3:30 p.m.  1. Approval of Agenda

3:32 p.m.  2. Approval of Minutes
If there are no errors or omissions in the minutes of the Regular Meeting of January 26, 2016 it is recommended that the minutes be approved by the Board and signed by the Chairman.

3:34 p.m.  3. Business Arising from the Minutes

4. Presentations
3:35 p.m.  4.1 Edwin Parr Nomination Enclosure 4.1

5. Action Items
4:00 p.m.  5.1 Approval of International Trips – Chinook Robotics Enclosure 5.1
5.2 New Student Information System Enclosure 5.2
5.3 Tender for roof at Mike Mountain Horse Enclosure 5.3
5.4 Policy Review:
   Policy 608.3 Learning Commons
   Policy 601.2.1 School Year
   Policy 607.4 Responsible Use of Technology
   Appendix to Policy 502.1 Student Code of Conduct
   Policy 502.2 Sexual Orientation, Gender Identity & Gender Expression

4:30 p.m.  Public Forum

4:50 p.m.  6. District Highlights

7. Information Items
4:55p.m.  7.1 Board Chair Report
   7.1.1 Breakfast with the Board
          March 8, 2016 – Chinook Enclosure 7.1.1

5:00 p.m.  7.2 Superintendent Report
   7.2.1 Donations and Support Enclosure 7.2.1
7.2.2 Board Priorities Report
7.2.3 Acknowledgements of Excellence
7.2.4 Snacks with the Superintendents
   March 2, 2016 – Victoria Park/LASP
7.2.5 Enrolment Summary, January 31, 2016
7.2.6 Calendar of Events

8. Reports
5:10 p.m.  8.1 Joint City of Lethbridge and
           School Boards – January 20, 2016  Enclosure 8.1
5:20 p.m.  8.2 ATA Local 41 Council – February 3, 2016  Enclosure 8.2

9. Correspondence - Received
5:20 p.m.  9.1 Alberta Government

10. Correspondence - Sent
5:25 p.m.  None at this time.

5:30 p.m.  Adjournment

IN ATTENDANCE:

Trustees:  Mich Forster, Jan Foster; Tyler Demers; Donna Hunt; Don Lacey; Lola Major

Administrators:  Cheryl Gilmore; Don Lussier; Wendy Fox; Sharon Mezei; Michelle Loxton (Recorder)

Regrets:  Keith Fowler

The Chair called the meeting to order at 3:32 p.m.

1. Approval of Agenda
   Additions to the Agenda
   5.3 Secondary School Fees

   Correspondence Received:
   • Alberta Infrastructure
   • Minister Eggen

   Trustee Jan Foster moved:
   “that the agenda be approved as amended.”
   CARRIED UNANIMOUSLY

2. Approval of Minutes
   Trustee Tyler Demers moved:
   “that the minutes of the Regular Meetings held on December 15, 2015 be approved and signed by the Chair.”
   CARRIED UNANIMOUSLY

3. Business Arising from the Minutes
   No business arising from the previous minutes.

4. Presentations
   No presentations were presented.

5. Action Items
   5.1 Policy Review
   District policies are reviewed on a continuous basis to ensure they reflect the position of the Board. The Policy Advisory has representation from the Board, District School Council, each of the employee groups, and District and school administration. District Principal Teresa Loewen was in attendance to

   Approval of Agenda
   6395/16

   Approval of Minutes of the Regular Meeting
   6396/16

   Policy Review
   Policy 607.4 Reading 1st Reading
   6397/16
provide an overview, share any feedback received and respond to questions of the Board of the policy below:

- 607.4 – Responsible Use of Technology

Trustee Lola Major moved:
“that the Board approved 1st Reading of Policy 607.4 as presented.”

CARRIED UNANIMOUSLY

5.2 Approval of International Trip
Chinook High School (CHS) is requesting permission to take their boys baseball team on a trip to Great Falls and Helena, Montana, USA from April 27, 2016 to April 30, 2016 to compete against high level teams. Teacher, Bruce Carbert, from Chinook High School was in attendance and provided information regarding the educational benefits of the trip and the proposed itinerary. The only costs that will be incurred by the students will be for their food and spending money. All other costs are covered by their baseball fees paid at the first of the season. Fundraising opportunities are available to students to offset the cost of the trip.

Trustee Jan Foster moved:
“that the Board approve the CHS boys baseball trip to Great Falls and Helena, Montana, USA from April 27, 2016 to April 30, 2016, on the condition that all district policies and procedures are strictly followed.”

CARRIED UNANIMOUSLY

5.3 Secondary School Fees
Associate Superintendent Don Lussier provided the Board with information with regard to the impact to the district if secondary school fees were to be eliminated. The elimination of such fees will save families $53 per middle school student, and $70 for each student at the high school level. The basic district school fee were assessed to students to cover costs of basic supplies and materials provided by the school, including textbook rentals.

Fees will continue to be charged for courses at middle and high schools which require materials
over and above basic supplies for courses such Art and Foods, for example, along with fees for several extracurricular activities.

By eliminating the basic fees, the Board hopes it reduces at least some of the burden families are facing during the Alberta economic slowdown. The Board eliminated the basic fees at the elementary level a number of years ago.

Trustee Donna Hunt moved:
"that the Board eliminate basic school fees for students in middle school and high school effective the 2016-2017 school year.

CARRIED UNANIMOUSLY

6. District Highlights
   None at this time.

7. Information Items
   None at this time.

7.1 Board Chair Report
   7.1.1 Breakfast with the Board
   Breakfast with the Board has been scheduled at Lethbridge Christian School on Tuesday, February 9, 2016 from 7:45 a.m. – 8:15 a.m.
   Following the breakfast, Principal Les Greeno will provide a tour of the school for trustees.

7.2 Superintendent Report
   7.2.1 Board Priorities Report
   Superintendent Cheryl Gilmore provided the Board with a progress report of the Board Priorities.

   7.2.2 Acknowledgements of Excellence

Ken Rogers, LCI teacher, was presented the Legion of Honour Award in Chicago recently. The Legion of Honour Award was established by the John Philip Sousa Foundation to recognize and honour band directors who have maintained school concert band programs of excellent musical quality for a period of at least 20 years and who have held positions of leadership in their professional organizations.
**Brett Clifton**, Wilson teacher, was interviewed on CBC Eye Opener radio program for his involvement with the Vimy Lethbridge Highlanders Project and repatriation of war graves from the First World War.

**Agnes Davidson School** LEGO Robot Club excel at LEGO League Trash Trek Challenge in Calgary.

Winston Churchill High School grade 2 Griffin rugby athletes **Abby Neudorf** and **Mikhi Lagemaat** were selected to the Rugby Alberta U18 Girls 7’s Provincial Team. They will be competing April 9-13 in Vancouver with the team in an international age-grade rugby 7’s competition. Both have also recently committed to the University of Lethbridge Horns Rugby program for 2016.

7.2.3 **Snack with the Superintendents**

All the staff of Nicholas Sheran Community School have been invited to have Snacks with the Superintendents on Wednesday, February 10, 2016 beginning at 7:45 am.

7.2.4 **Donations and Support**

Lethbridge School District No. 51 is fortunate to be in a community that strongly supports programs and services for students. The District 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. Attached are the donations and support received by the district.

**Lethbridge and Southwestern Alberta Communication Foundation** provided a grant from the Dick and Mary Quon Endowment Fund for $500 to the **LCI Scholarship Fund**.

**Dr. Probe School** received $5,000 from the **Lethbridge Kinsmen Club** to go towards their Leader in Me program.

7.2.5 **Enrolment Summary – December 31, 2015**

Superintendent, Cheryl Gilmore shared an enrolment summary for District schools, broken
down by grade as of December 31, 2015 for the Board to receive as information.

7.2.6 Calendar of Events
The Calendar of Events was reviewed for the period of January 29, 2016 to February 23, 2016.

8. Reports
Trustees Lola Major provided a verbal report on the Policy Advisory Committee Meeting held on January 6, 2016.

8.2 District School Council – January 11, 2016
Trustee Keith Fowler provided a written report on the District School Council Meeting held on January 11, 2016.

8.3 Community Engagement Committee – January 12, 2016
Trustee Jan Foster provided a written report on the Community Engagement Committee Meeting held on January 12, 2016.

8.4 ASBA Zone 6 Meeting – January 13, 2016
Trustee Jan Foster provided a written report on the ASBA Zone 6 Meeting held on January 13, 2016.

Public Forum
David Wetherstrand, a parent of students in the district, spoke on behalf of a group of parents who were in attendance to share their concerns and ask questions of the Board with respect to the impending school district Sexual Orientation and Gender Identity policy and information provided by the Government regarding recommended guidelines. The two issues of concern were as follows:

- Guidelines and principles that underlie the guidelines from the Government
- Requesting support of the Board to request the date be changed to the end of June rather than the March 31st deadline in order to lobby the government to request the deadline be extended. Trustee Mich Forster provided
clarification and shared the process with the parent group.

9 Correspondence – Received
• Alberta Infrastructure re: Waterbridge Middle School
• Alberta Education: Minister Eggen

10 Correspondence - Sent
None at this time

Adjournment
Trustee Donna Hunt moved:
“that the meeting be adjourned at 4:15 p.m.”
CARRIED UNANIMOUSLY

Mich Forster, Chair
Don Lussier, Associate Superintendent
Business Affairs
MEMORANDUM

February 23, 2016

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Edwin Parr Nomination

Background
On an annual basis, each school jurisdiction is invited to submit the name of one first year teacher as its nomination for the Edwin Parr Award, which is sponsored by the Alberta School Boards Association. Nominees from Zone 6 jurisdictions will be recognized at the May 11th Zone 6 ASBA meeting in Taber. One nominee from the zone will then be selected as the zone nominee for the Fall General Meeting of the ASBA.

With many outstanding beginning teachers in the District, it was certainly not an easy task for Associate Superintendent Sharon Mezei, in consultation with school principals, to select a District nominee.

The Lethbridge School District nominee for the 2016 Edwin Parr Award is Dawson Kennedy, who teaches at Fleetwood Bawden School.

Dawson, accompanied by Fleetwood Bawden School principal Broc Higginson will attend the Board Meeting. Broc will provide a brief summary highlighting Dawson’s accomplishments in his first year of teaching.

Recommendation:
It is recommended the Board receive this report as information and take the opportunity to have Dawson share his experiences during this year.

Respectfully submitted,

Cheryl Gilmore
MEMORANDUM

February 23, 2016

To: Board of Trustees

From: Wendy Fox
       Associate Superintendent, Instructional Services

RE: Approval of International Trips

Background
Chinook High School (CHS) is requesting permission to take their Robotics Team to St. Louis, Missouri, USA to compete in the FIRST Robotics Competition (FRC) World Championships from April 22nd, 2016 to April 27th, 2016. Information regarding the educational benefits of the trip and the proposed itinerary are attached. The estimated cost per student is $1,000.00. Fundraising opportunities will be available to students to offset the cost of the trip.

Recommendation
That the CHS Robotics Team trip to the FRC World Championships in St. Louis, Missouri, USA from April 22nd, 2016 to April 27th, 2016 be approved, on the condition that all district policies and procedures are strictly followed.

Respectfully submitted,

Wendy Fox
FRC Team #5725 - Cerberus  
Kevin Schenk & Darrell Laidlaw – Chinook High School

Educational Benefits of the Trip:

The main goal for the students is to make it to the FRC World Championship once again, this time by securing a spot on the podium at our Regional competition in Calgary. Students look forward to collaborating with other teams from around the world, specifically learning from those more experienced, and seeing what ideas have come out of the creative process of building a robot. This trip would also be a great team builder, as students from our team will need to work well together, with limited supplies and time, to problem solve and achieve a common goal. Attending the FRC World Championship would be an incredible experience for all involved, and a uniquely rich opportunity for growth, both personally and intellectually.

Cost per student:

The cost per student is dependent upon the number of students that wish to attend, as expenses will be divided evenly between attendees. Assuming that we have approximately 8 attendees (not including chaperones), the total cost of the trip will likely be approximately $17,000 (based on last years’ expenses), with the cost per student around $1000, dependent upon sponsorship. This includes flights, accommodations, and food costs.

Fundraising/sponsorship: With the generous help of our primary sponsors Pratt & Whitney and Alcoa, we hope that a significant portion of the expenses for the proposed trip will be covered. We as a team are continually seeking new sponsorship, and have created a robust sponsorship package that we would offer to businesses. Any additional sponsorship would be used to pay for season expenses and/or lessen the cost of the trip.
FRC Team #5725 - Cerberus
Kevin Schenk & Darrell Laidlaw – Chinook High School

Proposed Itinerary

Wednesday, April 22, 2015
5:00am.........................Depart from Chinook High School with volunteer drivers.
7:00am.........................Arrive at Calgary International Airport.
9:00am......................... Flight TBA
2:00pm.........................Arrive at St Louis, Missouri International Airport.
2:30pm.........................Transportation to America’s Centre for team load-in.
3:00pm – 7:00pm..........FRC Pit time – robot work, team meetings.
7:30pm.........................Arrive at accommodations: TBA

Thursday, April 23, 2015
7:30am.........................Arrive at Edward Jones Dome
8:30am – 7:30pm........FRC activities (schedule TBA)
8:00pm.........................Return to hotel via Metro.
8:00pm - 10:00pm........Free time.
10:00pm.........................Lights out.

Friday, April 24, 2015
7:30am.........................Arrive at America’s Centre
8:30am – 7:00pm........FRC activities (schedule TBA).
7:00pm.........................Return to hotel via Metro.
7:00pm - 10:00pm........Free time.
10:00pm.........................Lights out.

Saturday, April 25, 2015
February 4, 2016

7:30am..................................Arrive at Edward Jones Dome.
8:30am – 6:00pm.............FRC activities (schedule TBA).
6:30pm - 10:00pm........First Championship Closing Ceremony
10:30pm..............................Return to hotel
11:00pm..............................Lights out

Sunday, April 26, 2015

8:00am..............................Arrive at Edward Jones Dome
8:30am – 9:30am.........Clean up pit area, prepare Yotebot for shipping
10:00am – 5:00pm.........Walking tour of St. Louis & sight-seeing
6:00pm..............................Free time.
10:00pm..............................Lights out

Monday, April 27, 2015

7:30am..............................Check out of hotel.
8:00am..............................Arrive at St. Louis International Airport
10:00am..............................Flight TBA
6:00pm..............................Arrive at Calgary International Airport; depart for Lethbridge
8:00pm..............................Arrive at Chinook High School
MEMORANDUM

February 23, 2016

To: Board of Trustees

From: Don Lussier
Associate Superintendent, Business Affairs

RE: New Student Information System

Background
The Board is aware that our current student information software vendor has decided to drop out of Alberta because of the cost of becoming PASI (Provincial Approach to Student Information) compliant.

This necessitated the District to invite qualified firms possessing the expertise, proven experience and financial and personnel resources, to submit a Written Statement of Qualifications demonstrating their ability to provide a Student Information System in accordance with the specific needs of the District, which included PASI compliance.

Only two vendors were PASI compliant and met the specific needs of the District and they were Power School Group LLC and Maplewood Computing Ltd.

The review analysed corporate profile, project team, industrial certification, references, scope, project schedule, timelines, and value added.

Power School Group LLP was rated as superior over Maplewood Computing Ltd’s satisfactory in the review. The total cost of all fees and services for year one of Power School Group LLP is $108,040 US and this includes license, annual maintenance and support, basic and school set up, product education, and training. The future estimated annual costs would be approximately $53,050 US.

Recommendation:
That the Board approve Power School Group LLP as the District’s new Student Information System provider at the cost of $108,040 US.

Respectfully submitted,

Don Lussier
MEMORANDUM

February 23, 2016

To: Board of Trustees

From: Don Lussier
   Associate Superintendent, Business Affairs

RE: Tender for the Roof Replacement at Mike Mountain Horse School

Background:
This funding is to address the necessary roof replacement at Mike Mountain Horse School.

Funding will come from the Infrastructure Maintenance Renewal Program.

The following tenders were received:

<table>
<thead>
<tr>
<th>Tendering Company</th>
<th>Base Bid</th>
<th>Separate Cost Item</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlton and Hill Limited</td>
<td>$574,590.00</td>
<td>$76,468.00</td>
<td>$651,058.00 plus GST</td>
</tr>
<tr>
<td>Plato’s Superior Roofing Ltd.</td>
<td>$738,860.00</td>
<td>$120,428.00</td>
<td>$859,288.00 plus GST</td>
</tr>
<tr>
<td>Peddie Roofing &amp; Waterproofing Ltd.</td>
<td>$866,000.00</td>
<td>N/A</td>
<td>$866,000.00 plus GST</td>
</tr>
</tbody>
</table>

We estimate the cost to be $877,014.00 plus GST.

Recommendation:
It is recommended that the Board awards the contract for the roof replacement at Mike Mountain Horse School to Charlton and Hill Limited in the amount of $651,058.00 plus GST.

Respectfully submitted,
Don Lussier
MEMORANDUM

February 23, 2016

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

RE: Policy Review

Background
District policies are reviewed on a continuous basis to ensure they reflect the position of the Board. The Policy Advisory has representation from the Board, District School Council, each of the employee groups, and District and school administration. District Principal Teresa Loewen coordinates the meetings. In the current year, the Policy Advisory Committee will:

- Finish review of policies in the 600, 800, 900, 1000, 100 sections which were held over from last year.
- Approve new policies in these areas: Learning Commons, Copyright, Use of Technology/Digital Citizenship.
- Ensure that the policy manual is current, according to the new Education Act.

The policies listed below were reviewed by the Policy Advisory Committee. Subsequently, the policies were distributed to school and District administration, staffs and school councils for input.

<table>
<thead>
<tr>
<th>Policy #</th>
<th>Policy Name</th>
<th>Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>608.3</td>
<td>Learning Commons</td>
<td>First reading</td>
</tr>
<tr>
<td>601.2.1</td>
<td>School Year</td>
<td>First reading</td>
</tr>
<tr>
<td>607.4</td>
<td>Responsible Use of Technology</td>
<td>Second reading</td>
</tr>
<tr>
<td>502.1</td>
<td>Appendix A Student Code of Conduct</td>
<td>First reading</td>
</tr>
<tr>
<td>502.2</td>
<td>Sexual Orientation, Gender Identity and Gender Expression</td>
<td>First reading</td>
</tr>
</tbody>
</table>

Teresa Loewen will attend the Board meeting and provide an overview of each policy, share any feedback that has been received and respond to questions trustees may have.

Recommendation
It is recommended that the Board adopt the revisions to the policies as presented by the Policy Advisory Committee, or as amended.
<table>
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</table>

Respectfully submitted,
Cheryl Gilmore
608.3 Library Services Learning Commons

Policy

All District schools shall operate a school library and provide students with instruction on how to access information through the library learning commons to support students in attaining the competencies as stated in the Ministerial Order on Student Learning.

Regulations

1. School libraries shall provide access to information in a variety of formats, including, but not limited to:
   1.1. books and magazines;
   1.2. pictures and photographs;
   1.3. audio materials;
   1.4. audio-visual materials; and
   1.5. internet-based resources.

1. The learning commons shall reflect the following elements:
   1.1. is a common, or shared, learning “space” that is both physical and virtual.
   1.2. supports a student-centred approach that emphasizes active and collaborative engagement and encourages the co-creation of knowledge by all learners.
   1.3. provides flexible space, physical and/or virtual, for instruction, social/collaborative learning, and production and presentation.
   1.4. promotes global and cultural understanding as students collaborate with their local and broader community to investigate and create solutions to complex problems.
   1.5. promotes effective use of technology for creating and sharing knowledge.

1.6. enables 24/7 virtual access to resources and shared collaborative space.

2. Each school shall have on staff one or more people who are trained in the operation and management of a library designate one or more staff members to be the learning commons facilitator(s). The learning commons facilitator(s) shall be trained in learning commons philosophy and practices.

2.1. Instruction in library skills shall be provided by, or under the direct supervision of a certificated teacher.

3. Each school budget shall allocate funds for the acquisition of library materials, resources for the learning commons.
4. **Materials Resources** available through the **school library/learning commons** shall be appropriate, current and maintained in good repair.

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

**References**

District Policies: 607.4 **Responsible Use of Technology**

Other: Alberta Education Guide to Education, ECS to Grade 12
Lethbridge School District No. 51 Learning Commons Handbook
Ministerial Order on Student Learning (May 6, 2013)
608.3 Learning Commons

Policy

All District schools shall operate a learning commons to support students in attaining the competencies as stated in the Ministerial Order on Student Learning.

Regulations

1. The learning commons shall reflect the following elements:
   1.1. is a common, or shared, learning “space” that is both physical and virtual.
   1.2. supports a student-centred approach that emphasizes active and collaborative engagement and encourages the co-creation of knowledge by all learners.
   1.3. provides flexible space, physical and/or virtual, for instruction, social/collaborative learning, and production and presentation.
   1.4. promotes global and cultural understanding as students collaborate with their local and broader community to investigate and create solutions to complex problems.
   1.5. promotes effective use of technology for creating and sharing knowledge.
   1.6. enables 24/7 virtual access to resources and shared collaborative space.

2. Each school shall designate one or more staff members to be the learning commons facilitator(s). The learning commons facilitator(s) shall be trained in learning commons philosophy and practices.

3. Each school shall allocate funds for the acquisition of resources for the learning commons.

4. Resources available through the learning commons shall be appropriate, current and maintained in good repair.

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

References

District Policies: 607.4 Responsible Use of Technology

Other: Alberta Education Guide to Education, ECS to Grade 12 Lethbridge School District No. 51 Learning Commons Handbook Ministerial Order on Student Learning (May 6, 2013)
601.2.1 School Year

Policy

The school year calendar shall outline the start and end dates for teachers and students, professional learning and preparation days for teachers, holiday and other designated breaks, and parent-teacher interview dates.

Regulations

1. Each school year shall normally:
   1. provide for 196 days for teachers, a minimum of 1000 hours of instruction for high school students and a minimum of 950 hours of instruction for students in grades 1 through 9.

2. Each school year shall normally:
   2.1. provide for five days for teachers prior to the date students begin attending;
   2.2. have students begin classes on the day following Labour Day;
   2.3. provide for a two week Christmas break that begins after the last Friday prior to Christmas Eve;
   2.4. provide for a Family Day break on the Tuesday and Wednesday following Family Day;
   2.5. provide for a ten day Easter break beginning on Good Friday;
   2.6. provide for an afternoon and a morning for parent teacher interviews in the fall, and a morning for parent teacher interviews in the spring.

3. Breaks from instruction and days assigned for professional learning and preparation or parent-teacher interviews will be common for all schools, when possible.

4. An instructional day is any day in which all students are expected to be in attendance for all or part of the day and includes:
   4.1. Normal school days with students in attendance;
   4.2. Fridays;
   4.3. Mondays to Thursdays in which part of the day is used for parent-teacher interviews; and
   4.4. Examination days at the secondary level.

5. Examinations shall be scheduled so as to minimize loss of classroom instruction.
   5.1. Provincial assessments shall be administered as per the provincial
6. Each school year calendar requires Board approval prior to implementation.

7. Calendars for employee groups shall be determined after the school year calendar is approved.
   - The Board delegates to the Superintendent the authority to develop the procedures necessary to implement this policy.
   - have a minimum of 178 instructional days for students;

   2. Each school year shall normally:
      - provide for five days for teachers prior to the date students begin attending;
      - have students begin classes on the day following Labour Day; except in years where Labour Day is September 6 or September 7. In those years students will begin classes on the Wednesday prior to Labour Day;
      - provide for a Remembrance Day break of two weekdays plus an adjacent weekend except for the years when Remembrance Day falls on a Wednesday, in which case the break will be Wednesday to Friday;
      - provide for a two week Christmas break that begins after the last Friday prior to Christmas Eve;
      - provide for a Family Day break on the Tuesday and Wednesday following Family Day;
      - provide for an afternoon and a morning for parent teacher interviews in the fall, and a morning for parent teacher interviews in the spring; and
      - end on June 30 unless June 30 is a Monday or a Tuesday, in which case the final day will be the previous Friday. If June 30 is a Tuesday, the final day for teachers (June 26) will operate on a staff meeting day schedule.

601.2.1 School Year...

2. All breaks from instruction and days assigned for professional learning and preparation or parent teacher interviews will be common for all schools,when possible.

3. An Instructional day is any day in which all students are expected to be in attendance for all or part of the day and includes:
   - normal school days with students in attendance;
   - Fridays;
   - Mondays to Thursdays in which part of the day is used for parent-teacher interviews; and
   - examination days at the secondary level.
4. Examinations shall be scheduled so as to minimize loss of classroom instruction.

4.1. Provincial Achievement Tests and Diploma Examinations Assessments shall be administered as per the provincial schedule, unless approved by the Superintendent.

5. Each school year calendar requires Board approval prior to implementation.

6. Calendars for other employee groups shall be determined after the school year calendar is approved.

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

References

School Act: 56, 97
601.2.1 School Year

Policy

The school year calendar shall outline the start and end dates for teachers and students, professional learning and preparation days for teachers, holiday and other designated breaks, and parent-teacher interview dates.

Regulations

1. Each school year shall provide for a minimum of 1000 hours of instruction for high school students and a minimum of 950 hours of instruction for students in grades 1 through 9.

2. Each school year shall normally:
   2.1. provide for five days for teachers prior to the date students begin attending;
   2.2. have students begin classes on the day following Labour Day;
   2.3. provide for a two week Christmas break that begins after the last Friday prior to Christmas Eve;
   2.4. provide for a Family Day break on the Tuesday and Wednesday following Family Day;
   2.5. provide for a ten day Easter break beginning on Good Friday;
   2.6. provide for an afternoon and a morning for parent teacher interviews in the fall, and a morning for parent teacher interviews in the spring.

3. Breaks from instruction and days assigned for professional learning, preparation, or parent-teacher interviews will be common for all schools, when possible.

4. An instructional day is any day in which all students are expected to be in attendance for all or part of the day and includes:
   4.1. normal school days with students in attendance;
   4.2. Fridays;
   4.3. Mondays to Thursdays in which part of the day is used for parent-teacher interviews; and
   4.4. examination days at the secondary level.

5. Examinations shall be scheduled so as to minimize loss of classroom instruction.
   5.1. Provincial assessments shall be administered as per the provincial schedule.

6. Each school year calendar requires Board approval prior to implementation.
7. Calendars for employee groups shall be determined after the school year calendar is approved.

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

References

School Act: 56, 97
607.4 Responsible Use of Technology

Policy

The Board is committed to providing and maintaining safe, caring and respectful digital environments conducive to learning and working. The Board is committed to preparing students for success in a future infused with technology. Fundamental to such success is the ability to use technology responsibly for the purpose of gathering, evaluating, creating, and sharing knowledge.

Definition

Digital Citizenship – the norms of appropriate, responsible behavior with regard to technology use.

Regulations

The Board provides users with access to technology to support teaching and learning, and to enable effective Board administration and communication. Technology, including personally owned devices, must be used appropriately in accordance with District Codes of Conduct.

1. All users (including volunteers, school councils, and societies conducting business and communication associated with the school) are responsible for:
   1.1. familiarizing themselves with this policy and its procedures and abiding by the expectations and restrictions;
   1.2. respecting District technology through proper use and care of equipment and resources;
   1.3. using technology in a way that does not disrupt other users nor compromise the functionality of the network;
   1.4. using technology in a lawful, respectful, and ethical manner;
   1.5. their District-provided network login and password; it should not be shared with anyone other than a parent/guardian; and
   1.6. demonstrating digital citizenship through the appropriate use of technology in the forum of social media.

2. Teachers are responsible for:
   2.1. the supervision of student use of technology;
   2.2. ensuring that use of technology for teaching and learning is in accordance with the Teaching Quality Standard;
   2.3. instructing and modeling digital citizenship; and
607.4 Responsible Use of Technology, cont’d

2.4. determining when and where students are able to access Board technology or personally owned devices.

3. Students are responsible for:
   3.1. using Board technology only for curriculum-related/educational purposes;
   3.2. using personally owned technology for only curriculum-related/educational purposes while in an instructional setting;
   3.3. demonstrating digital citizenship through the appropriate use of technology;
   3.4. reporting any inappropriate use of email, data or unauthorized technology to a teacher or administrator immediately; and
   3.5. the care, maintenance and security of their personal devices; the Board is not responsible for the replacement of lost, stolen or damaged items.

4. Schools are responsible for:
   4.1. creating and enforcing expectations for use of technology within the school, at school events, and in situations where its use may adversely affect the school culture, regardless of where the use takes place.

5. In keeping with the Freedom of Information and Protection of Privacy (FOIP) Act, unauthorized video or audio recording on school grounds for any purpose is prohibited. Further, the taking of photos, filming or recording while at school or at a school related activity, is prohibited unless approved by Lethbridge School District staff. In particular, taking photos, filming and/or recording is strictly prohibited in washrooms and change rooms. However, this is not intended to prohibit sanctioned recording of activities at events open to the general public.

6. Failure to use technology responsibly as outlined in this policy, may result in consequences as outlined in the District Codes of Conduct and/or loss of privileges.

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

References

Alberta School Act: Section 45.1
District Policies:  502.1 Welcoming, Caring, Respectful, and Safe Learning Environments,
502.1 Appendix A: Student Code of Conduct

Other:  

Freedom of Information and Protection of Privacy Act
Purpose

In order to establish and maintain a welcoming, caring, respectful, and safe learning environment, this Code of Conduct establishes expectations and consequences for student behaviour while at school, at school sponsored activities, or while engaging in other non-school activities that have a direct influence on maintaining a welcoming, caring, respectful, and safe learning environment in the school.

The Code of Conduct is intended to establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community.

The Code of Conduct is also intended to help students learn how to address issues of dispute, develop empathy, and become good citizens within and outside the school community.

Definitions

1. Bullying: The School Act defines bullying as “repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.” Bullying behavior also includes behaviour that targets a student because of the actual or perceived sexual orientation, gender identity or gender expression of parents or other family members.

2. Discrimination: The denial of individual rights and freedoms in a manner which contravenes the Canadian Charter of Rights and Freedoms and/or the Alberta Human Rights Act (AHRA). Discrimination on the basis of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, creed, sexual orientation, and citizenship is prohibited.

3. Harassment: Any behavior that in effect or intent disparages, humiliates, or harms another person or class of persons. It is behaviour that denies dignity and respect, and is demeaning and/or humiliating to another person or class of persons. Harassment may include, but is not limited to, references related to race, religious beliefs, colour, gender,
gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation. Sexual harassment is any unwelcome behavior that is sexual in nature. Such behavior may directly or indirectly affect or threaten to affect in an adverse manner a student’s well-being and/or learning environment. The behavior does not need to be intended as harassing to be considered as personal harassment. It is sufficient that one knows, or ought reasonably to know, that his/her behaviour is offensive and unwelcome. Harassment is not a relationship of mutual consent. It is any action including, but not limited to, verbal, physical, written and cyber messaging that is unwelcome or intimidating and denies individual dignity and respect.

Procedures
1. The District and schools’ Student Codes of Conduct, and their enforcement through consequences, shall apply to students
   1.1. in school;
   1.2. on the school grounds;
   1.3. during any recess or lunch periods on or off school property;
   1.4. at school sponsored or authorized activities;
   1.5. on school busses or other forms of approved transportation; or
   1.6. when the student’s conduct detrimentally affects the welfare of individual students or the governance, climate, or efficiency of the school(s) regardless of where that conduct occurs.

2. Any form of bullying, discrimination or harassment as defined above is unacceptable, whether or not it occurs within the school building, during the school day or by electronic means.

3. The Board encourages compliance with the following behavioural expectation examples, realizing this is not an exhaustive list:
   3.1. respect yourself and the rights of others in the school;
   3.2. make sure your conduct contributes to a welcoming, caring, respectful, and safe learning environment in the school that respects yourself, the rights of others, diversity, and fosters a sense of belonging for others in your school;
   3.3. refrain from, report, and refuse to tolerate bullying or bullying behaviour, even if it happens outside of the school or school hours, or digitally;
3.4. Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation, or other safety concerns in the school;
3.5. act in ways that honour and appropriately represent you and your school;
3.6. attend school regularly and punctually;
3.7. be ready to learn and actively engage in, and diligently pursue, your education;
3.8. know and comply with the rules of your school;
3.9. cooperate fully with everyone authorized by the Board to provide education programs and services;
3.10. be accountable for your behaviour to your teachers and other staff;
3.11. contribute positively to your school and community; and

4. Examples of unacceptable behaviours include, but are not limited to:
4.1. behaviours that interfere with the learning of others and/or the school environment, or that create unsafe conditions;
4.2. acts of bullying, harassment, discrimination, coercion, or intimidation;
4.3. physical violence;
4.4. retribution against any person in the school who has intervened to prevent or report bullying or any other incident of safety concern;
4.5. illegal activity such as:
   4.5.1. possession, use or distribution of illegal or restricted substances;
   4.5.2. possession or use of weapons;
   4.5.3. theft or damage to property;
4.6. contravention of District policies and regulations;
4.7. willful disobedience and/or open opposition to authority;
4.8. use or display of improper or profane language;
4.9. interfering with the orderly conduct of class(es) or the school;
4.10. contravention of the Code of Conduct as set out in the School Act, Section 12;
4.11. Contravention of the provisions of Section 27 of the School Act related to trespassing, loitering, and causing a disturbance;
4.12. Use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate.
502.1 Appendix A Student Code of Conduct, cont’d

5. Rules governing student conduct while being transported on school buses or other approved transport, shall be developed by the District in consultation with the school administration and/or transit provider.

6. The following consequences of unacceptable behaviour shall apply taking into account the severity and magnitude of the incident(s) and the student’s age, maturity, and individual circumstances:
   6.1. consequences as outlined in the school’s Code of Conduct;
   6.2. suspension;
   6.3. expulsion;
   6.4. involvement of police authorities.

7. Parents and guardians play a vital role in developing student behavior and conduct. It is the District’s expectation that a parent or guardian has the responsibility:
   7.1. to take an active role in the student’s educational success, including assisting the student in complying with Regulation 3 of this policy;
   7.2. to ensure that the parent or guardian’s conduct contributes to a welcoming, caring, respectful and safe learning environment;
   7.3. to co-operate and collaborate with school staff to support the delivery of specialized supports and services to the student;
   7.4. to encourage, foster and advance collaborative, positive and respectful relationships with students, teachers, principals, other school staff and professionals providing supports and services in the school; and
   7.5. to engage in the student’s school community.

8. The school shall provide support for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour. Schools may consult with the Division of Instructional Services for determining support mechanisms.

   9.1. Should a student be subject to or witness of: bullying, harassment, discrimination, unwanted behaviors as described in procedure 4, or conduct that interferes with maintaining a welcoming, caring, respectful, and safe learning environment in the school, that student should contact a classroom teacher, their advisor, school counsellor, or any other staff member with whom they feel comfortable. A parent or guardian may make contact regarding a complaint or concern.
   9.2. All complaints of discriminatory, harassing, and bullying language and behaviours are taken seriously, documented, and dealt with in a timely manner.
502.1 Appendix A Student Code of Conduct, cont’d

9.3. Confidentiality regarding the complaint shall be maintained by all parties as agreed relative to further action.

9.4. A complaint or concern may be communicated informally through oral communication or formally in writing with a professional staff member or principal. Where possible, the complaint should clearly outline the cause for complaint or issue, as well as a description of the specific incident or incidents, the dates, and names of any witnesses.

9.5. Complaints shall follow the channels of communication as outlined in Policy 1003.1 Channels of Communication and Dispute Resolution, Regulation #11 (start with closest source such as teacher or counsellor, to school administrator with principal the highest school level, to Associate Superintendent, to Superintendent, to Board). Policy 505.9 Appeals can be followed if a student or parent/guardian is dissatisfied with the decision at the level of the school principal.

9.6. The professional staff member or principal will investigate the complaint and apply the appropriate consequences as delineated in number (6) including the School’s Student Code of Conduct.

9.7. The principal will determine whether the level of seriousness requires an investigation and/or police involvement. If the principal determines that the incident(s) requires police involvement, Policy 504.8 Involvement with Authorized Agencies will be followed.

9.8. The professional staff member and/or school administrator and/or District administrator will document the investigation and outcome, including any disciplinary action and supports as described in number (8). Policy 609.5 Student Records applies for record retention and disposition.

9.9. Retaliation. No member of Lethbridge School District No. 51 school community, including students, staff, parents/guardians, and/or volunteers, shall take retaliatory action with the intent of dissuading or punishing an individual for participating in the complaint resolution process. Individuals who retaliate may be subject to discipline and/or legal action.

10. Schools will develop a Student Code of Conduct that aligns with the District Student Code of Conduct, is made publicly available, reviewed every year, and provided to all staff, students, and parents. The Student Code of Conduct will include the following elements:

10.1. a statement of purpose that provides a rationale for the Code of Conduct, with a focus on welcoming, caring, respectful and safe learning environments;
10.2. definitions of bullying, discrimination (including one or more statements that address the prohibited grounds of discrimination set out in the *Alberta Human Rights Act*), and harassment;

10.3. one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day, or by electronic means (see Procedures #3 and #4);

10.4. consequences of unacceptable behaviour which take into account the student’s age, maturity, and individual circumstances. On the continuum of consequences, it shall be noted that a student may be suspended or expelled.

10.5. Possible supports that may be provided to students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.
502.2 Sexual Orientation, Gender Identity and Gender Expression

Policy

The Board is committed to establishing and maintaining welcoming, caring, respectful and safe learning environments that respect diverse sexual orientations, gender identities and gender expressions. All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. These fundamental rights are protected under the Canadian Charter of Rights and Freedoms, Alberta Human Rights Act, and Alberta School Act.

Regulations

1. In an atmosphere of mutual respect and appreciation for individual differences, all students and families with diverse sexual orientations, gender identities and gender expressions have the right to:
   1.1. be treated fairly, equitably, and with dignity and respect;
   1.2. have their privacy and confidentiality protected and respected;
   1.3. self-identification and determination;
   1.4. freedom of belief, expression, and association;
   1.5. be fully represented in an inclusive, positive and respectful manner;
   1.6. have equitable access to supports, services and protections;
   1.7. have avenues of recourse, without fear of reprisal, available to them when they are targets of harassment, prejudice, discrimination, intimidation, bullying, and/or violence; and
   1.8. have their unique identities, families, cultures, and communities included, valued and respected.

2. The Board is committed to measures that will:
   2.1. define appropriate expectations, behaviours, language, and actions in order to prevent discrimination, prejudice, and harassment through greater awareness of, and responsiveness to, their harmful effects;
   2.2. ensure that all such discriminatory behaviours and complaints will be taken seriously, documented, and dealt with expeditiously and effectively through school and District Student Codes of Conduct;
   2.3. improve and foster understanding of the individual lives of sexual and gender minorities and their families, cultures, and communities;
   2.4. support the establishment and naming of Gay-Straight Alliances or Queer Straight Alliances, or similar student leadership and support groups, when students express an interest;
   2.5. support the safety, health, and educational needs of students with diverse sexual orientations, gender identities and gender expressions;
   2.6. develop, implement, and evaluate inclusive educational strategies, professional learning opportunities, and administrative guidelines to ensure that all students with diverse sexual orientations, gender identities and gender expressions are welcomed and treated with respect and dignity.
References

District Policies: Policy 502.1 Welcoming, Caring, Respectful, and Safe Learning Environments
School Act: School Act Section 16.1 and 45.1
Other: Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Alberta Freedom of Information and Protection of Privacy Act
Alberta Teachers’ Association Code of Professional Conduct
An Act to Amend the Alberta Bill of Rights to Protect Children
MEMORANDUM
February 23, 2016

To: Board of Trustees

From: Cheryl Gilmore
        Superintendent of Schools

RE: Breakfast with the Board – March 8, 2016 – Chinook High School

Background
Lethbridge School District trustees have a long standing practice of visiting district facilities in order to better understand the operations at each site. Visits by trustees are truly appreciated by staff.

On a monthly basis trustees meet with the staff of one district site for a continental breakfast. The informal meeting provides an opportunity for staff to share highlights of their work with trustees. Additionally, trustees can share information about district initiatives and respond to questions staff members may have.

Breakfast with the Board has been scheduled at Chinook High School on Tuesday, March 8, 2016 from 7.30 – 8.00 a.m. Following the breakfast, Principal Kevin Wood will provide a tour of the school for trustees.

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

Respectfully submitted,

Cheryl Gilmore
Superintendent
MEMORANDUM

February 23, 2016

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Donations and Support

Background
Lethbridge School District No. 51 is fortunate to be in a community that strongly supports programs and services for students. The District is appreciative of the difference the support makes to the lives of children. These partnerships and support further the efforts of helping children come to school ready to learn, providing opportunities for engagement, and facilitating student growth and well-being. Listed below and attached are the donations and support received by the district.

- Lakeview Community Park Society received a donation of $2,500 from Investors Group to help them build a new playground for Lakeview School and surrounding area.

- Gilbert Paterson Tiger Society received a donation of $5,000 from Scotia Bank Lethbridge Main Branch.

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

Respectfully submitted,

Cheryl Gilmore
Superintendent
MEMORANDUM

February 23, 2016

To: Board of Trustees

From: Cheryl Gilmore
       Superintendent of Schools

RE: Board Priorities

Background
The District Office Leadership Team is committed to keeping the Board informed regarding progress in Board priority areas. An update on progress will be provided in the form of a report each month.

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

Respectfully submitted,

Cheryl Gilmore
Superintendent
# 2015-16 DISTRICT PRIORITIES
## REPORT TO THE BOARD: February 2016

## PRIORITY ONE
**Supporting Student Achievement and closing the achievement gap.**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Re-design</td>
<td>including expanded off-campus opportunities and dual credit (Cheryl)</td>
</tr>
<tr>
<td>• Province</td>
<td>has announced that they are extending the opportunity to join the “Moving Forward with High School Re-Design” for the 2016-17 school year. LCI and Chinook are currently part of the initiative and WCHS will give joining the initiative consideration. Our schools will be participating in a South Network meeting in early March. LCI continues with dual credit class delivery this semester. Other options for furthering these opportunities are being explored.</td>
</tr>
<tr>
<td>Literacy/ Numeracy (Karen)</td>
<td>• New Literacy Lead Teacher, Bev Smith, has been visiting all the schools to provide support and assess capacity. A universal assessment strategy using Fountas &amp; Pinnell as the common strategy has been agreed to and all schools will move forward with this by fall 2016. Many schools have already started and others have been using this resource for a while. District office has also supported the purchase of leveled literacy intervention resources for all schools at the elementary level.</td>
</tr>
<tr>
<td>District Collaborative Communities (Karen)</td>
<td>• The collaborative communities comprised of professional teams of common interest and goals continue to be supported and find opportunities to meet.</td>
</tr>
<tr>
<td>Teacher Induction Support for Quality Teaching (Sharon/ Teresa)</td>
<td>• <strong>Tricks of the Trade</strong> presentation to beginning elementary teachers was held on February 9th after school. This session included suggestions for streamlining classrooms so that teachers work smarter rather than harder and, ideas to manage students more effectively in order to spend more time on instruction and less time on discipline. • <strong>The Mentorship Planning Committee</strong> has an upcoming mini-retreat which will focus on reviewing our current Mentorship Program and what changes are necessary within the program to best meet the needs of our beginning teachers.</td>
</tr>
<tr>
<td>Early Learning (Isabelle)</td>
<td>• Session delivered: Learning Language and Loving It (LLLI) – working with teachers and EAs on the development of language skills in children. • Early Development Inventory Training (EDI) – training occur for the second round of assessments that will occur this spring • Confirmation of all children accessing Program Unit Funding in EEP and KG – Up again from last year to 211 students</td>
</tr>
<tr>
<td>Supporting Students (e.g. counselling/ ELL/ (Wendy/Cynthia/Lisa))</td>
<td>• ESL Lead teacher, Dave Fuller, has been visiting schools and providing classroom presentations. Leah Diachok, AES in the ESL program, has been working with families one-on-one with matters associated with attendance and school success. As well, school are preparing to receive 10 Syrian refugee students this week (4 at WCHS and 6 at Nicholas Sheran). Nicholas Sheran already received 4 Syrian refugee students.</td>
</tr>
<tr>
<td>FNMI (Sarah/Wendy)</td>
<td>• Work in classrooms for cultural understanding continues as well as one-on-one work with families. Inservice from primary level teachers provided focusing on Residential Schools and reflection of the FNMI experience in curriculum. • At a District level, have been working with 3 other Districts on the development of an FNMI initiative across the 4 districts targeting the achievement gap. As well looking at working on the</td>
</tr>
</tbody>
</table>
reciprocal service delivery agreement with Kainai. May examine the development of a common agreement among all Districts with the same relationship.

- A pilot program has begun at Victoria Park High School, with the goal of providing additional support to FNMI students requiring K. and E. courses. The teacher hired for the program has knowledge of Blackfoot culture.

### PRIORITY TWO

**Supporting the implementation of provincial legislative changes and initiatives designed to support contemporary learning.**

<table>
<thead>
<tr>
<th>Regulations and policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learning Commons policy will go to first reading at the February Board meeting</td>
</tr>
<tr>
<td>• Sexual Orientation, Gender Identity, and Gender Expression will go to first reading at the February Board meeting</td>
</tr>
<tr>
<td>• Student Code of Conduct (Appendix to Welcoming, Caring, Respectful and Safe policy) will go to first reading following legal recommendations for revisions</td>
</tr>
</tbody>
</table>

**Curriculum Development (formerly called curriculum re-design and curriculum modernization) (Karen)**

- Division of Instructional Services has been working on the Health Curriculum and alignment of mental health outcomes and preventative measures.

**Assessment (Karen/ Cynthia)**

- Universal Assessment for reading at the elementary level
- SLA results will be available to schools in the next few weeks The province has scheduled PAT exams for grades 6 and 9 for the 2016/17 school year for regular administration.
- Discussions have begun on the current kindergarten report card with a District committee. The committee consists of kindergarten teachers, elementary school administrators and Education Centre staff.

**Inclusive Learning Supports (Cynthia)**

- Preparation for Board review of feedback to the province regarding the Inclusive Education Policy Framework Review

**Professional Learning (Rhonda)**

- CUPE 290 members received first aid training in February.
- CUPE 2843 members received SIVA training for January and February, plus various courses they applied for individually.

### PRIORITY THREE

**Supporting seamless integration of technology.**

**Digital Citizenship (Rik)**

- Digital Citizenship Parent Engagement Committee met February 9th.
- A committee of administrators has been struck to make recommendations on how digital citizenship can be infused into programming at all levels.

**Instructional Integration of Technology (Rik)**

- Lethbridge School District No. 51 has worked through the process to make a recommendation to the Board for securing a new Student Information System. This selection followed presentations by the different vendors to a committee comprised of staff who have different roles and a review of Written Statement of Qualifications by vendors who met the criteria.
### PRIORITY FOUR

**Supporting population growth and change.**

**Capital projects (Don)**
- Progress continues with the 3 capital projects: Wilson modernization, Copperwood area elementary school, and the new Middle School.

**Strategies for growth and changing demographics (Exec Council)**
- Planning continues for the Westside capital projects and anticipated program delivery.

**Budget and Resource Alignment (Christine)**
- The 2016-2017 Budget Process is underway!
- The District held a town hall on February 2\textsuperscript{nd} and the Board of Trustees will use that information in their strategic planning meetings in March.
- As parental engagement is an important part of the process, on Monday April 4\textsuperscript{th}, parents will be invited to attend a session on understanding the budget process, how the District is funded, and about the priorities that will guide the development of the 2016-2017 budget.

**Parent and Community Engagement (All)**
- Feedback loops were posted on the District website for response to the Westside capital projects including boundaries, programs, and facility design. Feedback loops posted on the District website as a follow-up to Town Hall. Feedback loop posted on the District website for perspectives specific to Policy 502.2 Sexual Orientation and Gender Identity.

**Communication Plan (Garrett)**
- Implementation of feedback loops on the website.
## 2015-16 District Priorities

### Priority One: Supporting Student Achievement and closing the achievement gap.

**Outcomes:**
- Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing or the world of work.
- Teachers are highly knowledgeable with the skills and attributes to engage students in quality contemporary learning environments.
- Students achieve student learning outcomes (Accountability Pillar including achievement and participation, SLA’s, District standardized assessment results).
- Students demonstrate a strong foundation in numeracy and literacy.
- The achievement gap between First Nations, Metis and Inuit (FNMI) students and all other students is eliminated.
- Teachers effectively engage students and instructional practice reflects the Teaching Quality Standard.
- Teacher preparation and professional growth focus on the competencies needed to help students learn.
- Effective learning and teaching is achieved through collaborative leadership and structures.
- Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.
- Early education programs involve all stakeholders and maintain the integrity of well-researched, age-appropriate programming that makes a difference in the development of the child and readiness for success in school.

### Priority Two: Supporting the implementation of provincial initiatives under the umbrella of Inspiring Education: Education Act, Provincial Regulations, Inclusive Education, Curriculum Redesign, Student Assessment

**Outcomes:**
- Jurisdiction policy and practice aligns with the new Education Act and provincial regulations.
- Board, District Leadership Team and school administrators knowledgeable about Education Act, regulations, and district policy.
- Students are leaders who demonstrate ethical citizenship and entrepreneurship.
- Schools are characterized by distributive leadership among staff and structures are in place to build teacher leadership capacity.
- Structure is in place to build school administrator leadership capacity.
- Schools are inclusive learning environments with capacity to implement curriculum re-design.
- Improvement on the continuum of the Indicators of Inclusive Schools.
- The education system demonstrates collaboration and engagement.
- Schools, parents and the community are engaged in reciprocal endeavors that contribute to student growth and the community.
- Students and communities have access to safe and healthy learning environments.
- Mental health measures (TTFM Survey, Accountability Pillar, Counsellors’ Notes) improve.

### Priority Three: Supporting seamless integration of technology.

**Outcomes:**
- Learners possess the attributes and skills to access technology seamlessly for the purpose of creating knowledge and building community.
- Improved measures of Digital Citizenship.
- Infrastructure in place that meets the needs of student learning.
Use of technology embedded in everyday instructional practice; learners create knowledge using technology when most effective tool.

**PRIORITY FOUR: Supporting population growth and change.**

<table>
<thead>
<tr>
<th>OUTCOMES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Schools are viable and have the capacity for the breadth of programs needed to support student learning needs.</td>
</tr>
<tr>
<td>• Utilization rate of facilities supports current and future programs and opportunities for provincial capital support.</td>
</tr>
<tr>
<td>• New facilities to meet enrollment increases.</td>
</tr>
</tbody>
</table>
MEMORANDUM

February 23, 2016

To:   Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

Re: Acknowledgement 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 District staff and students:

Wilson Middle School students Julien Todd, Nathaniel Meyer, Cody Lanz, Jacob Capp, Quinton Fehr, Michelle Flanagan, Anna Hatch, Maxine Macaraig, and staff Drew Andreachuk and Jeff Hirsche had an impressive first performance for their robotics team, the Wolvo-Bots, at the FTC Championships in February. The Lethbridge Middle school teams were amongst the youngest.

Wilson Middle School students Nixon Ordway, Mason Phillips and Jase Molnar with their Peewee Tier 3 hockey team won their home tournament recently.

Chinook High School curling team won the South Zone High School Curling championships and move on to provincials. Team members are: Kathryn Harkness (skip), Kalli Hansen (lead), Brianne Slomp (second), and Hannah Terry (third). Coaches are Matt Strikwerda and Chris Morden.

Respectfully submitted,
Cheryl Gilmore
MEMORANDUM

February 23, 2016

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

Re: Snacks with the Superintendents – March 2, 2016 – Victoria Park and Lethbridge Alternate School Programs

Background:
At the beginning of each school year, Executive Council members are designated as school liaisons for each of the District schools. As a liaison, the Executive Council members represent the District at school functions. It has also been a long standing practice for Executive Council members to visit schools and classrooms on a regular basis, observing first-hand the activities that take place in the school. Visits by Executive Council members are appreciated by staff.

On a monthly basis Executive Council as a whole meets with the staff of one school for snacks. The informal meeting provides an opportunity for staff to share highlights of their school. Additionally, Executive Council members can share information about district initiatives and respond to questions staff members may have.

All the staff of Victoria Park and Lethbridge Alternate Schools and Programs have been invited to have Snacks with the Superintendents on Wednesday, March 2, 2016 beginning at 8:00 a.m.

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

Respectfully submitted,

Cheryl Gilmore
Superintendent
MEMORANDUM

February 23, 2016

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools


Background
Included with this memo is an enrolment summary for District schools, broken down by grade, as of January 31, 2016.

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

Respectfully submitted,

Cheryl Gilmore
### ALL SCHOOLS ENROLLMENT BY GRADE: January 31, 2016

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Early Education</th>
<th>Kindergarten</th>
<th>Grades 1 - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jan 31 2016</td>
<td>Sep 30 2015</td>
<td>Diff</td>
</tr>
<tr>
<td>Victoria Park</td>
<td>3</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Chinook High</td>
<td>268</td>
<td>291</td>
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<tr>
<td>Immanuel Christian High</td>
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<td>43</td>
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<tr>
<td>LCI - Total Students</td>
<td>231</td>
<td>202</td>
<td>187</td>
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<tr>
<td>LCI - French Immersion</td>
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<td>43</td>
<td>40</td>
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<tr>
<td>WCHS</td>
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<td>G S Lake</td>
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<td>Gilbert Paterson - Total Students</td>
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<td>55</td>
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<tr>
<td>Gilbert Paterson - French Immersion</td>
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<td>Lethbridge Christian</td>
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<td>Dr. Probe</td>
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<tr>
<td>Fleetwood Bawden - Total Students</td>
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<td>Fleetwood Bawden Montessori</td>
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<td>Galbraith</td>
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<td>Lakeview</td>
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<td>Mike Mountain Horse</td>
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<td>-1</td>
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<td>Nicholas Sheeran</td>
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<td>Park Meadows</td>
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<tr>
<td>Senator Buchanan</td>
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<td>Westminster</td>
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<td>SUB TOTALS</td>
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<td>420</td>
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### Stafford Ridge
1 6 7 4 3 7 7.0

### Harbour House
1 1 1 1 4 1 3 4 4.0

### Pitawani
3 1 5 1 1 11 9 2 11 11.0

### CAMP
1 1 2 3 -1 2 2.0

### SUB TOTALS
24 17 7 24 24

### TOTAL STUDENTS / FTE ENROLLED AS OF JANUARY 31, 2016
10767
10061.5

### TOTAL STUDENTS / FTE ENROLLED AS OF SEPTEMBER 30, 2015
10639
8663.5
## Calendar of Events for Board of Trustees

<table>
<thead>
<tr>
<th>March</th>
<th>3-4</th>
<th>Board Retreat</th>
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| 7     |     | District School Council  
|       |     | 6:30 – 8:30 p.m., Education Centre Board Room |
| 8     |     | Breakfast with the Board  
|       |     | 7:30 a.m., Chinook High School |
| 9     |     | Education Centre Leadership Team Meeting  
|       |     | 9:00 a.m., Education Centre |
| 9     |     | No Kindergarten for students – Parent Teacher Interviews |
| 10    |     | No Kindergarten for students – Parent Teacher Interviews  
|       |     | Elementary / High School – evening Parent Teacher Interviews |
| 11    |     | No School for students  
|       |     | Elementary / High School – Parent Teacher Interviews  
|       |     | Middle School – School based Professional Learning |
| 14-18 |     | Substitute Teachers’ Week |
| 21    |     | 51-5 Mentorship Program  
|       |     | 4 – 6 p.m., Education Centre |
| 22    |     | Board Meeting |
MEMORANDUM

February 23, 2016

To: Board of Trustees

From: Tyler Demers, Trustee

RE: City / School Boards Committee – January 20, 2016

Update on bus transportation for at-risk youth
• Families and students accessing the program express their appreciation.
• Referral model used to identify students who may be eligible for access.

Update on future school site allocations
• All parties expressed appreciation for the openness to conversation and partnership held by the school boards and the city, particularly in developing community facilities.
• Recognition that the projected growth in some areas will be exponential, that schools are a good draw to these new communities.
• Lethbridge School District is considering 3 main capital projects in South Lethbridge, Gary Station, and Southwest Lethbridge.
• Holy Spirit is looking at an elementary in Northwest Lethbridge in the future.
• Alberta Education has currently indicated that they will be focusing on two sites south of Calgary, both in Lethbridge.

Review of “Reserves Agreement”
• Jeff Greene (City) spoke to the process historically used to develop reserve land and noted that efforts are being made to codify the process for future.
  o Purchase land for municipal reserve and then convert to school reserve. Provide title to school with sufficient time before school building is constructed to ensure that the footprint of the school and 3 meters beyond the building’s exterior are school property / responsibility. Fields are jointly shared by the school boards and the city.
• Updated process needs to consider site availability, how sites can be identified earlier, allocation model, and consideration of how the property should be titled until capital is approved.

Available recreational grants / subsidies for youth
• The City facilitates funds being provided two times per year to eligible youth (18 or younger) to encourage their participation in recreational activities within the city (sports, art, etc.).
• In the past this amount was $150, but city council has recently increased it.
• Request for the schools to assist in promoting this program.

Advocacy / plans for new performing arts centre
• Discussion regarding whether or not the city was considering moving forward a recreational performing arts centre in the near future as a “shovel ready” project. Both school districts expressed support. Response from the city is that consideration is always given to a number of projects and this was one of them. School districts could move forward with expressing support for a recreational performing arts centre.
• As institutions that serve the interests of children, and are not special interest groups, it would lend credence to this project if school boards were to send formal letters of support to the city.

School environmental policies and practices
• Lethbridge City Council passed the ICI (Industry, Commercial, Institutions) Strategy in August 2015. As 80% of waste comes from these sectors, it is an area of focus for the city.
• City had asked school boards: If they have discussed the ICI strategy and its implications? If a policy has been developed to govern environmental practices at schools within their jurisdictions? If environmental committees have been formed to identify opportunities, goals and communicate best practices among schools? If waste streams are being measured and monitored? What data exists to show that programs are working and that improvements are occurring?
• Lethbridge 51 noted that, in teaching students about being good stewards, they have encouraged a culture of recycling in their schools. This is further infused in the science curriculum. Further, capital projects are designed to ensure that 75% of materials be reused or recycled. Last year’s cost for waste of 21 sites was $20,000.

Next Meeting – April 6, 2016 at 9:00 A.M. – LSD #51 Office

Respectfully submitted,
Tyler Demers, Committee Representative
MEMORANDUM

February 23, 2016

To: Board of Trustees

From: Jan Foster, Trustee

RE: ATA Local 41 Council – February 3, 2016

Trustee report:

• Two new policies – “Sexual Orientation and Gender Identity” and “Responsible Use of Technology”.
• Town Hall Meeting – February 2, 2016.
• School fees – elimination of district fees for middle and high schools, beginning September, 2016. There were some questions about where the loss of revenue would be coming from. Derek will gain information on this from Don Lussier and report back to Council.
• Westside schools – report on public meeting of January 13th as well as sharing information on 2nd French Immersion program at Nicholas Sheran and possible Spanish program at Copperwood school. Question regarding reason for placing the French Immersion program at Nicholas Sheran rather than Copperwood was answered.

Treasurers Report and report from Social Committee.

Economic Policy Committee – Nora MacGregor reported on Provincial and local surveys coming out later this month regarding negotiation issues. She also reported on recent and upcoming workshops.

DEHR Report – DEHR to Care is an art gala for students to showcase their work and sold for a cause. This is sponsored by ATA Local #41 Diversity, Equity and Human Rights Committee in association with Kid’s Art for a Cause and Lethbridge Family Services. Will be held Wednesday, April 27, 2016 from 6-8 P.M. at the Galt Museum. Funds raised will go to Lethbridge Family Services Refugee Fund in support of immigrant youth and to bring awareness with respect to the Syrian refugee crisis.

SWATCA – information and requests for session chairs.

Induction Ceremony – will be held on February 25, 2016 at Coast Hotel. About 70 teachers to be inducted into the ATA.

Respectfully submitted,

Jan Foster, Trustee
January 18, 2016

Mrs. Cheryl Gilmore
Superintendent of Schools
Lethbridge School District
533 – 15 Street S
Lethbridge AB T1J 2Z4

Dear Mrs. Gilmore:

The Deputy Minister of Education has recently reviewed your school jurisdiction’s submission under Alberta Education’s 2016/2017 Modular Classroom Program. I am pleased to inform you that the following modular classroom requests have been approved for your jurisdiction:

- 2 modular classrooms for Dr. Gerald B. Probe Elementary School;
- 2 modular classrooms for Mike Mountain Horse School;
- 2 modular classrooms for École Agnes Davidson School; and
- 1 modular classroom for Fleetwood Bawden School.

Approval of these requests was based on your jurisdiction’s identification of an emergent need for student accommodation for the coming year. Please be advised that if the new and relocated modular classrooms are not ready for occupancy at commencement of the 2016/2017 school year, the approval for the units affected may be rescinded.

Your jurisdiction will receive the fully funded modular classrooms, and the ministry will pay for 100 per cent of the reasonable costs to deliver and set up each classroom. Please contact your Capital Planning Senior Manager if you have questions regarding the reasonableness of your proposed set-up costs. The construction of any link, if required, will be the responsibility of your school jurisdiction.

Upon receipt of the signed construction contract, your jurisdiction will receive 90 per cent of the total funding for the installation of the modular classrooms.

Once your Statement of Final Costs has been submitted, the provincial portion of the actual expenditures up to the remaining 10 per cent will be forwarded to your jurisdiction.
Please advise your jurisdiction staff to access the necessary prep sheets at https://education.alberta.ca/school-infrastructure/planning-school-projects/. It is recommended that each project's prep sheets be submitted as soon as possible in order to help ensure completion of the modular/portable classroom projects on or before the start of the 2016/2017 school year.

Should your jurisdiction staff have any questions, please have them contact Avi Habinski, Director, Capital Planning South, at avi.habinski@gov.ab.ca or 780-427-2272 (dial 310-0000 first for toll-free access in Alberta).

Sincerely,

L. Cameron
Executive Director
Capital Planning

cc: Mr. Don Lusier, Secretary-Treasurer
    Roy Roth, Executive Director, Learning Facilities, Infrastructure