| School | Admin | Award Recipient |
|----------------------|-------------------|------------------------|
| Agnes Davidson | Terra Leggat | Hikari Nakashima |
| Coalbanks | Joey Gentile | Carissa Roseke |
| Dr. Plaxton | Andy Tyslau | Alice Laycock |
| Dr. Probe | Chris Harris | Lyla Steed |
| Fleetwood | Kathy Mundell | Isaak Robinson |
| Galbraith | Sandy Scheldrup | Annabelle Weston |
| General Stewart | Ainsley Croil | Rosie Robinson |
| Lakeview | Connie Adserballe | Elisha Neufeld |
| Lethbridge Christian | Sean Alaric | Aanuoluwa Alagbe |
| MMH | Kerry Taylor | Alice Bergsma |
| Nicholas Sheran | Aaron Fitchett | Ginger Passey |
| Park Meadows | Teri Smith | Rowen Wright |

Sen. Buchanan
Westminster

Lenae Fyfe
Lisa Gomke-Prawdzik

Jude Nicholson
Ruby Krumwiede

Recommendation:

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

Respectfully submitted,
Mike Nightingale

MEMORANDUM

June 17, 2025

To: Board of Trustees

From: Mike Nightingale
Superintendent of Schools

Re: Administration Appointments

Background:

The following administration appointments have been made for the 2025-2026 school year:

Principals

- Galbraith Elementary School - Principal - Josh Gibbon

Vice Principal

- West Coulee Station Elementary School – Aimee Dewacht
- Lethbridge Collegiate Institute – David Fuller
- Fleetwood-Bawden Elementary – Nicole Freel
- Winston Churchill High School – Sarah Burton
- Dr. Probe Elementary School – Shae Mellow

Recommendation:

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

Respectfully submitted,
Mike Nightingale

Calendar of Events for Board of Trustees

| | | |
|-----------|----|---|
| June | 21 | Indigenous Peoples' Day |
| | 25 | Last day for Students |
| | 26 | Last day for Teachers |
| August | 16 | My First Ride Event 11:00am- 2:00pm Lakeview Elementary School |
| | 20 | School offices open to the public |
| August | 29 | Welcome Back Pancake Breakfast 7:30am Chinook High School |
| September | 2 | First day for Students |
| | 22 | West Coulee Elementary Blackfoot Naming Ceremony |
| | 23 | Board Meeting |
| | 24 | 51-25 Club Banquet 5:30pm Sandman Signature Lethbridge Lodge |
| | 29 | Division Orange Shirt Day |
| | 30 | National Day for Truth and Reconciliation |

MEMORANDUM

June 17, 2025

To: Board of Trustees

From: Mike Nightingale
Superintendent of Schools

RE: Preliminary Assurance Results

Background:

Mike Nightingale will present a verbal update on the Preliminary Assurance Results of 2025.

Recommendation:

That the Board receive this report as information.

Respectfully submitted,
Mike Nightingale

Preliminary Assurance Survey Results Spring 2024 & Spring 2025

June 2025

Assurance Survey Required Measures Comparison

Spring 2024

Required Alberta Education Assurance Measures - Overall Summary
Spring 2024

Authority: 3040 The Lethbridge School Division

| Assurance Domain | Measure | Lethbridge School Division | | | Alberta | | | Measure Evaluation | | |
|--------------------------------|--|----------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | 81.3 | 82.6 | 83.2 | 83.7 | 84.4 | 84.8 | n/a | Declined Significantly | n/a |
| | Citizenship | 74.2 | 78.5 | 77.5 | 79.4 | 80.3 | 80.9 | Intermediate | Declined Significantly | Issue |
| | 3-year High School Completion | 75.6 | 73.0 | 77.3 | 80.4 | 80.7 | 82.4 | Intermediate | Maintained | Acceptable |
| | 5-year High School Completion | 87.1 | 86.4 | 85.3 | 88.1 | 88.6 | 87.3 | Intermediate | Improved | Good |
| | PAT6: Acceptable | n/a | 69.5 | 69.5 | n/a | 66.2 | 66.2 | n/a | n/a | n/a |
| | PAT6: Excellence | n/a | 20.0 | 20.0 | n/a | 18.0 | 18.0 | n/a | n/a | n/a |
| | PAT9: Acceptable | n/a | 60.0 | 60.0 | n/a | 62.6 | 62.6 | n/a | n/a | n/a |
| | PAT9: Excellence | n/a | 11.1 | 11.1 | n/a | 15.5 | 15.5 | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | 77.4 | 77.4 | n/a | 80.3 | 80.3 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | 15.1 | 15.1 | n/a | 21.2 | 21.2 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 86.0 | 87.4 | 87.6 | 87.6 | 88.1 | 88.6 | Intermediate | Declined Significantly | Issue |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCERSLE) | 81.7 | 83.4 | 83.4 | 84.0 | 84.7 | 85.4 | n/a | Declined | n/a |
| | Access to Supports and Services | 78.9 | 80.8 | 80.0 | 79.9 | 80.6 | 81.1 | n/a | Declined | n/a |
| Governance | Parental Involvement | 74.6 | 76.8 | 76.0 | 79.5 | 79.1 | 78.9 | Intermediate | Maintained | Acceptable |

Notes:

Spring 2025

Required Alberta Education Assurance Measures - Overall Summary
Spring 2025

Authority: 3040 The Lethbridge School Division

| Assurance Domain | Measure | Lethbridge School Division | | | Alberta | | | Measure Evaluation | | |
|--------------------------------|--|----------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | 85.0 | 81.3 | 82.5 | 83.9 | 83.7 | 84.4 | Intermediate | Improved Significantly | Good |
| | Citizenship | 80.0 | 74.2 | 76.4 | 79.8 | 79.4 | 80.4 | High | Improved Significantly | Good |
| | 3-year High School Completion | 76.2 | 75.6 | 76.3 | 81.4 | 80.4 | 81.4 | Intermediate | Maintained | Acceptable |
| | 5-year High School Completion | 83.4 | 87.1 | 86.2 | 87.1 | 88.1 | 87.9 | Intermediate | Declined | Issue |
| | PAT6: Acceptable | n/a | 72.0 | 70.7 | n/a | 68.5 | 67.4 | n/a | n/a | n/a |
| | PAT6: Excellence | n/a | 19.9 | 19.9 | n/a | 19.8 | 18.9 | n/a | n/a | n/a |
| | PAT9: Acceptable | n/a | 57.9 | 58.9 | n/a | 62.5 | 62.6 | n/a | n/a | n/a |
| | PAT9: Excellence | n/a | 10.7 | 10.9 | n/a | 15.4 | 15.5 | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | 74.9 | 76.2 | n/a | 81.5 | 80.9 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | 13.1 | 14.1 | n/a | 22.6 | 21.9 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 89.2 | 86.0 | 87.1 | 87.7 | 87.6 | 88.2 | High | Improved Significantly | Good |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCERSLE) | 85.6 | 81.7 | 82.8 | 84.4 | 84.0 | 84.9 | Intermediate | Improved Significantly | Good |
| | Access to Supports and Services | 82.8 | 78.9 | 79.6 | 80.1 | 79.9 | 80.7 | Intermediate | Improved Significantly | Good |
| Governance | Parental Involvement | 82.0 | 74.6 | 75.5 | 80.0 | 79.5 | 79.1 | High | Improved Significantly | Good |

Notes:

Assurance Survey Supplemental Measures Comparison

Spring 2024

Supplemental Alberta Education Assurance Measures - Overall Summary
Spring 2024
Authority: 3040 The Lethbridge School Division

| Measure | Lethbridge School Division | | | Alberta | | | Measure Evaluation | | |
|--|----------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|------------|
| | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Diploma Exam Participation Rate (4+ Exams) | 41.0 | 1.1 | n/a | 52.7 | 3.5 | n/a | Low | n/a | n/a |
| Drop Out Rate | 3.6 | 3.0 | 3.4 | 2.5 | 2.5 | 2.4 | High | Maintained | Good |
| In-Service Jurisdiction Needs | 80.6 | 83.4 | 81.0 | 81.1 | 82.2 | 83.0 | Low | Maintained | Issue |
| Lifelong Learning | 75.3 | 76.8 | 78.0 | 79.9 | 80.4 | 80.7 | Intermediate | Declined | Issue |
| Program of Studies | 84.1 | 85.9 | 85.3 | 82.8 | 82.9 | 82.9 | Very High | Declined | Good |
| Program of Studies - At Risk Students | 80.2 | 81.7 | 80.6 | 80.6 | 81.2 | 81.5 | Low | Maintained | Issue |
| Rutherford Scholarship Eligibility Rate | 63.6 | 66.8 | 65.3 | 70.7 | 71.9 | 70.0 | Intermediate | Maintained | Acceptable |
| Safe and Caring | 85.9 | 86.5 | 86.7 | 87.1 | 87.5 | 88.1 | High | Declined | Acceptable |
| Satisfaction with Program Access | 71.4 | 74.2 | 72.5 | 71.9 | 72.9 | 72.7 | Low | Declined | Issue |
| School Improvement | 71.4 | 73.8 | 70.2 | 75.8 | 75.2 | 74.7 | Intermediate | Improved | Good |
| Transition Rate (6 yr) | 60.3 | 56.8 | 57.9 | 60.1 | 59.7 | 60.0 | Intermediate | Maintained | Acceptable |
| Work Preparation | 78.1 | 80.9 | 82.0 | 82.8 | 83.1 | 84.0 | High | Declined Significantly | Issue |

Spring 2025

Supplemental Alberta Education Assurance Measures - Overall Summary
Spring 2025
Authority: 3040 The Lethbridge School Division

| Measure | Lethbridge School Division | | | Alberta | | | Measure Evaluation | | |
|--|----------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|------------|
| | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Diploma Exam Participation Rate (4+ Exams) | 46.5 | 41.0 | 41.0 | 54.5 | 52.7 | 52.7 | Intermediate | Improved Significantly | Good |
| Drop Out Rate | 3.2 | 3.6 | 3.3 | 2.4 | 2.5 | 2.4 | High | Maintained | Good |
| In-Service Jurisdiction Needs | 86.1 | 80.6 | 80.9 | 81.7 | 81.1 | 82.3 | Intermediate | Improved Significantly | Good |
| Lifelong Learning | 81.7 | 75.3 | 77.1 | 80.8 | 79.9 | 80.4 | High | Improved Significantly | Good |
| Program of Studies | 87.7 | 84.1 | 84.9 | 83.0 | 82.8 | 82.9 | Very High | Improved Significantly | Excellent |
| Program of Studies - At Risk Students | 83.1 | 80.2 | 80.5 | 80.5 | 80.6 | 81.2 | Low | Improved Significantly | Good |
| Rutherford Scholarship Eligibility Rate | 68.8 | 63.6 | 64.6 | 69.4 | 70.7 | 70.9 | Intermediate | Improved | Good |
| Safe and Caring | 88.8 | 85.9 | 86.4 | 87.3 | 87.1 | 87.8 | Very High | Improved Significantly | Excellent |
| Satisfaction with Program Access | 77.7 | 71.4 | 72.2 | 72.1 | 71.9 | 72.5 | High | Improved Significantly | Good |
| School Improvement | 82.2 | 71.4 | 70.6 | 76.6 | 75.8 | 75.1 | Very High | Improved Significantly | Excellent |
| Transition Rate (6 yr) | 57.8 | 60.3 | 58.6 | 59.9 | 60.1 | 60.0 | Intermediate | Maintained | Acceptable |
| Work Preparation | 84.2 | 78.1 | 80.7 | 83.7 | 82.8 | 83.6 | High | Improved Significantly | Good |

2025 Assurance Survey Required Measures

Government

Required Alberta Education Assurance Measures - Overall Summary Spring 2025

Authority: 3040 The Lethbridge School Division

| Assurance Domain | Measure | Lethbridge School Division | | | Alberta | | | Measure Evaluation | | |
|--------------------------------|---|----------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | 85.0 | 81.3 | 82.5 | 83.9 | 83.7 | 84.4 | Intermediate | Improved Significantly | Good |
| | Citizenship | 80.0 | 74.2 | 76.4 | 79.8 | 79.4 | 80.4 | High | Improved Significantly | Good |
| | 3-year High School Completion | 76.2 | 75.6 | 76.3 | 81.4 | 80.4 | 81.4 | Intermediate | Maintained | Acceptable |
| | 5-year High School Completion | 83.4 | 87.1 | 86.2 | 87.1 | 88.1 | 87.9 | Intermediate | Declined | Issue |
| | PAT6: Acceptable | n/a | 72.0 | 70.7 | n/a | 68.5 | 67.4 | n/a | n/a | n/a |
| | PAT6: Excellence | n/a | 19.9 | 19.9 | n/a | 19.8 | 18.9 | n/a | n/a | n/a |
| | PAT9: Acceptable | n/a | 57.9 | 58.9 | n/a | 62.5 | 62.6 | n/a | n/a | n/a |
| | PAT9: Excellence | n/a | 10.7 | 10.9 | n/a | 15.4 | 15.5 | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | 74.9 | 76.2 | n/a | 81.5 | 80.9 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | 13.1 | 14.1 | n/a | 22.6 | 21.9 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 89.2 | 86.0 | 87.1 | 87.7 | 87.6 | 88.2 | High | Improved Significantly | Good |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 85.6 | 81.7 | 82.8 | 84.4 | 84.0 | 84.9 | Intermediate | Improved Significantly | Good |
| | Access to Supports and Services | 82.8 | 78.9 | 79.6 | 80.1 | 79.9 | 80.7 | Intermediate | Improved Significantly | Good |
| Governance | Parental Involvement | 82.0 | 74.6 | 75.5 | 80.0 | 79.5 | 79.1 | High | Improved Significantly | Good |

Notes:

2025 Assurance Survey Supplemental Measures

Supplemental Alberta Education Assurance Measures - Overall Summary Spring 2025

Authority: 3040 The Lethbridge School Division

| Measure | Lethbridge School Division | | | Alberta | | | Measure Evaluation | | |
|--|----------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|------------|
| | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Diploma Exam Participation Rate (4+ Exams) | 46.5 | 41.0 | 41.0 | 54.5 | 52.7 | 52.7 | Intermediate | Improved Significantly | Good |
| Drop Out Rate | 3.2 | 3.6 | 3.3 | 2.4 | 2.5 | 2.4 | High | Maintained | Good |
| In-Service Jurisdiction Needs | 86.1 | 80.6 | 80.9 | 81.7 | 81.1 | 82.3 | Intermediate | Improved Significantly | Good |
| Lifelong Learning | 81.7 | 75.3 | 77.1 | 80.8 | 79.9 | 80.4 | High | Improved Significantly | Good |
| Program of Studies | 87.7 | 84.1 | 84.9 | 83.0 | 82.8 | 82.9 | Very High | Improved Significantly | Excellent |
| Program of Studies - At Risk Students | 83.1 | 80.2 | 80.5 | 80.5 | 80.6 | 81.2 | Low | Improved Significantly | Good |
| Rutherford Scholarship Eligibility Rate | 68.8 | 63.6 | 64.6 | 69.4 | 70.7 | 70.9 | Intermediate | Improved | Good |
| Safe and Caring | 88.8 | 85.9 | 86.4 | 87.3 | 87.1 | 87.8 | Very High | Improved Significantly | Excellent |
| Satisfaction with Program Access | 77.7 | 71.4 | 72.2 | 72.1 | 71.9 | 72.5 | High | Improved Significantly | Good |
| School Improvement | 82.2 | 71.4 | 70.6 | 76.6 | 75.8 | 75.1 | Very High | Improved Significantly | Excellent |
| Transition Rate (6 yr) | 57.8 | 60.3 | 58.6 | 59.9 | 60.1 | 60.0 | Intermediate | Maintained | Acceptable |
| Work Preparation | 84.2 | 78.1 | 80.7 | 83.7 | 82.8 | 83.6 | High | Improved Significantly | Good |

MEMORANDUM

June 17, 2025

To: Board of Trustees

From: Christine Light
Board Chair

Re: **Staff Retirements**

Background

The following staff members are retiring this year. The Board is very appreciative of the contributions of each retiring staff member for the positive difference they have made in the lives of students and colleagues they have supported throughout their careers. Best wishes for a fulfilling retirement are extended to each retiree.

| Name | Title | School |
|-------------------|--------------------------|--------------------------------|
| Peter Rajcic | Teacher | SJF |
| Marlene Slomp | Educational Assistant | Park Meadows |
| Jill Leffingwell | Educational Assistant | Central Office <i>on leave</i> |
| Crystal Shigemi | Teacher | Victoria Park |
| Lorna Illingworth | Educational Assistant | Central Office <i>on leave</i> |
| Kim Cameron | Administrative Assistant | Westminster |
| Christine Lee | Associate Superintendent | Education Centre |
| Char Huber | Caretaker | Agnes Davidson |
| Freda Middel | Teacher | ICES |
| Lori Colucci | Educational Assistant | Galbraith |
| Joanne Peterson | Educational Assistant | Westminster |
| Marnie Morton | Teacher | Coalbanks |
| Nelda Delaney | Educational Assistant | Park Meadows |
| Barbara Waite | Educational Assistant | Central Office <i>on leave</i> |
| Sandy Scheldrup | Principal | Galbraith |
| Alana McClain | Educational Assistant | MMH |
| Francesca Morris | Teacher | Park Meadows |
| Louise Ryan | Teacher | Gilbert Paterson |
| Stephen Thibault | Teacher | Wilson |
| Kim Luchanski | Administrative Support | Dr. Plaxton/Lakeview |
| Darlene Urban | Administrative Support | WCHS |
| Tamara Van Cleave | Teacher | Victoria Park |
| Garth Johnson | Teacher | Chinook |
| Dixie Hedley | Teacher | Victoria Park |

| | | |
|-----------------------------|--------------------------------|------------------------------|
| Sue Howg | Teacher | Dr. Probe |
| Michaelleen (Michie) Moline | Teacher | Dr. Probe |
| Terri Schellenberg | Administrative Assistant | ICES |
| Tim Thompson | Head Caretaker | Wilson |
| Eugenia (Genie) Hartwick | Advanced Educational Assistant | Nicholas Sheran/Park Meadows |
| Cathy Kitagawa | Teacher | Dr. Probe |
| Alexander (Sandy) Lawson | Educational Assistant | Wilson |
| Dianne Mandel | EA | WCHS |
| Reni Bansemer-Forbes | Head Caretaker | Chinook |

Recommendation:

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

Respectfully submitted,
Christine Light

MEMORANDUM

June 17, 2025

To: Board of Trustees

From: Christine Light, Board Chair

Re: Standing Committees

Background:

Board of Trustees Committee Chairs are asked to provide an Annual Report and Terms of Reference Review at the Public Meeting of the Board on September 23, 2025.

The Standing Committees are as follows:

Board Audit Committee
Board Budget Committee
Community Engagement Committee
Division Wellness Committee
Facilities Committee
Indigenous Education Advisory Committee
Policy Advisory Committee
Poverty Intervention Committee
Spirit of 51 Committee
Superintendent Evaluation Committee

Annual reports and terms of reference reviews presented in September 2024 can be found on the website or requested through the Superintendent's office.

Recommendation

It is recommended that the Board accept this as information.

Respectfully submitted,
Christine Light

MEMORANDUM

June 17, 2025

To: Board of Trustees

From: Christine Light, Board Chair

Re: ASBA SGM 2025

Background:

The Alberta School Boards' Association held its Spring General Meeting (SGM) Business Session on June 2, 2025. Please find below member-passed positions. These have been shared on ASBA's social media platforms, and with media and are available on ASBA's website here: asba.ab.ca/news. Formal correspondence will also be shared with the Minister of Education and Childcare as well as any other relevant ministries.

Member-passed positions

Collective Bargaining

BE IT RESOLVED THAT, ASBA advocates to government for school boards to be provided with greater input in advance of any bargaining directives, in support of board autonomy.

Further that ASBA advocates that government publicly acknowledge when the Minister issues directives to school boards on labour and employment matters.

Further that ASBA advocates that government fund all agreements reached within the directive and that they increase funding directly to school boards in future years to reflect those staff cost increases.

Market Value for the Sale or Transfer of Real Property

BE IT RESOLVED THAT, ASBA advocates to government that school divisions receive market value for the sale or transfer of their titled real property when the provincial government proceeds with a transfer to ensure that dollars in education remain in education to the benefit of students in Public, Catholic and Francophone member boards.

School Transportation

BE IT RESOLVED THAT, the Alberta School Boards Association advocates to the Government of Alberta to keep the distance eligibility requirement and related funding for elementary students at 1.0 kilometers in the School Transportation Regulation, to ensure equitable access for all students, particularly those in jurisdictions where public transportation is not available.

Recommendation

It is recommended that the Board accept this as information.

Respectfully submitted,

Christine Light

MEMORANDUM

June 17, 2025

To: Board of Trustees

From: Christine Light
Board Chair

RE: WCHS Girls & Boys Rugby Provincial Championship

Background:

Congratulations to Winston Churchill High School 3A Girls Gold Medalists at the 2025 ASAA Rugby 15s Provincial Championships.

The roster included Addison Graham, Emery Bassendowski, Leandra Ricketts, Ally McDonald, Evie Miller, Payton Young, Atti Yanga, Faith Tokariuk, Ronni Arcand, Ava Fletcher, Gaby Gomez, Rowina Abera, Avery Wilson, Jayda Hosgood, Ruby Ramirez, Brooklyn Saunders, Jayda Lietz-Greenway, Sara Chali, Brynnley Kowal, Karlee Peterson, Shanelle Mann, Caprica Desrosiers, Kayla Schimanski, Zoe Forsyth, Cassie Trechka and Kylie Challenger.

The Winston Churchill High School Bulldogs Boy's Rugby team took home the Alberta Schools Athletic Association 3A provincial championship by virtue of the team's victory over Strathmore in game one of the provincials, by a score of 25-2. The team included Carter Robertson, Isaias Belloso Rivera, Porter Forsyth, Codey Mackinley, Jace Grainger, Sanad Yousef, David Belloso Rivera, Jay De Richards, Seth Harding, Dominik Friesen, Johnny Heggie, Simon Klassen, Edenilson Argueta Baires, Kendyn Mann, Topher Olesen, Ethan Dudley, Kian Olsen, Tyler Sweetgrass, Haven Balingit, Lisandro Morales, Zach Light, Hunter Sangster, Maksym Chernenkyi, Zackry Hosgood, Ian Benkoczi, Mitchell Conrad, Isaac Morrison and Payden Graham.

The team was coached by Jonathan Dick, Alex Halvorsen, Brenden Albrecht, Eric Burwash and Nevin Morrison.

Recommendation

It is recommended the Board receive this report as information.

Respectfully submitted,
Christine Light

MEMORANDUM

June 17, 2025

To: Board of Trustees

From: Christine Light
Board Chair

RE: LCI Girls Rugby Championship

Background:

Congratulations to Lethbridge Collegiate Institute 4A girls Gold Medalists. The LCI roster for 2025 included Aanchal Tripathi, Dilyn Brown, Porter Pierson, Abiageal Hyland, Ella Dubber, Portia Olsen, Addy Selk, Esmee Ricard, Reese Jones, Addyson Waites, Grace Clawson, Rylan Masson, Alana Janse Van Rensburg, Kamille de Jong, Sadie Depew, Ashtyn Cordeiro, Katelyn Lowry, Sarah Broad, Audree Walburger, Kenji Bootsma, Sloane Hirsche, Aurora Morgan, Kuniko Nelson, Sydney Campbell, Ayva Smith, Laryn Hyggen, Sydney Shields, Brielle Steed, Liv Swift, Taya Skelton, Brinley Kutsch, Madison Kutsch, Taylin Loose, Brookelynn Jones, Micah Atwood, Tylee Walburger, Camryn Veurink, Myla Baker, Zoey Stephan, Charlee Tanner, Nevaeh Mangal, Dasha Tuckova and Peyton Hendrickson.

Recommendation

It is recommended the Board receive this report as information.

Respectfully submitted,
Christine Light

MEMORANDUM

June 17, 2025

To: Board of Trustees

From: Christine Light
Board Chair

RE: Esports Winners

Background:

Lethbridge School Division teams had a number of strong showings on the weekend at the Alberta Esports Championships in Calgary at the Bow River College Esports Arena.

The Lethbridge Collegiate Institute Samurai Gold squad won the provincial title competing in the game, Valorant, as the squad went a perfect 7-0 throughout the tournament.

LCI's Valorant team was comprised of coach Mike Harrison, along with players Matt Fedoruk, Gabe Gorner, Gavin De Jong, Rocco D'agnon and Isaac Gill.

LCI's Rocket League team came in second, with a 6-1 record. Coached by Will Kellett, the team included Agrim Paudel, Kade Fraser and Alex Vervecken.

In Super Smash Bros., LCI's Clayton Barfuss, who was coached by Jesse Gamble, finished second out of 110 participants.

Sho Pereverseff and Wyatt Barfuss of LCI both placed in the top seven, as a total of seven LCI players made the top 16 in Super Smash Bros.

Recommendation

It is recommended the Board receive this report as information.

Respectfully submitted,
Christine Light

MEMORANDUM

June 17, 2025

To: Board of Trustees

From: Andrea Andreachuk

RE: Innovation, Creativity and Entrepreneurship (ICE) Scholarship Presentations and Awards

On May 29th, Andrea Andreachuk, Christine Light and Garrett Simmons had such a lovely day judging the ICE Scholarship Presentations. The students all did such an amazing job!

We would like to acknowledge Christine Lee's amazing dedication to the ICE Scholarships. Over the last nine years she has championed the ICE Scholarships and been instrumental in encouraging wonderful sponsorships of these important scholarships. We thank Southland Transportation, TLD/CustomWorks, Marsh, DeJong Architecture, Ward Bros. Construction Ltd., FirstTechniCall, Inspiris, RBC, Brownlee LLP, Dawson Wallace Construction, RW Mechanical and Plumbing, Cavendish Farms, FWBA Architects and MNP for their showcase and scholarship support over the past years. Your help is so appreciated and helps the students to achieve their dreams and goals.

We would like to share the list of successful Scholarship Recipients for 2025:

Grade 9/10 Individual Students:

Shindara Kayode-Olayemi - Black History Month - \$1000.00

Tait Low - Creative Song Writer - \$1000.00

Grade 9/10 Group Entry:

Kathleen Wu and Starr Sun - Dragon Boat Group - \$500 to each student

Grade 11/12 Individual Students:

Vinnie Parker - Grief Project - \$1000.00

Mia Baker - Diabetes Care Packages for newly diagnosed children - \$1000.00

Grade 11/12 Group Entry:

Sifan Hossain, Ben Monteiro, Saeran Hossain, Isaak Bartz and Kyler Prete - The Brass Brothers - \$200.00 to each student

We are pleased to Congratulate the 2025 ICE Scholarship Recipients and to present the ICE Scholarship Certificates and Cheques during the June 17th, 2025, Board Meeting.

Respectfully Submitted,
Andrea Andreachuk

MEMORANDUM:

June 13, 2025

To: The Board of Trustees

From: Morag Asquith, Associate Superintendent, Instructional Services

Re: Authorization of Locally Developed Courses

Background:

Alberta Education requires that all locally developed senior high courses be authorized for use by the Board of Trustees, including the renewal of past acquired courses set to expire on August 31st, 2025. Division high schools have requested the renewal of the expiring courses below, as well as the addition of new ones. The renewal of these courses was delayed as they were being reviewed by Alberta Education and have recently been approved for renewal. We ask the Board of Trustees authorize the use of the following locally developed courses in all Division high schools to enhance program offerings to students.

| Course Name | Version | Course Code | First Approved Year | Last Approved Year |
|--|-----------------------|-------------|---------------------|--------------------|
| Leadership, Character & Social Responsibility 15 | 3 Credits (2025-2029) | LDC1509 | 2025-2026 | 2028-2029 |
| Leadership, Character & Social Responsibility 15 | 5 Credits (2025-2029) | LDC1509 | 2025-2026 | 2028-2029 |
| Leadership, Character & Social Responsibility 25 | 3 Credits (2025-2029) | LDC2509 | 2025-2026 | 2028-2029 |
| Leadership, Character & Social Responsibility 25 | 5 Credits (2025-2029) | LDC2509 | 2025-2026 | 2028-2029 |
| Leadership, Character & Social Responsibility 35 | 3 Credits (2025-2029) | LDC3509 | 2025-2026 | 2028-2029 |
| Leadership, Character & Social Responsibility 35 | 5 Credits (2025-2029) | LDC3509 | 2025-2026 | 2028-2029 |
| Personal and Professional Skills 15 | 3 Credits (2025-2029) | LDC1410 | 2025-2026 | 2028-2029 |
| Personal and Professional Skills 15 | 5 Credits (2025-2029) | LDC1410 | 2025-2026 | 2028-2029 |
| Personal and Professional Skills 25 | 3 Credits (2025-2029) | LDC2411 | 2025-2026 | 2028-2029 |
| Personal and Professional Skills 25 | 5 Credits (2025-2029) | LDC2411 | 2025-2026 | 2028-2029 |

Recommendation:

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

- continued use of **Leadership, Character & Social Responsibility 15, 25 & 35 (LDC1509, LDC 2509 & LDC 3509) for 3 & 5 credits until August 31, 2029**, to provide continuance of program offerings to students.
- acquisition of **Personal and Professional Skills 15 & 25 (LDC1410 & LDC2411) for 3 & 5 credits until August 31, 2029**, to enhance program offerings to students.

Respectfully submitted,
Morag Asquith

MEMORANDUM

June 25, 2024

To: Board of Trustees

From: Kristina Larkin

Re: DRAFT Growth, Supervision and Evaluation Policy 1st Reading

Background:

The Policy Advisory Committee met on June 4, 2025. Per the Board's direction, the Policy Advisory Committee confirmed 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.

Recommendation:

It is recommended that the Board accept the attached policy “Staff Growth, Supervision, and Evaluation” for first reading.

Respectfully submitted,
Kristina Larkin

402.11.1 Growth, Supervision and Evaluation

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.

5. 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.

References

Alberta Education Act: [Sections 20, 94, 96, 105, 106, 107, 108, 109, 117](#)

Division Policies: [301.3 Superintendent Evaluation](#)
[402.8.3 Employee Assistance and Wellness Programs](#)
[402.11.1 Teacher Growth, Supervision and Evaluation](#)

Division Forms: [303.3.1 Administrator Evaluation Form](#)
[303.3 Administrator Growth, Supervision and Evaluation](#)
[402.8.3 Employee Assistance and Wellness Programs](#)
[402.12 Staff Learning](#)

Other Statutes:

Alberta Labour Relations Code, Employment Standards Act

Other:

Employee Collective Agreements, Alberta Leadership Quality Standard
Alberta Education Teacher Growth, Supervision and Evaluation Policy,
Alberta Education Teaching Quality Standard, Employee Collective
Agreements, Job Classification Manuals

DRAFT

MEMORANDUM

June 17, 2025

To: Board of Trustees

From: Christine Light
Board Chair

RE: DRAFT Governance Policy Omnibus (1st Reading)

Background:

Policies are the means through which the Board of Trustees leads, guides and oversees Lethbridge School Division. They provide oversight to the work and mission of the Board and staff in areas including educational philosophy, governance, operation of the division, curriculum, instruction and assessment, personnel and employee relations, business administration and facilities.

The Board of Trustees has hired policy consultant, Brian Callahan, to guide and assist in amending existing policies to ensure clear guidance in an efficient and approachable framework. Much of this work involves collating overlapping policies and more clearly delineating board policy from operational procedures; this further strengthening clarity to the differences between the role of the Board and the role of Operations within the Division.

Working time on policies have occurred during monthly Committee of the Whole meetings, along with a board policy working day held on May 12, 2025.

The first policy section delivered is Governance. These policies are presented as an omnibus and include the following:

- Division Foundation Statements
- Board Operations
- Role of the Trustee
- Role of the Board Chair
- Role of the Alternate Vice-Chair
- Policy Development
- Board Elections
- Role of the Superintendent

Recommendation:

That the Board move to accept the following motion: That 1st reading of the DRAFT Governance policy omnibus inclusive of Division Foundation Statements, Board Operations, Role of the Trustee, Role of the Board Chair, Role of the Alternate Vice-Chair, Policy Development, Board Elections and Role of the Superintendent, be accepted as presented.

Respectfully submitted,
Christine Light



100 Division Foundation Statements

Mission Statement

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.

The Vision

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

Our Values,

We are Growing, Leading and Supporting



Learning: To inspire curiosity, creativity, critical thinking and ownership of learning in a culture of innovation.

Respect: To uphold a culture where every person treats each other with kindness, empathy and dignity.

Leadership: To empower every person to be responsible, ethical and effective leaders in their communities.

Well Being: To foster the physical and emotional wellness of every person in an optimal learning environment.

Inclusion: To ensure every person feels valued and respected and can participate fully as a member of the community.

Guiding Principles

The Board believes a focus on learning builds capacity for continual improvement, innovative thinking, and confident, caring, and respectful citizens.

The Board expects the operations and activities of the Division will reflect the following Guiding Principles that provide the foundation for our learning system:

Learning Foundations

- Every individual can learn.
- Learning is a lifelong activity.
- Learners that grow are resilient, adaptable and confident.
- Students learn in different ways and at different rates.
- Innovative thinkers engage critically and creatively.

Cultural Foundations

- Schools are welcoming, safe, caring, and respectful.
- Diversity is celebrated in an inclusive culture.
- Students are empathetic and responsible for the well-being of self and others.
- Schools inspire a passion for learning.

System Foundations

- Our school division functions within the structure of Alberta Education.
- Priorities and decisions are further guided by collaboratively developed educational goals.
- Parents/Guardians are foundational to their children's learning.
- Quality education goes beyond the school walls and involved opportunities for engagement within the community.
- High standards result in successful school completion and transition to the adult world.

200 Board Operations

The Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as required in the *Education Act*.

A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner. The Board believes its affairs must be conducted in public to the greatest extent possible.

There are times when public interest is best served by private discussion of specific issues in "in camera" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go in-camera for issues dealing with individual students, individual employees, land, labour, and legal.

Presentations at Board meetings by members of the public, students and staff can enhance public interest. Public forums dealing with specific educational topics and held in various communities with the Division can enhance communications and the effectiveness of the Board.

1. Organizational Meeting

1.1 An Organizational Meeting of the Board shall be held annually, and no later than four weeks following election day, when there has been a general election.

An Organizational Meeting shall normally be held in the first two weeks of September in a non-election year. The first official meeting of the Board following a general election shall be an Organizational Meeting.

Organizational Meeting protocols shall be those contained in the *Board Procedures Regulation, Alberta Education*.

All trustees are encouraged to vote their conscience during the voting at the Organizational meeting.

The Organizational meeting shall be chaired by the Superintendent until a Chair has been elected.

1.2 Each trustee will take the oath of office immediately following the call to order of the Organizational Meeting after a general election. Special provisions will be made for a trustee taking office following a by-election.

1.3 Upon election as Chair, (Regulation 82/2019) they will preside over the remainder of the Organizational Meeting. The Board Chair shall normally be elected for a period of one (1) year.

1.4. If a position is contested by more than two candidates, a majority of the Board is required to determine the successful candidate.

1.4.1 If the leading candidate does not receive majority support, a second ballot will be held between the two candidates receiving the most votes in the first ballot. In cases of ties, refer to Regulation 5.3.

1.4.2. . In the event of a tie vote between two or more candidates, the following procedure will be used to break the tie.

1.4.3. Candidates who are tied will be provided the opportunity to withdraw.

1.4.4. If a tie still exists, a ballot will be conducted involving those candidates who are tied.

1.4.5. If a tie still exists, the Secretary-Treasurer/Associate Superintendent, Business and Operations will conduct a coin flip between the candidates who are tied.

1.4.6. Ballots shall be destroyed.

1.4.7. Appointments to committees shall be by resolution.

1.5. The Organizational Meeting shall, in addition:

1.5.1. Elect a Vice-Chair and may elect an Alternate Vice Chair who shall be designated by the Board on a rotational basis every three months.

1.5.2. Approve standing committees of the Board, and appoint committee members.

1.5.3. Appoint Board representation on the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate.

1.5.4. All elected officers and appointees shall serve at the pleasure of the Board.

1.5.5. Review trustee conflict of interest stipulations and determine any disclosure of information requirements; and

1.5.6. Address other organizational items as required.

2. Regular Meetings

The *Education Act* permits the Board to hold as many Regular Meetings as it considers necessary to deal adequately with its business. It also requires that the date, time, and place of these meetings be made public. The Board directs that Regular Meetings be scheduled and convened in accordance as follows:

2.1. Regular Meetings shall be held according to a schedule approved annually by the Board.

2.2. The schedule of Regular Meetings shall be

3.2.1 provided to all school principals, the Chair of each School Council, local media outlets as appropriate, members of the public upon request, and

2.3. posted on the Division website.

2.4. Regular Meetings shall be open to the public and shall normally be held;

2.4.1. once each month, with the exception of July and August when there will be no Regular Meeting,

2.4.2. typically on the fourth Tuesday of the month, or as determined by the Board,

2.4.3. begin at 1:00 PM or as determined by the Board.

2.5. Board Meetings may be made accessible to the public virtually and posted on the Division website until such time as the minutes are approved at the next meeting of the Board.

2.6. A trustee may participate in a meeting of the Board by electronic means or other communication facilities if the electronic means or other communication facilities enable the trustees participating in the meeting and members of the public attending the meeting to hear and see each other if at all possible.

2.7. The Chair of the Board may cause to be excluded from a meeting any person who, in the opinion of the Chair refuses to refrain from improper conduct at the meeting.

2.8. The Board may, by resolution, decide to hold a portion of a Regular Meeting “in camera”.

2.9. A Public Forum shall be scheduled for 5:00 PM for the purpose of allowing individuals to address the Board unannounced. TO BE REVIEWED

2.9.1. Each individual shall be required to identify himself/herself.

2.9.2. Comments, including virtual submissions, shall be limited to a maximum of five (5) minutes and subject to the authority of the Chair.

2.9.3. Trustees shall be permitted to ask questions of clarification.

2.9.4. The Board may provide a written response to public forum presentations and ensure the response is included in the agenda of the following Board meeting.

2.10 Minutes in the prescribed form shall be kept for all Regular Meetings of the Board.

2.11 Board Highlights for each Regular Meeting shall be prepared and circulated to School Council Chairs, trustees, and all Division employees, as well as posted on the division website.

3. Special Meetings

Special Meetings shall be called in accordance with the provisions of the *Education Act and Board Procedures Regulation*.

3.1. A special meeting of the Board may be called by the Chair of the Board, a majority of the trustees, or the minister.

3.2. Waiver of notice under Section 3 of *Board Procedures Regulation* must be sent at least 2 days before the special meeting.

3.3. Special Meetings shall be open to the public and subject to the meeting protocols in Section 6 *In Camera Sessions*

3.4. A trustee may participate in a meeting of the Board by electronic means or other communication facilities if the electronic means or other communication facilities enable the trustees participating in the meeting and members of the public attending the meeting to hear and see each other if possible.

3.5. The Board may hold a portion of a Special Meeting “in camera”.

3.6. Notice of a Special Meeting and, where possible, the agenda for Special Meetings shall be provided to

3.6.1. school principals,

3.6.2. the Chair of each School Council, and

3.6.3 local media outlets.

3.8. Unless all of the trustees are present at the Special Meeting, no business other than that stated in the notice of the Special Meeting must be conducted at the Special Meeting unless agreed to by unanimous consent.

3.9. Minutes in the prescribed form shall be kept for all Special Board Meetings.

3.10. Board Highlights shall be prepared and circulated following each Special Meeting.

4. Meetings by Electronic Mean

It is the preference of the Board to meet at a common location to conduct Division business with trustees and the Superintendent or designate in physical attendance.

4.1. Notwithstanding the above a Board meeting may be conducted by means of electronic or other communication facilities where conditions or specific needs require the use of electronic/digital communications.

4.2. Trustees and Superintendent or designate participating in a meeting held by means of electronic/digital communication facility are deemed to be present at the meeting.

4.3. The facilities must enable all the meeting's participants to hear each other, and if possible, enable all participants to view each other.

4.4. The facilities must enable the public to listen to the meeting, and if possible, enable the public to view the meeting and participants.

4.5. One (1) facility will be determined by the Superintendent or designate to be the central and public-accessible site, and this site will be communicated to the public with the Board agenda.

4.6. The Superintendent or designate will be responsible for the organization of the electronic/digital communications with participants and will inform trustees at the meeting if the identity of a participant is in question.

4.7. A trustee may participate from a location to which the public does not have access but must be seen and heard by other trustees for voting purposes.

4.8. A trustee must ensure the means and location used to participate in the meeting will allow moving in-camera and will meet all requirements of an in-camera session including the receipt of confidential information.

4.9. Through a Board motion, at least one (1) month in advance, trustees may determine that a future meeting will be exempt from electronic/digital communication.

5. In-Camera Sessions

5.1. The Board may, by resolution:

5.2. move to go In Camera Meeting at a time and place agreeable to the Board,
or

5.3. recess a regular or special meeting in progress for the purpose of meeting
“in camera.”

5.4. Without restricting the right of the Board to meet in camera on any issue or
at any time, In Camera Meetings shall normally be limited to matters related to:

5.4.1. individual trustees, employees, or students;

5.4.2. collective bargaining;

5.4.3. legal actions involving the Board ,and

5.4.4. contract negotiations related to items such as the sale or purchase
of real estate, goods or services.

5.5. Unless otherwise specified in the resolution, attendance at an In Camera
Meeting shall be limited to:

5.5.1. members of the Board, and

5.5.2. the Superintendent and Executive Assistant; Associate
Superintendent, Human Resources; Associate Superintendent,
Instructional Services; and Associate Superintendent, Business and
Operations or other individuals approved by the Board.

5.6. Agendas shall be prepared and distributed for scheduled In Camera
Meetings.

5.7. Agendas and embargoed background/briefing information shall be
confidential and provided only to Trustees, the Superintendent; Associate
Superintendent, Human Resources; Associate Superintendent, Instructional
Services; and Associate Superintendent, Business and Operations.

5.8. In Camera Meetings shall be strictly confidential.

5.9. Discussion and debate shall not be repeated outside the meeting.

5.10. Minutes in the prescribed form shall be kept for all In Camera Meetings of
the Board.

6. Agenda for Regular Meetings TEMPLPATE IS BEING DEVELOPED

The Agenda Planning Committee is responsible for preparing an agenda for Board meetings.

6.1 The order of business at a regular meeting shall generally be as follows:

6.1.1. Call to Order

6.1.2. Approval of Consent Agenda (consent agenda includes procedural and fiduciary items that are presented for information. Should any trustee require clarification on an item, they would move to have item removed from consent agenda and placed on regular agenda.)

6.1.3. Procedural Items (Review and Adoption of the Regular Agenda; Approval of Minutes)

6.1.4 Strategic Items (items which require action or a board motion to be taken but do not need significant discussion. Trustee may request additional information and have strategic item moved to a Generative Item at a future meeting.)

6.1.5 Generative Items (items which require significant discussion before a motion or action be made. Also includes presentations and delegations.)

6.1.6 Fiduciary Items (Substantive Motions; In-Camera discussions, Financial Reports, Committee and Trustee School Reports, Trustee Calendar and Workplan, Staffing and Executive Reports, Policy and Correspondence. Unless discussion/action/clarification is required, these items would be dealt with in the Consent Agenda.)

6.1.7. Items Removed from the Consent Agenda

6.1.8. Adjournment Items scheduled for a specific time shall be clearly identified on the agenda. Items on the agenda shall generally be arranged in an order that will provide efficiency in the consideration of issues.

6.2. The agenda will be supported electronically by copies of letters, reports, contracts and other materials as are pertinent to the business that will come before the Board and will be of value to the Board in the performance of its duties. A recommendation on action items may be included at the Superintendent's or designates discretion.

6.3. Items may be placed on the agenda in one (1) of the following ways:

6.3.1. By notifying the Board Chair or Superintendent at least seven (7) calendar days prior to the Board meeting.

6.3.2. By notice of motion at the previous meeting of the Board.

6.3.3. As a request from a Committee of the Board.

6.3.4. Issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda to accommodate truly emergent items may be made by a majority of those present.

6.4 The electronic agenda package, containing the agenda and supporting information, will be provided to each trustee three (3) calendar days prior to the Board meeting. Subsequently, information may be provided at the meeting; and further, the Superintendent shall advise the Board Chair regarding the emergent nature of such information.

6.5 The Board will follow the order of business set by the agenda unless the agenda is altered, or new items are added by motion of the Board.

6.6 The list of agenda items shall be posted on the Division website for a minimum of one (1) year and be available in the Division Office. Any elector may inspect the agenda and request a copy.

7. Minutes for Regular or Special Meetings

The Board shall maintain and preserve by means of minutes a record of its proceedings and motions.

7.1 The minutes shall record:

7.1.1 Date, time and place of meeting

7.1.2. Type of meeting

7.1.3. Name of presiding officer

7.1.4. Names of those trustees and senior administration in attendance

7.1.5. Approval of preceding minutes

7.1.6. All motions, including the Board's disposition of the same, placed before the Board, are to be entered in full

7.1.7. Names of persons making the motions

7.1.8. A brief summary of the topic of discussion

7.1.9. Points of order and appeals

7.1.10. Appointments



7.1.11. Receipt of reports of committees

7.1.12. Recording of the vote on all motions

7.1.13. Trustee declaration of conflict of interest pursuant to the Education Act

7.1.14. Departure and re-entry times of trustees and

7.1.15. The time of adjournment.

7.2. The minutes shall:

7.2.1. Be prepared as directed by the Superintendent

7.2.2. Be reviewed by the Superintendent prior to submission to the Board

7.2.3. Be considered an unofficial record of proceedings until such time as adopted by a motion of the Board; and

7.2.4. Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.

7.3. The Superintendent or designate shall ensure, upon acceptance by the Board, that appropriate initials are affixed to each page of the minutes, and that appropriate signatures are affixed to the last page of the minutes.

7.4. The Superintendent or designate will establish and maintain a file of all Board minutes.

7.5. As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.

7.6. The approved minutes of a regular or special meeting shall be posted to the Division website as soon as possible following approval. The Superintendent or designate is responsible to distribute and post the approved minutes.

8. Motions

8.1. Motions do not require a seconder.

8.2. Notice of Motion The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.

8.2.1. In the case of a motion made for immediate consideration, which in the judgment of the Chair is deemed to more properly be deferred for

subsequent consideration, the Chair may rule to accept the motion as a notice of motion only. This ruling shall be subject to the normal procedure of challenging rulings by the Chair.

8.2.2. Notices of motion shall be recorded in the minutes of the meeting at which they are made, and shall become agenda items for the meeting at which they are specified or for the next regular meeting of the Board.

8.3. Discussion on Motions

The custom of addressing comments to the Board Chair is to be followed by all persons in attendance. A Board motion or a recommendation from administration must generally be placed before the Board prior to any discussion taking place on an issue. The Board Chair may allow for every Trustee to speak to a recommendation at least once before a motion is made. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion. Motions may be submitted by any trustee, including the Board Chair.

8.4. Speaking to the Motion

The mover of a motion first and every trustee shall have an opportunity to speak to the motion. The mover of the motion is permitted to close debate on the motion. As a general guide, a trustee is not to speak longer than five (5) minutes on any motion. The Board Chair has the responsibility to limit the discussion by a trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the motion being before the Board.

No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Board Chair.

When a trustee arrives at the meeting after a motion is before the Board and prior to taking a vote, the trustee may request further discussion prior to the vote. The Board Chair shall rule on further discussion.

8.5. Reading of the Motion

A trustee may require the motion under discussion to be read at any time during the debate, except when a trustee is speaking.

8.6. Required Votes

The Board Chair, and all trustees present, unless excused by motion of the Board or by the provisions of the *Education Act*, shall vote on each question.

Each motion shall be decided by a majority of the votes of those trustees present. A simple majority of a quorum of the Board will decide in favour of the question. In the case of an equality of votes, the question is defeated.

A vote on a motion shall be taken by open vote, expressed by show of hands.

Votes to elect the Board Chair or Vice-Chair and Alternate(s) shall be by secret ballot.

Votes by Trustees attending by electronic/digital means shall be asked individually to announce their name and vote.

8.7. Debate

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to Robert's Rules of Order. If this reference is inadequate, procedure may be determined by motion supported by the majority of trustees in attendance.

9. Delegations at Board Meetings

It is the Board's intention to hear the views and receive stakeholder input on educational matters. Nevertheless, in order for governance of the Division to be effective, it is expected that appropriate channels will be followed in presenting information or concerns to the Board including following the dispute resolution process. To facilitate this, the following procedures have been established for receiving delegations.

9.1. Groups or individuals who wish to appear before the Board to make a presentation to or a request of the Board will first discuss the request with the Superintendent of Schools or a designate. This provides the presenter an opportunity to clarify their understanding of Division practices related to the presentation topic and determine what other assistance may be available through the administration.

9.2. If after meeting with the administration an appearance before the Board is still desired, the delegation must make their request in writing to the Superintendent of Schools at least two weeks in advance of the preferred meeting at which they wish to appear. Notwithstanding the notice, the Superintendent of Schools may consider a request to waive the timelines if circumstances warrant; for example, if the Board will be making a decision on the matter before the delegation is scheduled to present to Board.

9.3. The Board reserves the right to determine whether the delegation will be heard, and if so, whether it will be heard by the Board or by a committee of the

Board. For matters clearly within the practice and mandate of the Board, the Board office in consultation with the Superintendent of Schools and Board Chair will make appropriate arrangements for the delegation to be heard.

9.4. Written materials of the information to be presented the delegation wishes to be considered by the Board must be submitted to the Board office at least five days prior to the meeting. The notice and the brief will be provided to each Trustee with the notice of meeting at which the delegation is to appear.

9.5. In cases where a concern pertains to Board policy or any other matter directly under the auspices of the Board, the matter may be referred to the Board through the channels outlined below.

9.6. In cases where a concern pertains directly to a matter under the auspices of a Committee of the Board, the Committee shall hear the presentation before the matter proceeds to the Board.

9.7. Where the matter relates to the administrative practices of the Division or any of its schools or services, the matter shall not proceed to the Board until all other avenues have failed to resolve the issue, as set out in the Board policies.

9.8. A delegation may be permitted to make a presentation to the Board or Committee of the Board. The procedure outlined below for scheduling delegations will be followed.

9.8.1. Scheduling of representations to the Board or Committees shall be through the office of the Superintendent or designate.

9.8.2. Committees of the Board or the Board will try to accommodate an appointment time acceptable to the representative.

9.8.3. Normally presentations are to be restricted to less than fifteen (15) minutes and may be followed by questions and discussion for clarification.

9.8.4. Persons making representations are not to expect immediate disposition of their concern. The Board or the Committee will normally consider the matter later in the meeting and may arrange for further reviews before any decision is made.

10. Audio/Video Recording Devices

The Board expects that anyone wanting to use recording devices at a public Board meeting shall obtain prior approval of the Board Chair.

11. Committees of the Board

The Board has the authority, under the *Education Act*, to establish committees and to participate in joint committees established through agreement with other persons or organizations. The committees serve two major functions: • Advisory: to provide information and/or advice • Operational: to carry out specific duties and/or responsibilities.

The function of each committee and the extent of its authority will be clearly defined through written Terms of Reference that are approved annually by the Board. The Board expects that all committees shall carry out their responsibilities in a manner which is consistent with the goals, objectives, and principles of the Division.

The Board believes that the work of certain committees of the Board is on-going and that such committees should be permanently in existence. The Board, therefore, approves establishment of the following “standing” committees of the Board:

- Facilities Committee
- Policy Advisory Committee
- Board Budget Committee
- Poverty Intervention Committee
- Spirit of 51 Committee
- Superintendent Evaluation Committee
- Board Audit Committee
- Division Wellness Committee
- Community Engagement Committee
- Indigenous Education Advisory Committee
- Boundary Review Committee
- ATA, CUPE and non-unionized staff
- Ad Hoc Committees as approved by the Board as may arise

12. Trustee Compensation and Expenses

The Board recognizes that trustees are entitled to some compensation for time and expenses incurred in the performance of their duties. The Board also believes that as elected representatives of their community and advocates for children and education, trustee professional development is a valuable and necessary component of trusteeship. Entitlements will normally be established at the next Board meeting following the Organizational Meeting date. The Board believes that the Board’s budget must be set, monitored and publicly reported as are all Division budgets.

12.1. Budget: The Board governance budget will be developed and approved during the annual budget development process subject to the following considerations:

12.1.1. The budget will specify allocations for the Board Chair and the trustees and general Board expenses. Decisions made in the development of the Board Governance budget will remain in effect for the budget year and will be reviewed when developing the next year's budget.

12.1.2. The budgets allocated to the Board Chair and Vice Chairs and the trustees will cover trustee per diems and expenses and are not to be exceeded without Board approval.

12.1.3. The budget allocated to general Board expense will cover Board functions, Board directed activities and Board elections.

12.1.4. During the budget year, amendments to the specific allocations within the approved Board governance budget may be made after consideration and approval by the Board.

12.2. Per Diem Allowance For the purposes of this policy and to define how days are calculated, the following are to be used:

12.2.1. A meeting of up to four (4) hours in length is paid at one half (0.5) of the daily rate.

12.2.2. A meeting of up to eight (8) hours in length is paid at the full daily rate.

12.2.3. A meeting of more than eight (8) hours in length is paid at 1.5 times the daily rate.

12.2.4 One and one-half (1.5) days (Three (3.0) days for Board Chair) per month to reflect preparation time relating to trustee duties professional development.

12.2.5. Travel time to attend meetings is to be included in the time calculations.

12.2.6. During the budget preparation cycle the Board may review the Alberta Consumer Price Index (CPI) and external data in support of a Board motion to adjust their per diem rates. All to reflect current LPSD protocols.

12.3. Reimbursement of Personal Expenses; Reimbursable expenses to attend regularly scheduled meetings of the Board and its Committees and other business activities of the trustees such as conventions, special Board meetings, workshops, and other meetings generally held outside of the Division shall be reimbursed. Expense funds are to be used prudently and responsibly, with a focus on accountability and transparency.

12.3.1. Each trustee shall be reimbursed for registration, transportation, accommodation, meals, and other personal expenses as per expense reimbursement rates in effect. Alcohol is not a reimbursable expense.

12.3.2. When a personal vehicle is used, mileage shall be paid on a “per kilometer” basis from the trustee’s residence to the meeting location and return for all authorized activities. Taxis are the preferred method of ground transportation when the use of a personal vehicle is not feasible.

12.3.3. When the activity lasts more than one (1) day and the participant chooses to travel each day, the total daily claim for mileage cannot exceed the rate payable for standard room accommodation.

12.3.4. Travel costs shall be paid at the lesser of mileage or economy airfare, which is the booking class for all flights.

12.4. Professional Development

12.4.1. Annual Trustee Professional Development is decided during the development of the Board Governance budget as per 12.2.6.

12.4.2. The Superintendent or designate will maintain an ongoing record of expenditures for each trustee.

12.4.3. A brief report on each conference or workshop attended will be filed with the Board.

12.4.4. Trustees will receive monthly allowances for internet connection and personal laptop/device maintenance.

12.4.5. Trustees can enrolled in the Division's health benefit plan, which can be divided between health benefit/wellness. Should a trustee wish to have the full benefit plan, they are able to opt in at personal expense.

12.4.6. Per Diems and expense claims shall be submitted electronically, via the financial software, in a timely manner and approved by the Board Vice Chair. The Board Vice Chair's per diems and expenses will be approved by the Board Chair. Detailed receipts are required.

12.4.5. The Administration shall prepare for the Board a quarterly report on trustee expenses as related to budget allocations.

13. Trustee Attendance at Board Meetings.

Trustee will endeavour to attend the public meetings of the Board as outlined in the Education Act. Section 82 (h)

It states that that a trustee who is absent without being authorized by a resolution of the board to do so, from 3 consecutive regular meetings of the board, unless the person's absence is due to illness and the person provides evidence of that



illness in a form of a medical certificate respecting the period of the person
absence is disqualified from remaining as a trustee of a board

14. Board Self-Evaluation

The Board self-evaluation process shall be undertaken annually to reinforce alignment of purpose except in the year of a general election.

15. Delegation of Authority

The Board delegates to the Superintendent the authority to develop Administrative Procedures that are consistent with provincial laws and regulations, Board policies, regulations and procedures, as well as the delegation of authority as provided for in Section 33, 51/53 of the *Education Act*.

202 ROLE OF THE TRUSTEE

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. Individual trustees exercise an effective decision making role in the context of corporate action. A trustee who is given authority by Board motion to act on behalf of the Board may carry out duties individually but only as an agent of the Board.

In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the Division. Individual trustees do not have the authority to direct the Division's administration and staff.

Specific Responsibilities of Individual Trustees

1. Become familiar with Division policies/by-laws and procedures, meeting agendas and reports in order to participate in Board business.
2. Provide for the engagement of parents, students and various communities.
3. Respectfully bring forward and present local issues and concerns.
4. Refer matters not covered by Board policy, but requiring a corporate decision, to the Board for discussion.
5. Refer administrative matters to the Superintendent.
6. The trustee, upon receiving a complaint or an inquiry from a parent, staff member or community member about operations, will refer the parent, staff member or community member back to the teacher, Principal or department and will inform the Superintendent or designate of this action.
7. Keep the Superintendent and the Board informed in a timely manner of all matters coming to their attention that might affect the Division. Personnel matters are to be brought to the attention of the Superintendent only.
8. Attend Board meetings, Strategic Planning Retreat, committee of the whole meetings and other meetings as assigned, prepared to participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for education within the Division.
9. Recognize their fiduciary responsibility to the Division and act in the best interests of the Division understanding that the Division needs are paramount.

- 9.1 Vote on every Board motion, unless there is a conflict of interest.



9.2 Support a majority vote of the Board as if the vote had been unanimous.

10. When delegated individual responsibility by the Board, exercise such authority within the defined terms of reference in a responsible and effective way.

11. It is the role of the trustee, as a member of the Board, to participate in the major functions of the Board or as assigned.

- Planning
- Policy-Making
- Allocation of Financial Resources
- Communication
- Evaluation
- Adjudication of Appeals
- Advocacy for Public Education

12. Participate in professional development sessions so the quality of leadership and service in the Division can be enhanced. Share the materials and ideas gained with fellow trustees at a Board meeting or the Committee of the Whole following a professional development activity.

13. Stay current with provincial, and national educational issues and trends.

14. Strive to develop a positive and respectful learning and working culture both within the Board and the Division.

15. Liaise with School Council(s) as assigned and attend Division School Councils (DSC) meetings when possible.

16. Attend, when possible:

16.1 Zone and provincial ASBA and PSBAA functions.

16.2 Division functions/events.

16.3 Trustees are encouraged to attend high school graduation ceremonies.

17. Participate in community initiatives/activities as a member of the community when possible. Trustees are encouraged to attend high school graduation ceremonies subject to availability.

18. Become familiar with, and adhere to, the Trustee Code of Conduct.

19. Report any violation of the Trustee Code of Conduct to the Board Chair, or where



applicable, to the Vice-Chair and Alternate.

Orientation

As a result of elections, the Board may experience changes in trusteeship. To ensure continuity and facilitate smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans.

The Board believes an orientation program is necessary for effective trusteeship. All trustees are expected to attend all aspects of the orientation program.

1. The Division will offer an orientation program for all trustees that provides information on: Board Policy Handbook:

- 1.1 Role of the Board, Board Chair/Alternate Vice Chair and Alternate, Trustee,
- 1.2 Board Operations,
- 1.3 Organizational structures and procedures of the Division,
- 1.4 Existing Division initiatives, annual reports, budgets, financial statements and long range plans,
- 1.5 Division programs and services,
- 1.6 Board's function as an appeal body,
- 1.7 Statutory and regulatory requirements, including responsibilities about conflict of interest,
- 1.8 Trustee remuneration and expenses.
- 1.9 End of term protocols return of resources. Move from Code of Conduct

2. The orientation program may also include:

- 2.1 A tour of the offices and the opportunity to meet Division Office staff.
- 2.2 A tour of the schools and the opportunity to meet principals and staff.

3. The Board Chair and Superintendent are responsible for ensuring the development and implementation of the Division's orientation program for trustees.

4. The Division will provide support within the Board governance budget for trustees attending provincial association sponsored orientation seminars.

5. Incumbent trustees are encouraged to help newly elected trustees become informed about history, functions, policies, procedures and issues.



Legal Reference: Section 52, 53, 77, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96
Education Act

Section 6, *Commissioner of Oaths Act*

DRAFT

ROLE OF THE BOARD CHAIR

The Board believes that its ability to discharge its obligation is enhanced when leadership and guidance is forthcoming from its membership. The Board, at the Organizational Meeting and thereafter at any time as determined by the Board, shall elect one of its members to serve as Board Chair, to hold office at the pleasure of the Board. The Board entrusts to its Board Chair primary responsibility for providing leadership and guidance.

The Board delegates to the Board Chair the following powers and duties:

1. Act as the official spokesperson for the Board and the Division, except for those instances where the Board has delegated this role to another individual or group.
2. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the *Education Act* and the policies and procedures as established by the Board.
3. Prior to each Board meeting, confer with the Vice-Chair and Alternate, the Superintendent and/or designate on the items to be included on the agenda, the order of these items and become thoroughly familiar with them.
4. Be familiar with basic meeting procedures.
5. Perform the following duties during Board meetings:
 - 5.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
 - 5.2 Ensure that all issues before the Board are well-stated and clearly expressed.
 - 5.3 Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration.
 - 5.4 Ensure that debate is relevant. In keeping with the Board Chair's responsibility to ensure that debate must be relevant to the question, shall, when of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question.
 - 5.5 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Board Chair may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to the Board by any member duly moved.
 - 5.6 Submit motions or other proposals to the final decision of the meeting by a formal show of hands.

- 5.7 Ensure that each trustee present votes on all motions before the Board.
When appropriate advise trustees of a possibility of a conflict of interest.
- 5.8 Extend hospitality to trustees, officials of the Board, the press and members of the public.
6. Keep informed of significant developments within the Division.
7. Assist with the Board's orientation program for trustees.
8. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.
9. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
10. Convey directly to the Superintendent such concerns as are related to the Chair by trustees, parents or students that may affect the administration of the Division.
11. Provide counsel to the Superintendent as requested.
12. Review and approve the Superintendent's vacation entitlement and expenditure claims.
13. Review and approve trustee expenditure claims, in accordance with Board policy or as delegated.
14. Bring to the Board all matters requiring a corporate decision of the Board.
15. Act as ex-officio member of all Board committees.
16. Act as a signing authority for Board minutes.
17. Act as a signing authority for the Division as follows:
 - 17.1 As required by the Government of Alberta.
 - 17.2 As required by financial institutions.
18. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
19. Address inappropriate behaviour on the part of a trustee. Reference Code of Conduct.
20. Ensure the Board engages in regular assessments of its effectiveness as a Board and of the Superintendent of Schools.



Legal Reference: Section 52, 53, 63, 64, 200, *Education Act*

Section 6 Local *Authorities Election Act*

Role of The Alternate Vice Chair

The duties of the Alternate Vice Chair are the same as the Vice Chair.

1. The Alternate Vice Chair will work with the Chair when the Vice Chair is absent.
 - 1.1 If the Chair is absent the Alternate Vice Chair will work with the Vice Chair.
2. The alternate vice chair will work with the Chair, the Vice Chair, and the Superintendent in developing agendas for The Committee of the Whole and the Board meetings.
3. The Alternate Vice Chair will be rotated. among. the trustees who would like to be in that position.
 - 3.1 This will allow for mentoring and leadership training for the other trustees.
 - 3.2 The alternate vice chair position will be in this position for three months.
 - 3.3 Take on other duties as may be assigned
 - 3.3 There will be no remuneration for this position.

Policy Development

The Board is solely responsible for the direction, consideration and adoption of all policies that guide the affairs of the school division. It is furthermore committed to developing policies in consultation with those who will be impacted by them.

The board may choose to delegate the authority for the development of policies, regulations, administrative procedures or related documents through board motion or policy.

1. Policy shall be defined as the legal and/or philosophical position with respect to an identified issue.
2. Regulations may be defined as the mandatory requirements of a policy.
3. Administrative Procedures shall be defined as the administrative acts through which policy and regulations are implemented.
4. Responsibility and authority to approve Division policy and regulations shall rest entirely with the Board.
 - 4.1. Board approval of new policy may require three readings.
 - 4.1.1. First reading shall affirm that the intent of the policy reflects the Board's beliefs and values, and provides an opportunity for the Board to discuss and amend the draft policy.
 - 4.1.2. Second reading shall provide further opportunity for the Board to discuss and amend the draft policy from first reading. Second reading shall occur at a subsequent meeting of the Board.
 - 4.1.3. Through motion, third and final reading may occur at the same meeting as second reading with the unanimous consent of the Board.
 - 4.1.4. Third and final reading establishes Board policy.

4.2 Amendments to established Board policy shall be made through Board motion

4.2.1 Amendments of a substantive nature, which alter the original intent of the policy, shall require first, second and third readings.

4.2.2. Amendments which alter or add to a policy without significantly changing the intent shall be made by Board motion.

4.3. Unless otherwise directed by the Board, policies shall come into effect on the date it is posted to the Division's website or 60 days after approval, whichever comes first.

4.4. The Superintendent or designate shall be responsible for the maintenance and communication of Division policy and regulations.

5. The Board delegates to the Superintendent the authority to develop the Administrative Procedures necessary to implement policy as applicable.

6. Subject to changes in the law or as directed by the Minister of Education, the Board through a Board motion may direct that a new and substantive policy be drafted for consideration and approval by the Board.

7. School policies shall be consistent with Division policy and regulations.

8. Policies, regulations and administrative procedures shall be subject to regular review as determined by the Board.

Legal References

Alberta Education Act:33, 53, 60, 61



201 Board Elections

1.1 Mandate

The Board of Trustees of Lethbridge School Division operates under the authority of the Education Act and policies, Ministerial Orders and regulations pursuant to that legislation. The Board is charged with the responsibility to ensure that each of its resident students is provided with an education program consistent with the requirements of the Education Act and exercises its authority through by-law, policy, regulations, Ministerial Orders and resolutions approved at duly constituted meetings of the Board. The Board expects Division operations to be conducted in accordance with approved policy and administrative procedures.

1.2 During the three (3) year period immediately following a general election, a by-election need not be held if there is only one (1) vacancy on the Board and during the fourth year following a general election, a by-election need not be held if there are only two vacancies on the Board. By-elections may be held as determined by the Board.

300 Superintendent of Schools Roles and Responsibilities

The Board recognizes effective integration of governance and Division operations is essential for achieving organizational success. The Superintendent of Schools plays a pivotal role in bridging governance and operations to ensure all students have access to high quality learning opportunities.

This policy seeks to delineate the roles and responsibilities of the Superintendent. The *Education Act* requires the Board to hire a Superintendent of Schools to serve as the chief executive officer of the Board and chief education officer of the Division. The Superintendent will be responsible for the operation of schools and the provision of education programs in the Division.

While the Superintendent may delegate decision-making authority to employees and contractors of the Board, the Superintendent reports to and is ultimately responsible and accountable to the Board for all of the operations and programs of the Division.

The appointment of the Superintendent will conform to the requirements of the *Education Act* and Ministerial Regulations with respect to notification and qualifications.

Subject to statutory requirements, the Superintendent Leadership Quality Standard, Board policy and direct motions the Superintendent is responsible for:

SLQS 1: Building Effective Relationships

A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.

Achievement of this competency is demonstrated by indicators such as:

- a. collaborating with community and provincial agencies to address the needs of students and their families;
- b. employing team-building strategies and using solution focused processes to resolve challenges;
- c. building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;
- d. modeling ethical leadership practices, based on integrity and objectivity;
- e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and

- f. facilitating the meaningful participation of members of the school community and local community in decision-making

SLQS 2: Modeling Commitment to Professional Learning

A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research informed opportunities for enhancing leadership, teaching and learning, and completes professional learning on the code of professional conduct for teachers and teacher leaders.

Achievement of this competency is demonstrated by indicators such as:

- a. communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;
- b. collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise;
- c. actively seeking out feedback and information from a variety of sources to enhance leadership practice;
- d. seeking and critically reviewing educational research and applying it to decisions and practices, as appropriate;
- e. providing leadership to support school authority research initiatives, where appropriate; and
- f. engaging teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

SLQS 3: Visionary Leadership

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

Achievement of this competency is demonstrated by indicators such as:

- a. ensuring that the vision is informed by research on effective learning, teaching and leadership;
- b. promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;
- c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives; and
- d. ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's

achievements, meets all requirements identified in provincial legislation and incorporates the school community's perspectives.

SLQS 4: Leading Learning

A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.

Achievement of this competency is demonstrated by indicators such as:

- a. fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms;
- b. providing learning opportunities, based on research informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;
- c. ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study;
- d. promoting collegial relations, collaboration, critical thinking and innovation in the school community;
- e. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;
- f. building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and
- g. ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

SLQS 5: Ensuring First Nations, Métis and Inuit Education for All Students

A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Achievement of this competency is demonstrated by indicators such as:

- a. supporting staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis, Inuit and all other students;
- b. engaging and collaborating with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;
- c. understanding historical, social, economic and political implications of: treaties and agreements with First Nations; legislation and agreements negotiated with Métis; and residential schools and their legacy;
- d. aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
- e. pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

SLQS 6: School Authority Operations and Resources

A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

Achievement of this competency is demonstrated by indicators such as:

- a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
- b. ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan;
- c. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;
- d. providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts;
- f. respecting cultural diversity and appreciating differing perspectives expressed in the school community;
- g. recognizing student and staff accomplishments; and
- h. implementing programs and procedures for the effective management of human resources in support of mentorship, capacity building and succession planning.

SLQS 7: Supporting Effective Governance

A superintendent of schools as referred to in the *Education Act*, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the *Education Act* and other provincial legislation.

Achievement of this competency is demonstrated by indicators such as:

- a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
- b. ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- c. ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
- d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
- e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;
- f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;
- g. implementing board policies and supporting the regular review and evaluation of their impact;
- h. ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- i. facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development;
- j. building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends;



- k. supporting the board in its engagement with the school community to develop a vision of a preferred future for student success;
- l. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities; and
- m. promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

1. In accordance with Section 52 of the *Education Act*:

- 1.1. The Board authorizes the Superintendent to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with Section 52(4) of the *Education Act*, cannot be delegated.
- 1.2. The Board delegates to the Superintendent the power to suspend the services of a teacher and the power to terminate the services of a teacher, in accordance with Section 52(5) of the *Education Act*.
- 1.3. The Superintendent may delegate decision-making authority to employees and contractors of the Board except for those powers referred to in Section 52(4) and (5) of the *Education Act*. The Superintendent will remain accountable to the Board for the proper exercise of such delegated decision-making authority.

References

Alberta *Education Act*: Sections 52, 222

Division Policies: 203.1 Policy Development, 204.10 Board Meeting Agendas, 301.3 Evaluation Process for Superintendent of Schools. [Subject to Policy Review Finalization](#)

MEMORANDUM

Date June 17, 2025

To: Board of Trustees

From: Christine Light
Board Chair

RE: Superintendent Evaluation

Background:

Policy 301.3 Evaluation Process for the Superintendent:

2. Formative Evaluation Formative evaluations of the Superintendent shall:

- 2.1 occur in years in which a summative evaluation is not being conducted;*
- 2.2 include a mid-year feedback session involving the Superintendent and the Board, followed by a survey provided to Trustees to gather additional feedback;*
- 2.3 require the Superintendent to provide the Board of Trustees with a draft report summarizing areas of success, areas for growth and identifying future priorities by the end of May;*
- 2.4 The report will be presented for Board approval at the Board meeting in June;*
- 2.5 the approved report will be filed in the Superintendent's personnel file. The report can be viewed by Trustees after consulting with the Board Chair and must follow all confidentiality requirements in place for Trustees;
- 2.6 the report shall reflect the position of the Board as a whole, rather than of any individual trustee and
- 2.7 have provision for a written response to the report by the Superintendent that will become part of the report.

Items 2.1-2.4 have been completed.

Recommendation

That the Board move to accept and approve the Superintendent Formative Evaluation Report as per Policy 301.3 Evaluation Process for the Superintendent, acknowledging this report to be an accurate accounting of the Superintendent's performance for the period of July 1, 2024, to June 2025; and further that the Board authorize the Chair to sign the report on the Board's behalf.

Respectfully submitted,
Christine Light

MEMORANDUM

June 17, 2025

To: Board of Trustees

From: Christine Lee
Associate Superintendent, Business and Operations

Re: Third Quarter Financial Report

Background:

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

Recommendation:

It is recommended that the Board accept the 2024-2025 Third Quarter Financial Report as presented.

Respectfully submitted,
Christine Lee

Lethbridge School Division

Third Quarter Report

May 31st

2025

This document is Management's Discussion and Analysis of the Third Quarter for the period September 1, 2024 to May 31, 2025. *This financial information contained herein has not been audited.*

Report to the Board of Trustees

June 17th 2025



Lethbridge School Division
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Lethbridge School Division
Management Discussion and Analysis Report
September 1, 2024 to May 31st, 2025

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| <ul style="list-style-type: none">• Budget Update• Statement of Operations• Statement of Program Operations• Revenues• Expenditures• Statement of Instructional (Kindergarten to Grade 12) Program Expenditures• Statement of School Based Instruction Expenditures• Schedule of School Generated Funds (SGF) | |
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| <ul style="list-style-type: none">• Summary of Revenues• Summary of Expenditures | |

Executive Summary

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

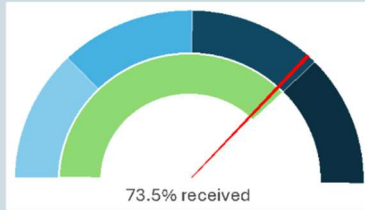
The School Division was established in 1886 and has proudly served our community for over 139 years. **Lethbridge School Division** serves over 12,341 students from early education (pre-school) to grade twelve. The Division provides high quality learning experiences for students through a broad range of educational programs in twenty-four (24) schools and four (4) institutional programs.

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

Lethbridge School Division believes in fiscal accountability and transparency through regular financial monitoring and reporting. Under *Policy 801.1 System Budgeting*, the Board directs that the expenditure of funds be within the guidelines established and be the responsibility of the designated Division or school-based administrator. The executive summary presents highlights of the school division's financial operations for the period September 1, 2024 until May 31st, 2025 to provide fiscal accountability within the established guidelines.



Park Meadows Share Your Culture Day



Total Revenues



Total Expenditures

Overview:

The following is an overview of the quarterly reporting on the operations of Lethbridge School Division. This report is for the quarter ending May 31, 2025.

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

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

DEPARTMENTS

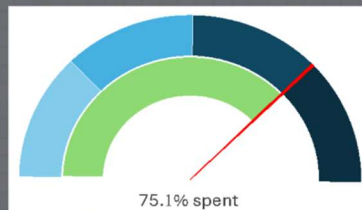
Instruction - Pre-K



Budget: \$ 5,287,517
Forecast: \$ 4,268,077 (80.7%)
Year-to-date: \$ 4,066,884 (76.9%)



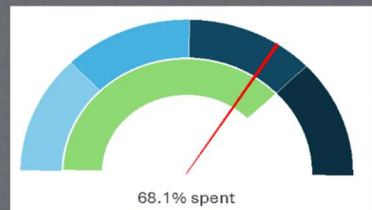
Instruction - ECS to Grade 12



Budget: \$ 116,487,990
Forecast: \$ 87,835,949 (75.4%)
Year-to-date: \$ 87,489,355 (75.1%)



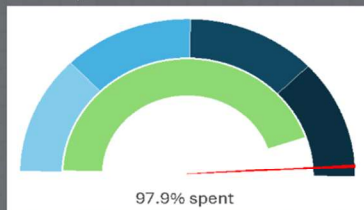
Operation & Maintenance



Budget: \$ 18,829,333
Forecast: \$ 14,510,296 (77.1%)
Year-to-date: \$ 12,817,529 (68.1%)



Transportation



Budget: \$ 5,291,923
Forecast: \$ 4,729,259 (89.3%)
Year-to-date: \$ 5,181,530 (97.9%)



System Administration



Budget: \$ 4,371,025
Forecast: \$ 3,411,045 (78.0%)
Year-to-date: \$ 3,320,484 (76.0%)



External Services (International Program)

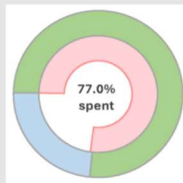


Budget: \$ 500,000
Forecast: \$ 375,000 (75.0%)
Year-to-date: \$ 385,229 (77.0%)



Salaries, Benefits & Professional Development

For all the
Departments

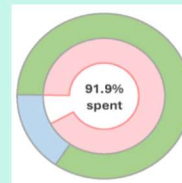


Budget: \$ 116,645,117
Forecast: \$ 88,540,811 (75.9%)
Year-to-date: \$ 89,797,327 (77.0%)



Contracted Services

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

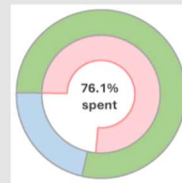


Budget: \$ 10,709,908
Forecast: \$ 8,940,836 (83.2%)
Year-to-date: \$ 9,870,775 (91.9%)



Other Services

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

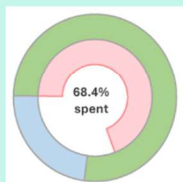


Budget: \$ 2,751,645
Forecast: \$ 2,480,549 (90.1%)
Year-to-date: \$ 2,095,373 (76.1%)



Supplies

General supplies,
Technology,
Maintenance,
Small Equipment

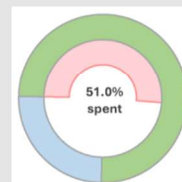


Budget: \$ 5,172,633
Forecast: \$ 4,054,115 (78.4%)
Year-to-date: \$ 3,538,072 (68.4%)



Other Expenditures

Contingency,
Travel,
Car Allowances,
Renovations

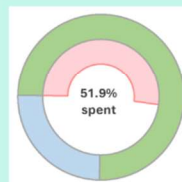


Budget: \$ 763,492
Forecast: \$ 573,670 (75.1%)
Year-to-date: \$ 390,309 (51.1%)



Transfers, SGF, & Capital/IMR

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



Budget: \$ 14,724,993
Forecast: \$ 10,539,645 (72.0%)
Year-to-date: \$ 7,667,678 (51.9%)



TYPES OF EXPENSES

Operations Overview

As shown in the “Finance at a Glance” report, [Lethbridge School Division](#) is operating financially as anticipated based on the approved budget and the forecasted budget for May 31st, 2025.



The following is a brief analysis on the types of expenses:

- **Salaries, Benefits & Professional Development** are over forecasted amounts as at May 31, 2025. This is due to retro payments completed in May 2025 to the two union groups for new collective agreements that were signed in April 2025.
- **Contracted Services** are over forecasted amounts as at May 31, 2025. This is due to transportation costs being higher than forecasted, as well as higher than forecasted consulting costs in a variety of departments.
- **Other Services** are under forecasted amounts as at May 31, 2025. This is due to savings in rentals, memberships, and printing throughout a variety of departments.
- **Supplies** are less than the forecasted budget.
- **Other Expenditures** are less than the forecasted budget. This is due to a large portion is for the contingency accounts. These contingency accounts are typically only used if unexpected expenditures are incurred. Otherwise, any unspent contingency funds are carried forward to the following budget year.
- **Transfers, SGF & Capital** are less than the forecasted budget. This mostly relates to School Generated Funds (SGF) expenditures as all possible fees are budgeted for.



Springtime, Sunshine! Concert at Nicholas Sheran Elementary School

Financial Position

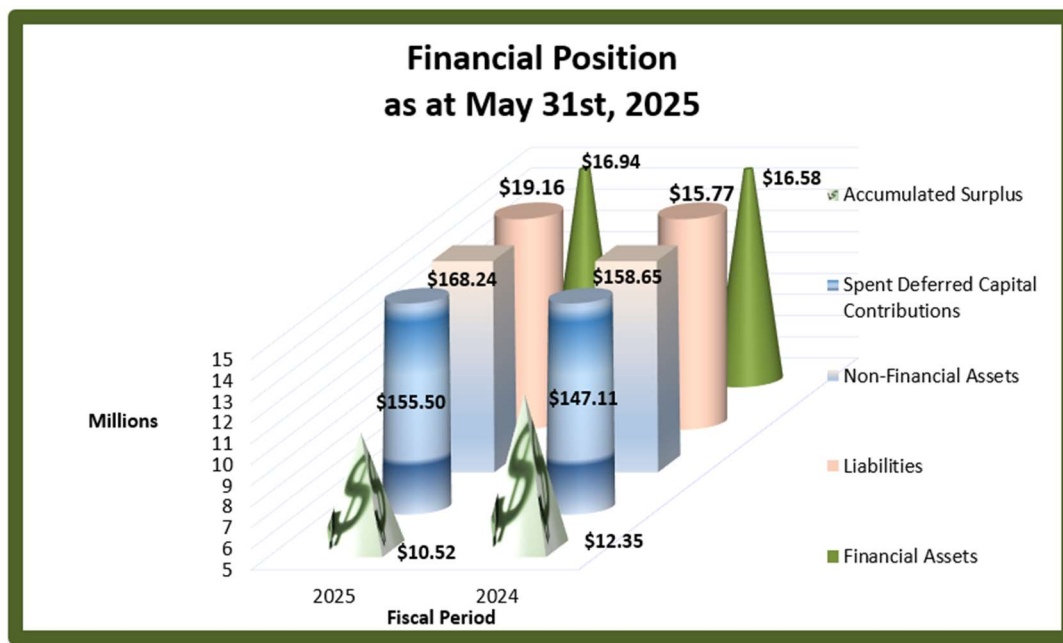
As at May 31, 2025, [Lethbridge School Division](#) has total financial assets of \$16.94 million and liabilities of \$19.16 million for net financial assets (net debt) of (\$2.22 million). A net financial asset position indicates that the Division has sufficient assets to cover its financial obligations. The reason for the net debt is a combination of less cash and short-term investments, higher payables and the asset retirement obligation liability.

The Division has net assets of \$10.53 million. Of this \$10.53 million, \$3.9 million is in operating reserves which have been restricted for future use with the majority related to instructional programming and school generated activities. Net financial assets also relates to \$471,484 of unrestricted reserves, \$1.56 million of capital reserves, and \$320,000 of endowment funds.

There is \$168.24 million of non-financial assets (tangible capital assets, inventory of supplies, and prepaid expenses) which are represented mostly by supported capital assets of \$155.50 million, the Division's investment in capital assets of \$4.28 million, prepaid expenses, and other non-financial assets.

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

Together the Net Financial Assets, Non-Financial Assets, and Spent Deferred Capital Contributions (SDCC) equal the total Accumulated Surplus of \$10.53 million. The chart below compares the financial position of May 31st with the prior year.



Lethbridge School Division
STATEMENT OF FINANCIAL POSITION
As at May 31, 2025

| | May 31, 2025 | May 31, 2024 |
|---|----------------------|----------------------|
| <u>FINANCIAL ASSETS</u> | | |
| Cash and cash equivalents | \$15,705,619 | \$9,944,123 |
| Accounts receivable (net after allowances) | \$1,233,321 | \$1,415,614 |
| Portfolio investments | \$0 | \$5,188,251 |
| Other financial assets | \$0 | \$0 |
| Total financial assets | \$16,938,940 | \$16,547,988 |
| <u>LIABILITIES</u> | | |
| Bank indebtedness | \$0 | \$0 |
| Accounts payable and accrued liabilities | \$8,043,691 | \$4,933,003 |
| Deferred contributions | \$4,710,172 | \$4,460,488 |
| Employee future benefit liabilities | \$270,116 | \$246,196 |
| Asset retirement obligations | \$6,134,165 | \$6,134,165 |
| Long term debt | | |
| Supported: Debentures and other supported debt | \$0 | \$0 |
| Unsupported: Debentures and capital loans | \$0 | \$0 |
| Capital leases | \$0 | \$0 |
| Mortgages | \$0 | \$0 |
| Total liabilities | \$19,158,144 | \$15,773,852 |
| Net Financial Assets (Net Debt) | (\$2,219,204) | \$774,136 |
| <u>NON-FINANCIAL ASSETS</u> | | |
| Tangible capital assets | \$167,534,993 | \$157,310,697 |
| Inventory of supplies | \$305,235 | \$267,738 |
| Prepaid expenses | \$404,555 | \$1,071,432 |
| Total non-financial assets | \$168,244,783 | \$158,649,867 |
| Net assets before spent deferred contributions | \$166,025,579 | \$159,424,003 |
| Spent deferred capital contribution (SDCC) | \$155,495,502 | \$147,107,543 |
| Net assets | \$10,530,077 | \$12,316,460 |
| <u>NET ASSETS (ACCUMULATED SURPLUS)</u> | | |
| Unrestricted surplus | \$471,488 | \$471,488 |
| Operating reserves | \$274,190 | \$262,648 |
| School Generated Funds | \$3,622,334 | \$2,916,960 |
| Accumulated Surplus from Operations | \$4,368,012 | \$3,651,096 |
| Investment in capital assets | \$4,279,425 | \$4,068,989 |
| Capital reserves | \$1,562,766 | \$4,276,501 |
| Endowments | \$319,874 | \$319,874 |
| Total Accumulated Surplus (Deficit) | \$10,530,077 | \$12,316,460 |

The statement above compares the financial position of the 3rd quarter of 2024/2025 to the 3rd quarter of the prior year for comparative purposes.

Lethbridge School Division
Notes to the Statement of Financial Position
As at May 31st, 2025

FINANCIAL ASSETS:

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

Cash and Cash Equivalents

Cash at May 31st, 2025 includes deferred contributions, endowment funds, and accumulated surplus from operations.

Accounts Receivable

Accounts receivable at May 31st, 2025 includes GST rebates receivable, capital contributions from the Province, and other miscellaneous funds owing to the Division.

Portfolio Investments

Portfolio investments represent GIC's and term deposits that have a maturity of greater than three-months. To maximize the Division's investment income, the Division moved funds from cash into term deposit accounts that provide a higher rate of return. The Division's last GIC matured at the end of February 2025 and currently do not have any GICs. This is due to low interest rates and cash flow management.

Total Financial Assets as of May 31, 2025 are \$16.94 million.



**G.S. Lakie Middle School
Modern Music Academy
Performance**

FINANCIAL LIABILITIES:

Accounts Payable

Accounts payable at May 31, 2025 mostly includes payments for transportation, construction invoices/holdbacks, employee benefits such as remittances to the Canada Revenue Agency, Local Authorities Pension Plan, and to the Alberta School Employee Benefit Plan.

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

Deferred Contributions

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

Deferred Operating Contributions is mainly unspent Infrastructure, Maintenance and Renewal (IMR) grant funding and other grant funding requiring eligible expenditures. Contributions are allocated to revenue as funds are expended.

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

Employee Future Benefits

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

Asset Retirement Obligations

This accounting standard is now applicable to public sector entities (including school divisions) who follow Public Sector Accounting Standards (PSAS) starting in the 2023-2024 school year. Asset retirement obligations (ARO) are legal obligations associated with the retirement of tangible capital assets. The obligation estimate at May 31st, 2025 is \$6.1 million.

Total Financial Liabilities as of May 31, 2025 are \$15.77 million.

NET FINANCIAL ASSETS (DEBT):

Net financial assets, which are the funds available (owing) after discharging the Division's financial obligations, is a **net debt position of \$2.22 million.**

The reason for the net debt is a combination of less cash and short-term investments, higher payables and the asset retirement obligation liability.

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

Total Net Debt as of May 31, 2025 are \$2.22 million.

NON-FINANCIAL ASSETS:

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

Tangible Capital Assets

Tangible capital assets include land, buildings, equipment and vehicles used in the operations of the Division. These assets are amortized over their estimated useful lives to arrive at a net value of \$167.53 million as of May 31, 2025.

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



West Coulee Station Elementary School to open September 2025

Inventory of Supplies

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

Prepaid Expenses

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

Total Non-Financial Assets as of May 31, 2025 are \$168.24 million.

SPENT DEFERRED CAPITAL CONTRIBUTIONS (SDCC)

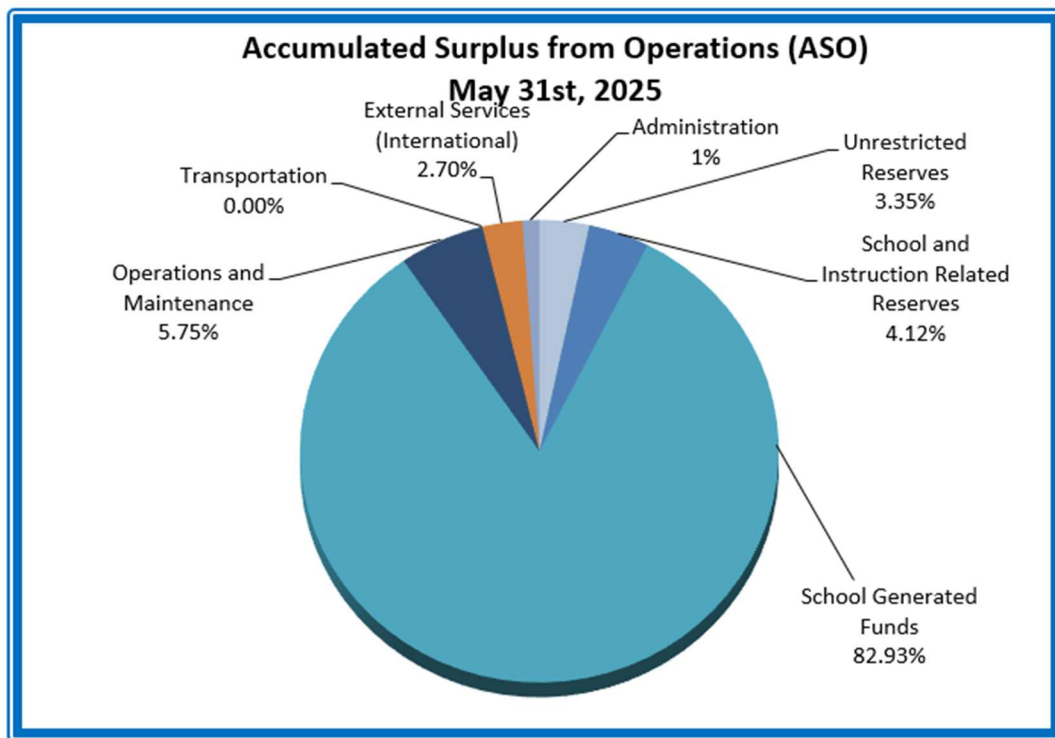
Spent Deferred Capital Contributions (SDCC) relates to deferred contributions related to the unamortized portion of supported capital assets (referred to as SDCC), which will be amortized into revenues in subsequent years to offset the amortization cost of supported capital assets. Supported capital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

Total SDCC as of May 31, 2025 are \$155.50 million.

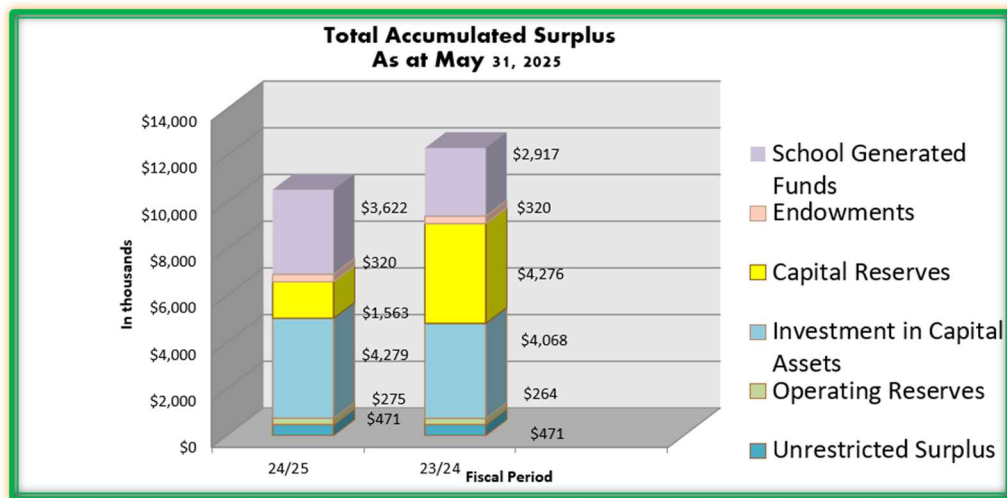
ACCUMULATED SURPLUS:

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

The restricted operating reserves consist of 4.12% related to school and instruction reserves which includes reserves held at school sites for future operating expenditures, reserves to be spent in the future for curriculum and system improvement, funds to support inclusive learning, funds to provide for the planning, programming and resources required for new school facilities. Unspent funds related to school generated activities is the largest portion of the Division's operating reserves at 82.93%.



At the end of the 2023-2024 school year, the Lethbridge School Division had an adjusted accumulated surplus from operations (less school generated funds) of 2.45%. Alberta Education has increased the reserve cap from 3.20% in 2023-2024 to 6% in 2024-2025. The Division continues to use reserves to maintain programming due to shortfalls in the weighted moving average (WMA) framework. ASO at the end of August 31, 2025, is estimated to be 1.06%.



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

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

Capital reserves are funds that have been set aside for future replacement of Division assets that are not supported by the Province or external contributions.

The total accumulated surplus for the Division which consists of both operating and capital funds is \$10.52 million. The total of net financial assets, non-financial assets, and the spent deferred capital contributions (SDCC) equal the total accumulated surplus at May 31, 2025.

Operations

Budget Update as of September 30th

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

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



Three changes from the operating budget update have been made in the first two quarters of the 24/25 school year.

- The budget increased in Transportation from \$4.55 million to \$5.29 million. This \$741,741 increase reflects the changes made once the grant application was submitted.
- The Division received \$324,747 for the lease grant which was applied for the Christian schools.
- Lastly, in quarter 2 the Division received \$228,627 in learning loss funding (known throughout the Division as BOOST) which is targeted funding to be spent by June 2025.



Green Shirt Day Assembly at Dr. Probe Elementary School

Lethbridge School Division
STATEMENT OF OPERATIONS
For the period ended May 31, 2025

| | Budget Information | | Forecast | Actual Results | Variances | | Projection | |
|---|---|---|---------------------------|-------------------------------|------------------------------|--|---------------------------|-------------------------------|
| | Preliminary Budget 2024-2025 (May 2024) | "September 30th" Operating Budget 2024-2025 (Sept 30th 2024) | Forecasted To May 31st | Actual Year Ended May 31st | % Expended Revised Budget | % Expended Forecast to August 31, 2025 | August 31st Projection | Change from Updated Budget |
| REVENUES | | | | | | | | |
| Government of Alberta | \$139,539,700 | \$138,772,364 | \$105,297,665 | \$104,502,744 | 75.31% | 99.25% | \$140,067,479 | \$1,295,115 |
| Federal and Other Government | \$845,396 | \$1,049,265 | \$982,669 | \$741,260 | 70.65% | 75.43% | \$1,049,265 | \$0 |
| Fees | \$4,745,982 | \$4,745,982 | \$3,559,487 | \$2,119,550 | 44.66% | 59.55% | \$4,745,982 | \$0 |
| Sales and services | \$597,893 | \$597,893 | \$730,794 | \$934,249 | 156.26% | 127.84% | \$597,893 | \$0 |
| Investment Income | \$587,059 | \$601,453 | \$451,090 | \$347,748 | 57.82% | 77.09% | \$601,453 | \$0 |
| Donations and Other Contributions | \$2,528,000 | \$2,528,000 | \$1,896,000 | \$1,676,151 | 66.30% | 88.40% | \$2,528,000 | \$0 |
| Other Revenues | \$20,304 | \$20,304 | \$15,228 | \$16,500 | 81.26% | 108.35% | \$20,304 | \$0 |
| Total Revenues | \$148,864,334 | \$148,315,261 | \$112,932,933 | \$110,338,202 | 74.39% | 97.70% | \$149,610,376 | \$1,295,115 |
| EXPENSES | | | | | | | | |
| Instruction - Pre-K | \$5,287,517 | \$5,287,517 | \$4,268,077 | \$4,066,884 | 76.91% | 95.29% | \$5,287,517 | \$0 |
| Instruction - K to Grade 12 | \$116,891,307 | \$116,487,990 | \$87,835,949 | \$87,489,355 | 75.11% | 99.61% | \$116,716,617 | \$228,627 |
| Operations and Maintenance | \$18,504,676 | \$18,504,676 | \$14,510,296 | \$12,817,529 | 69.27% | 88.33% | \$18,829,423 | \$324,747 |
| Transportation | \$4,550,181 | \$4,550,181 | \$4,723,259 | \$5,181,530 | 113.88% | 109.70% | \$5,291,922 | \$741,741 |
| Administration | \$4,371,026 | \$4,371,026 | \$3,411,045 | \$3,320,484 | 75.97% | 97.35% | \$4,371,026 | \$0 |
| External services <i>(Internal Services)</i> | \$500,000 | \$500,000 | \$375,000 | \$385,229 | 77.05% | 102.73% | \$500,000 | \$0 |
| Total Expenses | \$150,104,707 | \$149,701,390 | \$115,123,626 | \$113,261,011 | 75.66% | 98.38% | \$150,996,505 | \$1,295,115 |
| Operating surplus (deficit) | (\$1,240,373) | (\$1,386,129) | (\$2,190,693) | (\$2,922,809) | | | (\$1,386,129) | \$0 |
| Accumulated Surplus from Operations beginning of Year | \$6,609,760 | \$6,609,760 | \$6,609,760 | \$6,609,760 | | | \$6,609,760 | |
| Transfers to/from capital reserves, endowments, & capital | \$0 | \$0 | \$0 | \$0 | | | \$0 | |
| Accumulated Operating Surplus (ASO) at end of period | \$5,369,387 | \$5,223,631 | \$4,419,067 | \$3,686,951 | | | \$5,223,631 | |
| School Generated Funds included in Accumulated Operating Surplus | (\$3,089,037) | (\$3,089,037) | (\$3,428,442) | (\$3,622,334) | | | (\$3,622,334) | |
| Adjusted Accumulated Operating Surplus (Adjusted ASO) at end of period | \$2,280,350 | \$2,134,594 | \$990,625 | \$64,617 | | | \$1,601,297 | |
| Adjusted ASO as a % of budgeted expenditures (excluding SGF accounts) | 1.52% | 1.43% | 0.66% | 0.04% | | | 1.06% | |

About The Statement

The above statement includes four main areas:

- The first area highlighted in **GREEN** is budget Information. The first budget information is the preliminary budget that was approved by the Board of Trustees in May 2023. The second column of budget information is the budget that has been revised after September 30th enrolment counts and is used as the new operating budget for the fiscal year.
- The second area highlighted in **LIGHT GREEN** is the forecast. The majority of the revenues and expenditures are expected to be consistent throughout the year, therefore 25% of the budget is forecasted for each quarter. There are some specific transactions that are done at specific times during the year. The following are some of the significant transactions that impact the forecast:
 - Contributions to the ATA professional development fund and to the Christian Societies (for maintenance costs). These are paid in the 1st quarter.
 - Insurance premiums, leases and international program revenues/expenses are typically paid/received in the 1st quarter.
 - Educational Assistants and other 10-month support staff are forecasted based on the number of hours in each period.
 - Transportation is based on a 10-month payment period versus a 12-month payment period.
- The third area highlighted in **BLUE** is the actual results for the period.
- The fourth area highlighted in **TAN** is the variance area. This area provides information on the percent received/expended as compared to the September 30th operating budget and the percent received/ expended as compared to the updated forecast information.
- The fifth area highlighted in **PURPLE** is the projection. This information is the projected revenues and expenditures to August 31st, 2025. This will be updated each quarter depending on any changes in the budget. Changes in the first two quarters include updates for the transportation funding, the Christian School Lease payments and the funding received from the learning loss grant (known in the Division as BOOST).

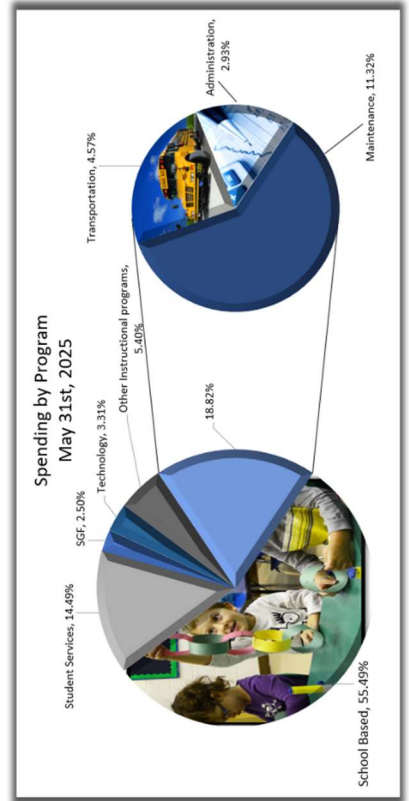
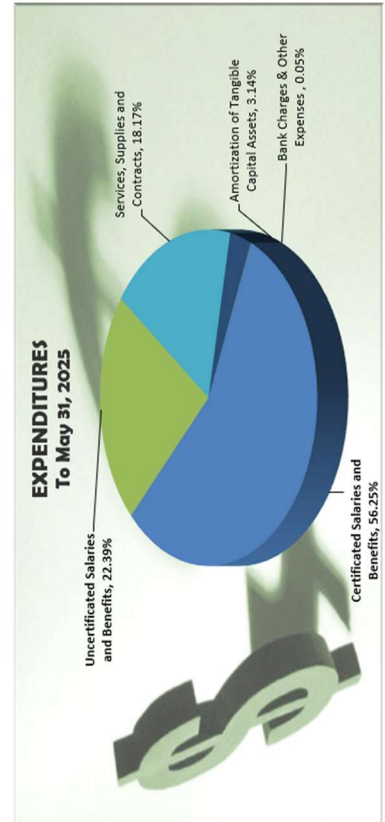
OPERATION RESULTS:

For the nine (9) months ended May 31st, 2025, \$110.34 million of revenues have been recorded which is 74.39% of budget. Based on the forecasted timing of revenues received/recognized, it was forecasted that a total of \$112.93 million would have been received in the reporting period. The actuals are lower than forecasted amounts, as it is expected the Division will collect 97.70% of it's budgeted revenue for the 24/25 school year.

Expenditures are \$113.26 million as of May 31st, 2025, which is 75.66% of the budget. Based on the forecasted timing of expenditures being paid/recognized, it was forecasted that a total of \$115.12 million would have incurred in the reporting period. The actuals are slightly under forecasted as at May 31st, 2025. Overall, the expenditures recorded are consistent with the forecasted budget as it accounts for 98.38% of the forecast. This is also an indicator that the budgets are being carefully monitored throughout the Division.

Lethbridge School Division
Schedule of Program Operations
For the period ended May 31, 2025

| | Instruction (Pre-K) | Instruction (K to Grade 12) | Operations & Maintenance | Transportation | System Administration | External Services | TOTAL | TOTAL Budget | % Expended of Budget |
|--|------------------------|--------------------------------|-----------------------------|----------------|--------------------------|----------------------|---------------|-----------------|-------------------------|
| UPDATED BUDGET 2024-2025 (September 30th) | \$5,287,517 | \$116,487,990 | \$18,504,678 | \$4,550,181 | \$4,371,026 | \$500,000 | \$271,476,897 | | |
| FORECAST - May 31, 2025 | \$4,268,077 | \$87,835,949 | \$14,510,296 | \$4,723,259 | \$3,411,045 | \$375,000 | \$115,123,626 | | |
| EXPENSES | | | | | | | | | |
| Certificated salaries and benefits | \$1,881,075 | \$81,524,152 | | | \$846,638 | \$88,783 | \$64,120,648 | \$83,676,643 | 76.72% |
| Non-Certificated salaries and benefits | \$2,181,996 | \$17,681,073 | \$3,990,124 | \$99,078 | \$1,715,070 | \$44,133 | \$25,691,474 | \$31,860,738 | 80.64% |
| SUB - TOTAL | \$4,023,071 | \$79,205,225 | \$3,990,124 | \$99,078 | \$2,361,708 | \$132,916 | \$89,812,122 | \$115,437,381 | 77.80% |
| Services, contracts and supplies | \$43,813 | \$7,506,311 | \$5,916,474 | \$5,072,857 | \$861,435 | \$252,313 | \$19,663,203 | \$27,391,835 | 71.75% |
| Amortization of capital assets | \$0 | \$738,001 | \$2,910,931 | \$9,595 | \$97,341 | \$0 | \$3,756,768 | \$7,524,928 | 49.92% |
| Interest and other finance charges | \$0 | \$38,918 | \$0 | \$0 | \$0 | \$0 | \$38,918 | \$36,000 | 111.19% |
| Losses on disposal of capital assets | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | 100.00% |
| TOTAL EXPENSES | \$4,068,884 | \$87,489,355 | \$12,817,529 | \$5,181,530 | \$3,320,484 | \$385,229 | \$113,261,011 | \$150,389,144 | 75.31% |
| Total unexpended funds period to date | \$1,220,633 | \$28,998,635 | \$5,687,147 | (\$631,349) | \$1,050,542 | \$114,771 | \$158,215,886 | \$150,389,144 | 105.20% |
| % Expended of Budget | 76.91% | 75.11% | 69.27% | 113.88% | 75.97% | 77.05% | 41.72% | | |
| % Expended of Forecast | 95.29% | 99.61% | 88.33% | 109.70% | 97.35% | 102.73% | 98.38% | | |



Lethbridge School Division
Notes to the Statement of Operations
For the nine (9) months ended May 31st, 2025

REVENUES:

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

Government of Alberta

Government of Alberta (Alberta Education) funding represents approximately 95% of the Division's total operating funding. Student enrolment is one of the largest factors in determining the funding. Based on the forecasts for the 3rd quarter, the Division has received 74.9% of the total budget. The Division has received \$141,325 in Fuel Contingency funding that has not been budgeted for.

Federal and Other Government

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

Fees

Reflects fees that are collected for optional programming, school generated activities, and preschool. Based on the forecasts of the third quarter, the Division has received 44.7% of the total budget.

Sales and Services

Sales and services include international students, other revenues and other school generated funds. Based on the forecasts for the third quarter, the Division has received 103.5% of the total budget. The deferred funds from the 23/24 school year for international students attending in 24/25 was recognized in the first quarter of 24/25 resulting in higher actuals than forecasted amounts.

Investment Income

Investment income includes interest earned on the Division's portfolio investments. Based on the forecasts for the 3rd quarter, the Division has received 57.8% of the total budget which is lower than forecasted. This is due to lower interest rates being earned on the Division's operating accounts. The Division will continue to monitor the changing interest rates and has adjusted budgeted amounts in the following school year.

Donations and Other Contributions

Donations and other contributions are revenues that have been received for school generated activities fundraising/donations and donations for other division programs (such as Poverty Intervention). The Division has received 99.5% of its total budget for donations and other contributions.

Other Revenues

Other revenues include rentals, gains on disposal of tangible capital assets, and other revenues. There are rentals of facility space for external programs and operations such as the Boys and Girls Club of Lethbridge. There were no disposals of tangible capital assets in the third quarter of 2025. The Division has received 81.3% of its total budget for other revenues.

Overall, revenues are comparable to the operating budget as at May 31, 2025 as 74.39% of the operating budget have been received.



Winston Churchill High School Hosts Annual Cultural Day Assembly

EXPENDITURES:

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

Instruction – Pre-Kindergarten

Instruction – Pre-K, represents expenditures from early education, which includes the early education program and the program unit funding (PUF) for early learners requiring specialized supports. Pre-K expenditures are at 76.9% of the total budget which are slightly less than forecasted costs.

Instruction- Kindergarten to Grade 12

Instruction K to Grade 12, represent expenditures from kindergarten to grade twelve, school generated activities and supporting programs such as Inclusive Education, Technology, Instructional support, counselling, Indigenous programming, and Institutional programs. Instructional expenditures are at 75.1% of the total budget. See the *Statement of Instructional (Pre-K to Grade 12) Program Expenditures* for details of the major programs within this functional area.

Operations and Maintenance

Operations and maintenance expenditures represent spending on operating and maintaining the Division's schools and facilities. These expenditures include maintenance and caretaking personnel, utilities, contracted maintenance, and Infrastructure Maintenance and Renewal (IMR) projects. Maintenance expenditures are at 68.1% of the total budget. Actual costs are slightly lower than forecasted costs due to the timing of the projects which can fluctuate during the year depending on scheduling and availability of products.

Transportation

Transportation expenditures represent mainly the cost of contracted bussing to bus students who reside more than 1 km (K-6) or 2 km (Gr 7-12) away from their boundary school. These costs include the operation of buses provided by Southland Transportation Ltd. Costs include the provision of specialized bussing needs for students with disabilities. Transportation expenditures are at 97.9% of the total budget. The budget has been updated to reflect the funding changes from the grant submission which was completed in November 2024. There is also a timing issue as transportation costs are incurred for 10 months, but the revenue received from Alberta Education is divided over 12 months. The Division has also paid the Christian School Societies their portions of the transportation funding in one payment versus monthly as the Alberta Education funding is paid to the Division. Lastly, the Division has received \$141,325 in fuel contingency funding as of May 31st which will also help offset costs, along with any deferred grant amount from the prior year.

System Administration

System administration expenditures represent the cost of the Board of Trustees, Finance, Human Resources, System Instructional Support, and the Office of the Superintendent. Administration expenditures are at 76.0% of the total budget. Actual costs are under forecasted costs.

External Services

An external service represents costs that are outside regular provincially mandated instruction and operations. The International Services program provides programming to students who attend the Division schools from other countries and pay a tuition fee to attend our schools. Costs include costs of homestay providers, student insurance, student recruitment and administration of the program. External (international) expenditures are at 77.0% of the total budget. This is slightly higher than forecasted costs and this is due to timing. This is a self-sustaining program (revenue brought in covers all the expenses).

Overall, expenditures are comparable to the operating budget as at May 31, 2025 at 75.66% of the operating budget.

Lethbridge School Division
Schedule of Instructional (Pre-K to Grade 12) Program Expenditures
For the period ended May 31, 2025

| PROGRAM | Budget Updated Budget 2024-2025 (Sept 30th 2024) | Forecast Forecasted To May 31st, 2025 | Actual Results Actual Year Ended May 31st, 2025 | Variances | |
|---|---|---|---|------------------------------|--|
| | | | | % Expended Updated Budget | % Expended Forecast to August 31st |
| School Based Instruction (K-12) | \$75,900,172 | \$56,532,927 | \$56,079,976 | 73.89% | 99.20% |
| Inclusive Learning Supports | \$13,109,493 | \$11,159,441 | \$10,713,644 | 81.72% | 96.01% |
| Shared Instructional Services | \$11,613,856 | \$8,971,597 | \$8,465,246 | 72.89% | 94.36% |
| School Generated Funds Activities | \$4,454,447 | \$2,672,668 | \$2,766,805 | 62.11% | 103.52% |
| Technology | \$3,221,436 | \$2,514,002 | \$2,864,243 | 88.91% | 113.93% |
| Institutional Programs | \$1,047,455 | \$824,047 | \$753,534 | 71.94% | 91.44% |
| Division of Instructional Services | \$634,880 | \$461,835 | \$399,997 | 63.00% | 86.61% |
| Indigenous Programming | \$595,385 | \$446,539 | \$451,233 | 75.79% | 101.05% |
| Counselling Program | \$3,418,779 | \$2,601,870 | \$2,601,155 | 76.08% | 99.97% |
| Other Instructional Programs | \$2,492,087 | \$1,651,023 | \$2,393,522 | 96.04% | 100.00% |
| Total Instructional (Pre-K to Grade 12) Program Expenditures | \$116,487,990 | \$87,835,949 | \$87,489,355 | 75.11% | 99.61% |

Other Instructional Programs:
Community Outreach School
Downtown LA
High School Off Campus
Distance Learning Program
Poverty Committee
Making Connections
BOOST Program
Ready Set Go Program
Digital Wellness
New Curriculum Funding

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

Inclusive Learning Supports:
Inclusive Education
English as an Additional Language
Classroom Complexity
Jordan's Principle

Lethbridge School Division
Notes to the Schedule of Instructional (Pre-K to Grade 12)
For the nine (9) months ended May 31st, 2025

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

School Based Instruction

These expenditures represent expenditures at school sites. School Based Instruction expenditures are at 73.89% of the total budget. See the *Statement School Based Instruction Expenditures* for details of the each of the schools.

Inclusive Learning Supports

Inclusive Learning Supports includes expenditures Inclusive Education and English as an Additional Language. Inclusive Education provides all students with the most appropriate learning environment and opportunities for them to achieve their potential. Inclusion is about ensuring each student receives a quality education no matter their ability, disability, language, cultural background, gender or age. The forecasted budget is increased from the standard 25.0% per quarter as the educational assistants are paid over 10 months. Therefore, a high portion is forecasted over the period based on scheduled hours worked. Inclusive Learning Supports expenditures are at 81.72% spent of their total budget.

Additional funding in this area includes the classroom complexity grant and the external funding through Jordan's Principle which is targeted for specific students.

Shared Instructional Services

Shared Instructional Services includes programs and expenditures that provide support to schools within the Division. Expenditures include administrative allowances, the provision for sick leave, staff professional development and the employer share of teacher retirement fund costs that are supported by the Province. The forecasted budget is increased from the standard 25% as the ATA Professional Development fund is contributed in the 2nd quarter as well as substitute costs are only during the school year (September to June). Shared Instructional Services expenditures are at 72.89% spent of the total budget.

School Generated Funds Activities

School Generated Funds (SGF) activities includes activities at the school level for students that are not of a curricular nature, such as clubs, international travel, groups, athletics, and the arts. These activities are normally funded through user fees, fundraising, and donations. SGF expenditures are at 62.11% of the total budget. This is lower than forecasted because all possible fees are budgeted for, regardless if they end up actually being charged.

Technology

The Technology program is based on a standards-driven plan to provide the infrastructure to support current and future needs, trends, and applications in the school division for the implementation of information and communication technology. Technology expenditures are at 88.91% spent of the total budget, which is higher than forecasted due to the timing of

ordering products as well the technology department is currently getting ready to set up for West Coulee Station and the department will be reimbursed once the ordering is complete.

Institutional Programs

Institutional Programs include Harbor House School, CAMP (Lethbridge Regional Hospital School), Pitawani School, and Stafford Ridge School (AADAC). Institutional Programs expenditures are at 71.94% spent of the total budget.

Division of Instructional Services

The Division of Instructional Services (DIS) which provides curriculum and instructional support to schools and instructional programs. DIS expenditures are at 63.0% spent of the total budget. This is lower than forecasted costs due to lower than expected supply costs during the year.

Indigenous Programming

The Indigenous programming provides ongoing support for First Nations, Metis and Inuit students in their efforts to obtain an education and provides opportunities for Indigenous students to study and experience their own and other aboriginal cultures and lifestyles. Indigenous education expenditures are at 75.79% of the total budget.



Division's Indigenous Grad Ceremony 2025

Counselling Program

A comprehensive guidance and counselling program promotes the holistic development of students. The three-fold focus of counselling includes educational planning, personal and social development, and career preparation. Counsellors work with parents, teachers and community agencies to help students acquire the knowledge, skills, attitudes, and habits that enable students to reach their potential. Counselling Program expenditures are at 76.08% spent of the total budget.

Other Instructional Program

These are the other instructional programs and initiatives that support early learning to grade 12 instruction other than those programs specifically listed above. These include Community Outreach School, Downtown LA, High School Off campus, Distant Learning Program, Poverty Committee, and Making Connections the BOOST program, the Digital Wellness initiatives, and new curriculum funding. Other Instructional Program expenditures are at 96.04% spent of the total budget. The reason for this amount being higher than the other areas is due to the timing and complexities of each program. It is anticipated that these areas will be underbudget at year-end.

Overall, instructional (K to Grade 12) program expenditures are at 75.1% of its annual operating budget



General Stewart Elementary Students Showcase Talents

Lethbridge School Division
Schedule of School Based Instruction Expenditures

For the period ended May 31, 2025

| | Budget Updated Budget 2024-2025 (Sept 30th 2024) | Forecast Forecasted To May 31, 2025 | Actual Results Actual Year Ended May 31, 2025 | Variances | |
|--|---|---|---|------------------------------|--|
| | | | | % Expended Updated Budget | % Expended Forecast to August 31, 2025 |
| <u>SCHOOL</u> | | | | | |
| High Schools: | | | | | |
| Lethbridge Collegiate Institute | \$7,984,254 | \$5,990,471 | \$5,911,338 | 74.04% | 98.68% |
| Winston Churchill High School | \$5,900,963 | \$4,429,142 | \$4,411,120 | 74.75% | 99.59% |
| Chinook High School | \$6,827,050 | \$5,124,319 | \$5,078,149 | 74.38% | 99.10% |
| Victoria Park High School | \$2,085,390 | \$1,565,183 | \$1,559,799 | 74.80% | 99.66% |
| Immanuel Christian Secondary School | \$1,997,171 | \$1,498,790 | \$1,506,438 | 75.43% | 100.51% |
| | | | | | |
| Middle Schools: | | | | | |
| GS Lakie Middle School | \$3,395,702 | \$2,547,916 | \$2,490,879 | 73.35% | 97.76% |
| Wilson Middle School | \$3,776,070 | \$2,833,763 | \$2,810,194 | 74.42% | 99.17% |
| Gilbert Paterson | \$5,017,497 | \$3,765,970 | \$3,756,604 | 74.87% | 99.75% |
| Senator Joyce Fairbairn Middle School | \$3,737,501 | \$2,805,964 | \$2,873,109 | 76.87% | 102.39% |
| | | | | | |
| Elementary Schools: | | | | | |
| Senator Buchanan | \$2,061,866 | \$1,547,653 | \$1,554,050 | 75.37% | 100.41% |
| Immanuel Christian Elementary School | \$1,679,577 | \$1,260,367 | \$1,229,128 | 73.18% | 97.52% |
| Ecole Agnes Davidson | \$3,327,458 | \$2,497,874 | \$2,396,326 | 72.02% | 95.93% |
| Fleetwood-Bawden | \$2,269,926 | \$1,704,181 | \$1,689,396 | 74.43% | 99.13% |
| Galbraith | \$2,155,061 | \$1,616,295 | \$1,603,738 | 74.42% | 99.22% |
| Lakeview | \$2,316,452 | \$1,738,935 | \$1,713,253 | 73.96% | 98.52% |
| General Stewart | \$895,178 | \$671,611 | \$688,500 | 76.91% | 102.51% |
| Westminster | \$1,607,785 | \$1,206,637 | \$1,192,432 | 74.17% | 98.82% |
| Lethbridge Christian School | \$1,571,226 | \$1,179,216 | \$1,164,549 | 74.12% | 98.76% |
| Coalbanks Elementary School | \$3,779,572 | \$2,836,047 | \$2,777,764 | 73.49% | 97.94% |
| Nicholas Sheran | \$2,617,268 | \$1,963,920 | \$1,947,536 | 74.41% | 99.17% |
| Park Meadows | \$2,224,711 | \$1,669,502 | \$1,662,099 | 74.71% | 99.56% |
| Dr. Robert Plaxton | \$2,437,808 | \$1,829,496 | \$1,807,956 | 74.16% | 98.82% |
| Mike Mountain Horse | \$3,389,445 | \$2,115,062 | \$2,117,526 | 62.47% | 100.12% |
| Dr. Probe Elementary School | \$2,845,241 | \$2,134,613 | \$2,138,093 | 75.15% | 100.16% |
| | | | | | |
| Total School Based Instruction Expenditures | \$75,900,172 | \$56,532,927 | \$56,079,976 | 73.89% | 99.20% |

Lethbridge School Division
Schedule of School Generated Funds (SGF)

For the period ended May 31, 2025

| SCHOOL | SGF Balances August 31st 2024 | Actual Results | | SGF Balances As at May 31st, 2025 | Change in SGF Increase (Decrease) |
|--|-------------------------------------|-------------------------------------|-------------------------------------|---|--------------------------------------|
| | | Revenues up to May 31st, 2025 | Expenses up to May 31st, 2025 | | |
| UPDATED BUDGET 2024-2025 (September 30th) | N/A | \$7,108,447 | (\$7,108,447) | N/A | N/A |
| High Schools: | | | | | |
| Lethbridge Collegiate Institute | \$240,629 | \$938,266 | (\$826,095) | \$352,799 | \$112,170 |
| Winston Churchill High School | \$223,664 | \$226,188 | (\$236,084) | \$213,768 | (\$9,896) |
| Chinook High School | \$173,098 | \$336,358 | (\$254,930) | \$254,526 | \$81,428 |
| Victoria Park High School | \$559,395 | \$90,413 | (\$24,266) | \$625,542 | \$66,147 |
| Immanuel Christian Secondary School | \$76,060 | \$108,456 | (\$104,938) | \$79,578 | \$3,518 |
| Middle Schools: | | | | | |
| GS Lakie Middle School | \$167,981 | \$213,873 | (\$191,601) | \$190,253 | \$22,272 |
| Wilson Middle School | \$221,806 | \$106,736 | (\$140,914) | \$187,627 | (\$34,179) |
| Gilbert Paterson | \$187,217 | \$234,789 | (\$175,589) | \$246,417 | \$59,200 |
| Senator Joyce Fairbairn Middle School | \$251,040 | \$167,832 | (\$205,874) | \$212,998 | (\$38,042) |
| Elementary Schools: | | | | | |
| Senator Buchanan | \$34,549 | \$43,719 | (\$44,985) | \$33,283 | (\$1,266) |
| Immanuel Christian Elementary School | \$15,770 | \$74,221 | (\$65,066) | \$24,926 | \$9,156 |
| Ecole Agnes Davidson | \$165,232 | \$95,259 | (\$63,444) | \$197,047 | \$31,815 |
| Fleetwood-Bawden | \$72,524 | \$41,178 | (\$28,559) | \$85,143 | \$12,619 |
| Galbraith | \$82,302 | \$27,165 | (\$32,692) | \$76,775 | (\$5,527) |
| Lakeview | \$68,809 | \$37,649 | (\$15,847) | \$90,610 | \$21,801 |
| General Stewart | \$4,079 | \$2,636 | (\$21,997) | \$7,718 | \$3,639 |
| Westminster | \$107,612 | \$45,045 | (\$29,671) | \$122,986 | \$15,374 |
| Lethbridge Christian School | \$31,160 | \$71,542 | (\$49,479) | \$53,223 | \$22,063 |
| Coalbanks Elementary School | \$80,238 | \$65,376 | (\$48,987) | \$96,627 | \$16,389 |
| Nicholas Sheran | \$51,833 | \$45,606 | (\$29,016) | \$68,423 | \$16,590 |
| Park Meadows | \$52,765 | \$71,492 | (\$36,907) | \$87,350 | \$34,585 |
| Dr. Robert Plaxton | \$31,549 | \$76,906 | (\$63,856) | \$44,599 | \$13,050 |
| Mike Mountain Horse | \$74,677 | \$30,743 | (\$16,242) | \$89,177 | \$14,500 |
| Dr. Probe Elementary School | \$115,047 | \$86,059 | (\$59,765) | \$141,341 | \$26,294 |
| West Coulee Station Elementary School | \$0 | \$39,597 | \$0 | \$39,597 | \$39,597 |
| School Generated Funds | \$3,089,036 | \$3,300,103 | (\$2,766,805) | \$3,622,334 | \$533,298 |
| Total SGF investment accounts (GICs) | \$0 | \$0 | | \$0 | \$0 |
| Total School Generated Funds | \$3,089,036 | \$3,300,103 | (\$2,766,805) | \$3,622,334 | \$533,298 |

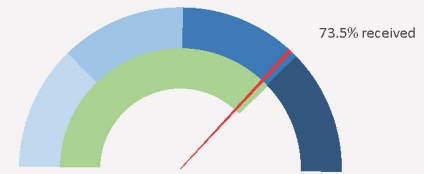
Lethbridge School Division Summary of Revenues Quarterly Reporting - May 31st, 2025

Financial Data as at June 3rd 2025

Government of Alberta
Federal & First Nations
Other School Authorities
Fees
Other Sales & Services
Investment Income
Gifts & Donations
Rental of Facilities
Fundraising
Gain on Disposal

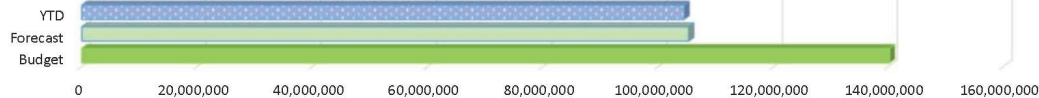
| Budget | Forecast | YTD | Variance | YTD % |
|-------------|-------------|-------------|-----------|--------|
| 140,176,507 | 105,252,665 | 104,457,744 | 794,920 | 74.5% |
| 1,049,265 | 982,669 | 741,260 | 241,408 | 70.6% |
| 45,000 | 45,000 | 45,000 | 0 | 100.0% |
| 4,745,982 | 3,559,487 | 2,119,550 | 1,439,936 | 44.7% |
| 902,994 | 730,794 | 934,249 | (203,455) | 103.5% |
| 601,453 | 451,090 | 347,748 | 103,342 | 57.8% |
| 368,000 | 276,000 | 366,096 | (90,096) | 99.5% |
| 20,304 | 15,228 | 16,500 | (1,272) | 81.3% |
| 2,160,000 | 1,620,000 | 1,310,055 | 309,945 | 60.7% |
| 0 | 0 | 0 | 0 | 0.0% |
| 150,069,505 | 112,932,931 | 110,338,202 | 2,594,729 | 73.5% |

Total Revenue Tachometer:

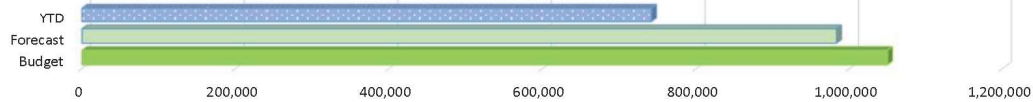


Year-to-date (YTD)
compared to budget
and forecast, including
% of budget indicator

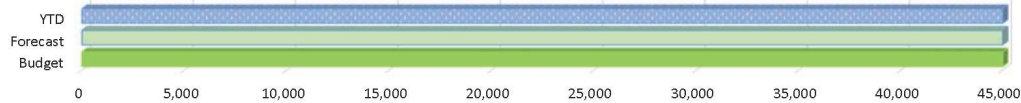
Government of Alberta



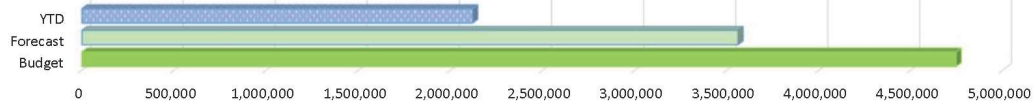
Federal & First Nations



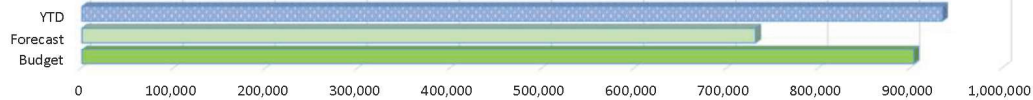
Other School Authorities



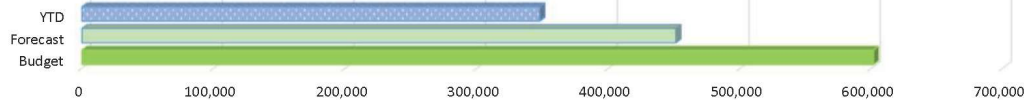
Fees



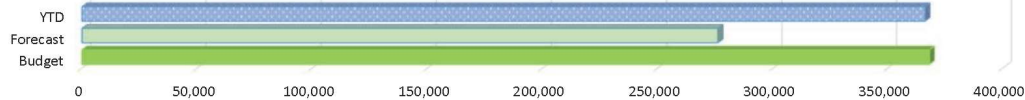
Other Sales & Services



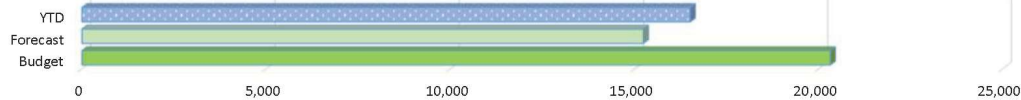
Investment Income



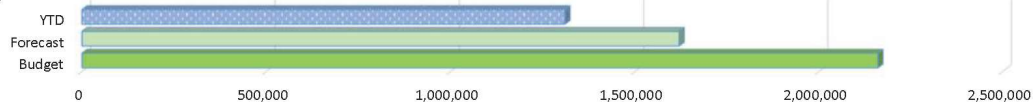
Gifts & Donations



Rental of Facilities



Fundraising



Lethbridge School Division Summary of Expenses Quarterly Reporting - May 31st, 2025

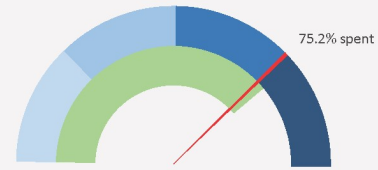
Financial Data as at June 3rd 2025

| | Budget | Forecast | YTD | Variance | YTD % |
|------------------------------|-------------|-------------|-------------|-----------|-------|
| Salaries | 91,936,119 | 69,990,289 | 70,415,636 | (425,347) | 76.6% |
| Benefits | 23,765,467 | 18,297,051 | 18,625,704 | (328,653) | 78.4% |
| Professional Development | 943,531 | 942,441 | 755,988 | 186,453 | 80.1% |
| Contracted Services | 10,740,969 | 9,027,306 | 9,870,775 | (843,469) | 91.9% |
| Other Services | 2,751,645 | 2,480,549 | 2,091,746 | 388,802 | 76.0% |
| Supplies | 5,173,914 | 3,978,339 | 3,537,242 | 441,097 | 68.4% |
| Other Expenditures | 763,492 | 572,619 | 396,272 | 176,347 | 51.9% |
| Capital, Transfer & Projects | 14,724,993 | 11,043,745 | 7,665,340 | 3,378,404 | 52.1% |
| | 150,800,130 | 116,332,338 | 113,358,703 | 2,973,635 | 75.2% |

77.1%

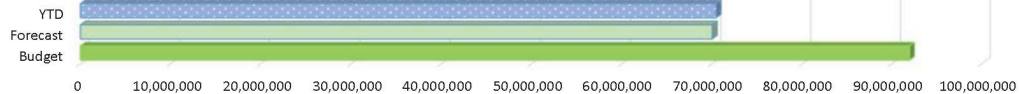
The forecasted figures have been estimated based on the approved "September 30th" budget and the timing of the transactions and journal entries (i.e. regular transactions, such as payroll, are based on 75% of the approved budget).

Total Expense Tachometer:



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

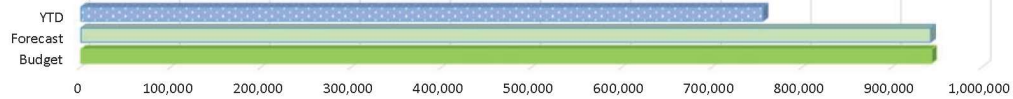
Salaries



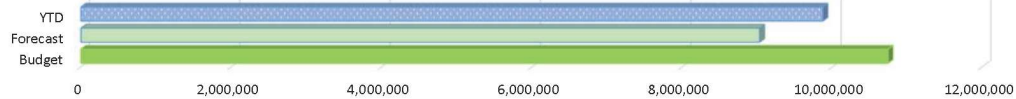
Benefits



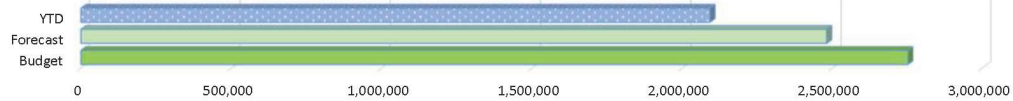
Professional Development



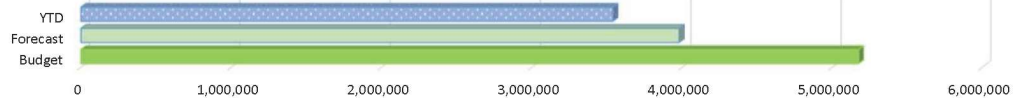
Contracted Services



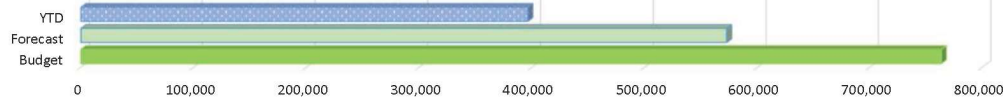
Other Services



Supplies



Other Expenditures



MEMORANDUM

June 17, 2025

To: Board of Trustees

From: Mike Nightingale
Superintendent of Schools

RE: Policy 602.3 French as a Second Language

Background:

Elementary administrators have requested that the Board consider amending Policy 602.3 French as a Second Language (FSL). Specifically, they are seeking greater flexibility in how French instruction is delivered in grades 4 and 5.

Administrators have expressed a desire to align Division policy more closely with Alberta Education guidelines which currently categorize French Second Language instruction as optional at the elementary level. In contrast, Division policy mandates French Second Language instruction in grades 4 and 5. Shifting from a mandatory to an optional model would allow schools to more effectively tailor programming to meet the unique needs of their communities. This increased flexibility is especially important in the current context of constrained human and financial resources.

A draft amended version of policy 602.3 is included for the Board's consideration.

Recommendation:

It is recommended that the Board receive this as information and provide feedback on future direction.

Respectfully submitted,
Mike Nightingale

Approved: September 23, 1998

Amended: October 22, 2002

Amended: March 18, 2008

Amended: February 26, 2013

Amended: May 22, 2018

602.3 French as a Second Language

Policy

The Board of Trustees believes that French instruction offers numerous benefits to students, including enhanced learning, increased cultural awareness, and expanded future opportunities. Accordingly, French instruction is recognized as an important component of the programming offered by Lethbridge School Division.

Schools are encouraged to offer French as a Second Language instruction where enrollment and resources warrant.

~~The Division shall provide French as a Second Language programs.~~

Regulations

1. French as a Second Language instruction ~~shall be provided~~ is encouraged using the appropriate Alberta Programs of Studies:
 - 1.1 in any grade where enrollment and resources are available; and
 - 1.2 given the importance of early acquisition of language, is strongly encouraged as part of grade 4 and 5 programming.
 - ~~1.1. in grade 4 and 5; and~~
 - ~~1.2. where enrollment numbers warrant in grades 6 through 12.~~
2. ~~All students in grades 4 and 5 shall take French as a Second Language unless exempted.~~ Where French as a Second Language instruction is offered, students may be exempted from French as a Second Language instruction at the discretion of the principal, in consultation with the teacher and parent/guardian in the following circumstances:
 - 2.1. students whose learning needs are met through alternate programming during the FSL instruction time.
 - 2.2. students enrolled in alternative language programs (e.g. Blackfoot).
 - 2.3. Upon the written request by a parent/guardian providing that the principal is satisfied that it is in the student's best interest

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

Lethbridge School Division

433 -15 Street South

Lethbridge, AB T1J 2Z4

Phone: 403.380.5300 | Fax: 403.327.4387



April 30, 2025

Honourable Demetrios Nicolaides,
Minister of Education
Office of the Minister Education

Re: Funding Shortfall- 2025-26 Budget

Dear Minister Nicolaides,

Thank you for being open to learning about the funding challenges Lethbridge School Division is facing. We appreciate the increases already provided in the 2025-26 budget and the revisions made to the Three-Year Weighted Moving Average. Unfortunately, even with these changes, expenses continue to outpace funding. Staffing costs are rising rapidly without a corresponding increase in funding. We appreciate the funding for the mediator's recommended settlement for the 2024-2028 ATA Collective Agreement. However, the Division still faces cost pressures. As a result of these cost pressures, the financial situation in Lethbridge School Division is critical. Without additional funding, our division will be forced to make significant reductions in a multitude of areas, including staffing. This will negatively impact classrooms and the educational services we provide.

Therefore, we are writing to request the following:

- Additional funding to cover the full costs of salary increases for CUPE settlements for the 2024-25 and 2025-26 school years.
 - This would include any salary increases and market adjustments negotiated within the parameters of government mandates.
- Release the additional \$125 million for the 2025-26 school year identified in the mediator's recommendation as soon as possible. In addition, we believe this funding should be as flexible as possible to allow school authorities to address their unique context.
- Provide an increase to the Base Grant for the 2025-26 school year. The \$125 million noted above could be used as a starting point to provide this increase to the Base Grant.
 - The increase is needed to cover rising costs in resources, software, and staff health benefits.

Based on our analysis of the funding manual and our funding profile, it is projected Lethbridge School Division will experience an increase in instruction-based staffing costs of approximately \$3 million between 2024-25 and 2025-26. The breakdown of the \$3 million cost increase includes:

- Cost of ATA increase in experience (normal grid movement): \$1 million
- CUPE Educational Support Workers (school-based): \$1,600,000 (2024 and 2025)
- ASEBP Premium cost increases (4.3%): \$450,000

This deficit exceeds the 3% annual increases in the ATA grid outlined in the ATA Collective Agreement, as Alberta Education has stated it will cover these costs.

Given there has been no increase in the Base Grant, the only available funding to cover these rising staffing costs is derived from the 2.32% increase in the Services and Supports grant, amounting to \$344,000 for our division.

Additionally, the Division is facing a reduction in funding of \$1.5 million due to unexpected lower enrolment than projected for the 2024-25 school year. Furthermore, given the economic climate and recent layoffs at Lethbridge Polytechnic, there is concern over potential enrolment decline, which could result in further reductions in funding by as much as \$1.4 million or more should enrolment decrease from 2024-25.

When combined, these factors result in a total projected shortfall of \$6 million in our instructional budget. The Division has relied on reserve funds in recent years to mitigate the shortfalls created by the Three-Year Weighted Moving Average, but these reserves have now been depleted. Without additional funding, the Division will be compelled to seek cost savings that will impact classrooms and student services.

Furthermore, although an increase of 2.32% in transportation is appreciated, the grant provided for transporting students with complex needs is not keeping pace with the cost to transport these students. In prior years, Lethbridge School Division was able to support the shortfall in funding for transporting students with complex needs with funding from the regular transportation grant. In 2024-25, the Division is not able to cover this shortfall, which is \$400,000. Currently, the cost to transport students with complex needs is double the grant provided. The Division can no longer sustain this shortfall due to our depleted reserve balance.

In summary, we are deeply concerned about the implications of not increasing the Base Grant, recent salary settlements, and other inflationary cost pressures on the Division's Budget. The reality is our expenses have been outpacing our funding for several years. Our division is in a precarious financial position. We respectfully request an increase in funding to prevent reductions that would adversely affect our classrooms and the essential support services provided to students.

Thank you for taking the time to review this letter. We would be happy to provide additional information and context. We remain committed to working together with the government to provide the best education possible for our students.

Sincerely,



Christine Light, Board Chair Lethbridge School Division

cc Lora Pillipow, Deputy Minister
 Board of Trustees, Lethbridge School Division
 Mike Nightingale, Superintendent, Lethbridge School Division
 Christine Lee, Associate Superintendent Business and Operations, Lethbridge School Division



ALBERTA
EDUCATION AND CHILDCARE

*Office of the Minister
MLA, Calgary - Bow*

AR 129821

June 11, 2025

Ms. Christine Light
Board Chair
Lethbridge School Division
433 - 15 Street South
Lethbridge AB T1J 2Z4

Dear Ms. Light:

I appreciate the opportunity to respond to your letter regarding funding for Lethbridge School Division.

Alberta's government recognizes that Albertans want a strong, vibrant education system that meets the learning requirements of students and gives them the skills and knowledge they need to be successful in school, work, and life. Budget 2025 reflects our continued commitment to address rising enrolment growth, meet the diverse needs of students in the classroom, and support our education partners in delivering a world-class education that sets all Alberta students up for success.

Through Budget 2025, we are responding to the challenges facing our education system with investments that will ensure Alberta students receive the world-class education they deserve, now and in the future. Education and Childcare's budget will reach an all-time high of \$9.88 billion in 2025/26, an increase of \$426 million, or 4.5 per cent, from the previous year.

For the 2025/26 school year, Lethbridge School Division is projected to receive \$128.9 million in operational funding, an increase of \$4.4 million, or 3.5 per cent, compared to 2024/25. Final funding profiles and commitment letters for all school boards have now been released.

School boards told us they want consistent, predictable funding to maintain and operate schools, and we listened. As you mentioned in your letter, we revised our education funding model to a two-year average enrolment method. The rationale for using average enrolment method instead of a per-student funding model is to provide greater funding stability for school boards experiencing declining enrolment.

.../2

This approach helps protect boards from significant year-over-year fluctuations in funding, which could create financial challenges and make long-term planning more difficult. A two-year average enrolment allocation strikes a balance by accommodating enrolment changes while ensuring funding stability for all school boards.

Education and Childcare provided over \$90 million in rate increases in the 2025/26 school year to support the rising costs experienced within school divisions. No changes to the base funding structure are currently anticipated. Any updates to funding rates, if approved, will be communicated to school boards.

Negotiations between the government and the Alberta Teachers' Association for the new collective agreement are underway. Once the new collective bargaining agreement is in place, Education and Childcare will re-examine the salary settlement grant calculation to ensure it is consistent with the bargaining agreement. More information will be provided after the settlement is ratified. We appreciate the details provided regarding additional operational pressures, including CUPE settlements, and we will incorporate your feedback into our analysis.

We recognize that special transportation costs continue to rise, especially in urban areas where the number of students requiring special transportation services continues to grow. Feedback from our stakeholders on this issue will be taken into consideration when determining student transportation rates as part of Budget 2026 discussions this fall.

Thank you for your commitment to Alberta's students and for taking the time to write.

Best,

A handwritten signature in black ink, appearing to read "Demetrios Nicolaides". The signature is fluid and cursive, with the first name "Demetrios" written in a larger, more prominent script than the last name "Nicolaides".

Demetrios Nicolaides ECA PhD
Minister of Education and Childcare