## AGENDA

**Lethbridge School District No. 51**  
**School Board**  
**Regular Meeting**

**Tuesday, October 27, 2015**  
**Board Room**  
**3:40 P.M.**

### 1. Approval of Agenda

### 2. Approval of Minutes

If there are no errors or omissions in the minutes of the Regular Meeting of September 22, 2015 it is recommended that the minutes be approved by the Board and signed by the Chairman.

### 3. Business Arising from the Minutes

### 4. Presentations

<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation</th>
<th>Enclosure</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:45 p.m.</td>
<td>LCI Dual Credit Program Presentation</td>
<td>4.1</td>
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### 5. Action Items

<table>
<thead>
<tr>
<th>Time</th>
<th>Item Description</th>
<th>Enclosure</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:05 p.m.</td>
<td>International Trip Approval – Chinook</td>
<td>5.1</td>
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<td>International Trip Approval - WCHS</td>
<td>5.2</td>
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<td>International Trip Approval – ICHS</td>
<td>5.3</td>
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<td></td>
<td>Technology for Chinook High School</td>
<td>5.4</td>
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<td></td>
<td>Policy Review</td>
<td>5.5</td>
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<td></td>
<td>Voluntary Retirement – Local Authorities Pension Plan Members</td>
<td>5.6</td>
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<td></td>
<td>Voluntary Retirement – Alberta Teachers’ Retirement Fund Members</td>
<td>5.7</td>
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### 4:30 p.m. Public Forum

### 6. District Highlights

### 7. Information Items

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<tr>
<td>4:45 p.m.</td>
<td>Board Chair Report</td>
<td>7.1</td>
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<td>Breakfast with the Board – November 3, 2015 Immanuel Christian Elementary School</td>
<td>7.1.1</td>
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<tr>
<td></td>
<td>Spirit of 51 Year-end Report and Terms of Reference</td>
<td>7.1.2</td>
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</tbody>
</table>
4:50 p.m.  7.2  Superintendent Report
7.2.1  Fast Forward Year-end Report  Enclosure 7.2.1
7.2.2  51-25 Club Banquet  Enclosure 7.2.2
7.2.3  Acknowledgements of Excellence  Enclosure 7.2.3
7.2.4  Board Priorities Report  Enclosure 7.2.4
7.2.5  Sock it to ‘Em Campaign  Enclosure 7.2.5
7.2.6  Donations and Support  Enclosure 7.2.6
7.2.7  Snacks with the Superintendents – November 4, 2015
       Lakeview School  Enclosure 7.2.7
7.2.8  Enrolment Summary, September 30, 2015  Enclosure 7.2.8
7.2.9  Calendar of Events  Enclosure 7.2.9

8. Reports
5:10 p.m.  8.1  Community and Social Development Committee
            - October 2, 2015  Enclosure 8.1
8.2  District School Council – October 5, 2015  Enclosure 8.2
8.3  District Student Advisory Council – October 8, 2015  Enclosure 8.3
8.4  Chamber of Commerce Business and Education
     Sub Committee October 13, 2015  Enclosure 8.4
8.5  Healthy Schools Committee – October 21  Enclosure 8.5

9. Correspondence - Received
5:20 p.m.  None at this time.

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

5:30 p.m.  Adjournment
MINUTES FROM THE REGULAR MEETING OF THE BOARD OF TRUSTEES OF
LETHBRIDGE SCHOOL DISTRICT NO. 51 HELD SEPTEMBER 22, 2015.

IN ATTENDANCE:

Trustees: Mich Forster; Jan Foster; Tyler Demers; Keith Fowler; Don Lacey; Lola Major

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

Regrets: Donna Hunt

The Chair called the meeting to order at 3:30 p.m.

1. Approval of Agenda
   Trustee Keith Fowler moved:
   “that the agenda be approved.”
   CARRIED UNANIMOUSLY

2. Approval of Minutes
   Trustee Jan Foster moved:
   Formatting and 5.1 adjustment
   “that the minutes from the Regular Meeting of June 23, 2015 as amended.”
   CARRIED UNANIMOUSLY

3. Business Arising from the Minutes
   There was no business arising from the minutes.

4. Presentations

4.1 Meritorious Budget Award
   The Association of School Business Officials (ASBO) International has awarded Lethbridge School District No. 51 its Meritorious Budget Award (MBA) for excellence in budget presentation during the 2015–2016 budget year. Director of Finance, Christine Lee, has led the development and submission of the district budget to ASBO International’s MBA Program for the last 11 years. This is the 10th year in a row that Lethbridge School District No. 51 has received the MBA. The District received its first MBA in 2006-2007, being the first Canadian school district to receive the award. The Board congratulated the
Business Affairs department and specifically Christine Lee for an excellent job.

5. Action

5.1 School Board Annual Work Plan
Shared with the Board as information

5.2 District Communications Plan
Trustee Keith Fowler moved:
“that the Board approve the Communication Plan for 2015/2016 as presented.”
CARRIED UNANIMOUSLY

6. District Highlights
Ready Set Go

Trustee Tyler Demers left the meeting at 3:55 p.m.

7. Information Items

7.1 Board Chair Report

7.1.1 Board Standing Committees Annual Reports and Terms of Reference Review

Facilities Committee
Trustee Jan Foster moved:
“that the Facilities Committee Year End Report be received as presented for 2014-2015.”
CARRIED UNANIMOUSLY

Trustee Jan Foster moved:
“that the Facilities Committee Terms of Reference be approved for the 2015-2016.”
CARRIED UNANIMOUSLY

Policy Advisory Committee
Trustee Lola Major moved:
“that the Policy Advisory Committee Year End Report be received as presented for 2014-2015.”
CARRIED UNANIMOUSLY

Trustee Lola Major moved:
“that the Policy Advisory Committee Terms of Reference be approved for the 2015-2016.”
CARRIED UNANIMOUSLY

Spirit of 51 Committee
Delayed until October Board Meeting

Board Budget Committee
Trustee Keith Fowler moved:
“that the Board Budget Committee Year End Report be received as presented for 2014-2015.”

CARRIED UNANIMOUSLY

Trustee Keith Fowler moved:
“that the Board Budget Committee Terms of Reference be received as presented for 2015-2016.”

CARRIED UNANIMOUSLY

Poverty Intervention Committee
Trustee Jan Foster moved:
“that the Poverty Intervention Committee Year End Report be received as presented for 2014-2015.”

CARRIED UNANIMOUSLY

Trustee Jan Foster moved:
“that the Poverty Intervention Committee Terms of Reference be accepted as amended for 2015-2016.”

CARRIED UNANIMOUSLY

Board Audit Committee
Trustee Keith Fowler moved:
“that the Board Audit Committee Year End Report be received as presented for 2014-2015.”

CARRIED UNANIMOUSLY

Trustee Keith Fowler moved:
“that the Board Audit Committee Terms of Reference be approved for 2015-2016.”

CARRIED UNANIMOUSLY

Healthy Schools Committee
Trustee Keith Fowler moved:
“that the Healthy Schools Committee Year End Report be received as presented for 2014-2015.”

CARRIED UNANIMOUSLY
Trustee Keith Fowler moved: “that the Healthy Schools Committee Terms of Reference be approved as presented for 2015-2016.”

CARRIED UNANIMOUSLY

Community Engagement Committee
Trustee Keith Fowler moved: “that the Community Engagement Committee’s Terms of Reference be approved at presented for 2015-2016.”

CARRIED UNANIMOUSLY

Superintendent Evaluation Committee
Trustee Don Lacey moved: “that the Superintendent Evaluation Committee Year End Report be received as presented for 2014-2015.”

CARRIED UNANIMOUSLY

Trustee Don Lacey moved: “that the Superintendent Evaluation Committee Terms of Reference be approved as amended for 2015-2016.”

CARRIED UNANIMOUSLY

7.1.2 October Organizational Meeting
The School Board Annual Organizational meeting will be held on October 27, 2015.

Public Forum:

7.1.3 District School Council Meetings
The following are the dates for the District School Council Meetings which are held in the Board room at the Education Centre starting at 6:30 pm:
- October 5, 2015
- November 2, 2015
- December 7, 2015
- January 11, 2016
- February 2, 2016 – Town Hall
- March 7, 2016
- April 4, 2016
- May 2, 2016
June 6, 2016

7.1.4 **ATA Local Council Meeting Dates**

The meeting dates for the balance of the year are as follows:

- October 7 – Galbraith School – Annual General Meeting – no trustee needed
- November 4 - Attwell Building – Keith Fowler
- December 2 - Christmas Dinner Meeting
  – Tyler Demers
- January 6 – Lola Major
- February 3 - Attwell Building – Jan Foster
- March 2 - Attwell Building – Donna Hunt
- April 6 - Attwell Building – Mich Forster
- May 4 - Attwell Building – Don Lacey
- June 1 - Attwell Building – Keith Fowler

7.1.5 **Breakfast with the Board**

The schedule for 2015/16 is as follows:

- October 8, 2015 – Agnes Davidson
- December 2, 2015 – GS Lakie
- January 13, 2016 – MMH
- February 9, 2016 – Lethbridge Christian
- March 8, 2016 - Chinook
- April 12, 2016 – Park Meadows
- May 4, 2016 – Senator Buchanan

7.1.6 **Lethbridge Chamber of Commerce Award**

Lethbridge Chamber of Commerce awarded Lethbridge School District No. 51 in recognition of over 35 years of service at their recent President’s Dinner. Board members and Leadership Team members were able to attend the dinner and accept the service award.

7.2 **Superintendent Report**

7.2.1 **Acknowledgement of Excellence**

Congratulations to the following District Staff and students:

Churchill results for International Baccalaureate (IB) candidates in the May 2015 examination sessions: 31 students wrote 81 world examinations; 9 students challenged for the demanding
full IB Diploma, and all 9 were successful; 8 of 9 Churchill subject examination averages were above the world average. Churchill 2015 Grad Darian Morrison and current grade 12 students Mikhi Lagemaat and Abby Neudorf participated in the U18 Rugby Alberta and Prairie Wolfpack Rugby teams this summer. The Wolfpack is a rep team for Alberta, Saskatchewan and Manitoba. All three have been selected to attend the U18 Canada Camp this October in Toronto.

Churchill grade 12 student Kara Morphet applied for, and was accepted to, the Junior Forest Ranger program this past summer. Kara worked at a fire station near Rocky Mountain House building trails, providing information to park visitors and assisting in fire management. This has helped Kara solidify her career aspirations in environmental biology.

Congratulations to Churchill grade 12 students Eyram Asem and Anileen Pageni on their participation in the Heritage Youth Research Summer Program at the U of L. Eyram worked with a team studying paternal alcohol exposure effects on the neurodevelopment and behaviour of offspring and Anileen worked with a study looking at the impacts of small changes in RNA modification enzymes.

Four Churchill Cross Country athletes participated in the 3rd Annual Lethbridge Regional Police 5km Run Saturday, August 29th. Tyler Toth placed 5th overall out of 188 competitors. Haley Shade, Amy Staples and Tanner Heslip placed 13th, 14th and 18th respectively. Churchill teacher and Cross Country coach Andrea Lammers-Pottage ran in the half marathon placing 3rd overall for females.

7.2.2 Enrolment
Associate Superintendent Sharon Mezei provided an update on the enrolment to date.

7.2.3 Board Priorities Report
Superintendent Cheryl Gilmore provided an update on the progress in Board priority areas.

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.

CKBD – The Bridge 98.1 FM will continue the seven year practice by providing Canadian Content Development Funds to Lethbridge School District No. 51 to assist with the music development program in the amount of $3,000.

7.2.5  **World Teachers’ Day**
World Teachers’ Day is held annually on October 5th since 1994 to celebrate the essential role of teachers in providing quality education at all levels.

The Board publicly acknowledged the commitment to excellence that teachers, and all staff members, demonstrate for the benefit of students in Lethbridge School District No. 51.

7.2.6  **Snacks with the Superintendents**
The schedule for 2015/16 is as follows:

- October 14 – Immanuel Christian High
- November 4 – Lakeview
- December 9 – Dr. Probe
- January 13 – Gilbert Paterson
- February 10 – Nicholas Sheran
- March 2 – LASP at Victoria Park
- April 13 – WCHS
- May 11 – General Stewart

7.2.7  **Calendar of Events**
The Board reviewed the Calendar of Events for the period October 5 – 27, 2015.

8.  **Reports**

8.1  **Lethbridge Chamber of Commerce Education Sub-Committee – Sept 8, 2015**
Trustee Don Lacey provided an oral report on the Lethbridge Chamber of Commerce Education Sub-Committee held September 8, 2015.
8.2 Alberta School Boards Association (ASBA)  
Trustee Jan Foster provided a written report on the ASBA Zone 6 General Meeting held September 9, 2015.

8.3 Board Audit Committee – Sept 9, 2015  
Trustee Donna Hunt provided a written report on the Board Audit Committee meeting held September 9, 2015.

Trustee Lola Major provided a written report on the Board Audit Committee meeting held September 16, 2015.

9. Correspondence – Received  
9.1 Minister of Education – David Eggen  
9.2 Lethbridge Chamber of Commerce  
9.3 Lethbridge Chamber of Commerce Certificate  
9.4 Alberta Education Minister – David Eggen

10. Correspondence – Sent  
10.1 None at this time

11. Adjournment  
Trustee Keith Fowler moved:  
“that the meeting be adjourned at 5:15 p.m.  
CARRIED UNANIMOUSLY

______________________  
Mich Forster  
Chair

______________________  
Don Lussier, Associate  
Associate Superintendent  
Business Affairs
MEMORANDUM

October 27, 2015

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: LCI Dual Credit Program Presentation

Background
This semester LCI launched a dual credit class, Liberal Education 1000, delivered in collaboration with the University of Lethbridge and business partner West Jet. Another dual credit course, Supply Chain Management, is scheduled for second semester in collaboration with the University of Lethbridge and business partner Haul All.

What is Dual Credit?
Alberta Education is supporting successful high school/post-secondary applicants with dual credit pilot projects. The dual credit project offers high school students new learner pathways. The program is designed to expose students to the rigours of postsecondary course content, instruction, and challenge while still in high school in order to ease the transition to university life and eventually to the workplace. It is also designed so that students can explore potential post-secondary interests and future career potential.

Students will earn the usual 5 credits for a high school course and a three credit hour course from the University of Lethbridge.

The dual credit structure has great future expansion potential for the benefit of our students.

LCI will be sharing their experience with the project to date with a presentation to the Board.

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

Respectfully submitted,

Cheryl Gilmore
Superintendent
MEMORANDUM

October 27, 2015

To:   Board of Trustees

From: Wendy Fox  
      Associate Superintendent, Division of Instructional Services

RE:  International Trip Approval – Chinook High School

Background
Chinook High School (CHS) is requesting approval to take their boys’ and girls’ basketball teams to Phoenix, Arizona to take part in the Cactus Jam Basketball Tournament from December 26th, 2015 to January 2nd, 2016. Information regarding the educational benefits of the trip and the proposed itinerary are attached. The estimated cost per student is $1,500.00. Fundraising opportunities will be available to students to offset the cost of the trip.

CHS is also requesting permission to take a group of students on a tour of Portugal and Spain in March and April 2017. The trip will be organized with EF Tours, the largest and most reputable student travel company in the world. Information regarding the educational benefits of the trip and the proposed itinerary are attached. The estimated cost per student is $3,530.00. Fundraising opportunities will be available to students to offset the cost of the trip.

Recommendation
That the CHS boys’ and girls’ basketball trip to the Cactus Jam Tournament in Phoenix, Arizona from December 26th, 2015 to January 2nd, 2016 be approved, on the condition that all district policies and procedures are strictly followed.

That the CHS Portugal and Spain Tour in March and April 2017 be approved, on the condition that all district policies and procedures are strictly followed.

Respectfully submitted,

Wendy Fox
October 27th, 2015

Dear School Board Trustees,

Please consider this request for permission to take our girls and boys basketball teams to attend an event in Phoenix Arizona from December 26th, 2015 to January 2, 2016.

We have been invited, for a second time, to the prestigious Cactus Jam boys and girls basketball tournament.

There are numerous reasons to attend this tournament, but the primary reason is to experience basketball at an elite level with teams from many states and countries.

We would be provided the opportunity to compete against many peers that have the desire to compete at the next level of basketball. It also helps to set a standard of expectation for work ethic when we play in our always competitive Southern Alberta league.

We had a great deal of success the last time we were invited with our only loss coming from a California prep school that ended up winning the tournament championship. We then went on to a fourth place finish at provincials that year with a very young squad. We believe that trip assisted us in accomplishing what we did that season.

We are looking for your support in attending that tournament again.

The approximate cost per athlete for this trip would be $1500.00 Canadian plus food and spending. Students would have the opportunity to seek advertisement or purchase gift cards to offset costs. They would also assist in the running of our grade 9 tournament as part of their fundraising.

Mike Myndio
Athletic Director
Vice Principal
Chinook High School
259 Britannia Blvd West
Lethbridge AB T1J-4A3
403-320-7565
BASKETBALL TRIP ITINERARY ARIZONA 2015

December 26th, 2015

12:30pm Depart from Chinook using school 24 passenger bus
4:00pm Dinner in Great Falls Subway
5:50pm Arrive at Great Falls airport
7:50pm Flight 199 leaves Great Falls
10:10pm Flight arrives in Phoenix, Arizona and we are shuttled to hotel
11:30pm Lights out

December 27th, 2015

10:00am Breakfast at hotel- included in package
11:30am Go for tour of ASU campus and athletic facilities
1:30pm Late lunch down main street
3:30pm Take shuttle to outlet mall to shop
5:30pm Shuttle to hotel and prep for team meal
6:30pm Team meal at a local restaurant
8:30pm Enjoy activities at the hotel (including table tennis, basketball etc)
10:00pm In hotel rooms
11:00pm lights out

December 28th, 2015

8:00am Breakfast at the hotel- included in package
9:45am Bus leaves hotel for men’s game at Inspire Courts
10:00am Ladies leave for their first game at South Mountain courts
11:00am Men’s first game
11:30am Ladies first game
1:00pm Shuttle brings boys back to hotel to shower and get ready
1:30pm Ladies are shuttled back to hotel to shower and get ready (boys wait patiently!)
3:00pm Go for team meal
5:00pm Back to hotel
5:30pm Those attending the NBA game will shuttle to Arena (rest stay at hotel)
6:30pm Those attending ASU game will walk over together to complex next door
7:00pm NBA and ASU game begins
9:00pm ASU viewers walk back to hotel & NBA viewers shuttle back
10:00pm In rooms
11:00pm Lights out

December 29\textsuperscript{th}, 2015

8:00am Breakfast at hotel- Included in package
9:45am Bus leaves for Men’s game
10:00am Bus leaves for Ladies game
11:00am Men’s game
11:30am Ladies game
1:00pm Boys arrive back at hotel and wait for girls
1:30pm Girls arrive back at hotel
3:00pm Team goes for lunch
4:00pm Grand Canyon tour bus or shopping
6:30pm Team dinner back at hotel
8:00pm Mix and mingle with teams from all over the world
10:00pm In rooms
11:00pm Lights out

December 30\textsuperscript{th}, 2015

8:00am Breakfast at hotel- Included in package
9:45am Bus leaves for Men’s game
10:00am Bus leaves for Ladies game
11:00am Men’s game
11:30am Ladies game  
1:00pm Boys arrive back at hotel and wait for girls  
1:30pm Girls arrive back at hotel  
3:00pm Watch finals of tournament if not in them  
5:00pm Back to hotel  
5:30pm Team dinner at local restaurant  
7:00pm Mix and mingle with teams from all over the world- Karaoke night  
10:00pm In rooms  
11:00pm Lights out  

December 31st, 2015  
10:00am Brunch as team at hotel  
12:00pm Bus to marketplace  
2:00pm Back to hotel- relax and nap for late night ahead  
4:30pm Team meal at local restaurant  
5:30pm Back to hotel-those going to NHL game shuttle to arena  
6:30pm Those remaining at hotel take in pre new year festivities down main street  
7:00pm NHL hockey game begins  
9:30pm Shuttle arrives back with hockey fans & joins others on main street  
12:00am Bring in the new year with fireworks from downtown  
1:00am Back to hotel to sleep  

January 1st, 2016  
11:00am Team meal (breakfast or lunch)  
1:00pm Back to hotel- lounge at hotel (begin packing process for home)  
5:00pm Team supper  
7:00pm hang out at hotel- finalize packing  
10:00pm in rooms  
11:00pm Lights out
January 2\textsuperscript{nd}, 2016

9:30am get up and get ready to leave
11:00am Check out of hotel & go for lunch
1:00pm Shuttle to airport
2:00pm arrive at check in at Mesa airport
4:35pm Flight leaves to Great Falls, Montana
7:10pm Arrive at Great Falls & begin drive
11:30pm Arrive at Chinook High School
Chinook High School Spanish & Fine Art Trip Proposal and Rationale

March/April 2017 Trip to Portugal and Spain
Victoria Karmali – Art
Sarah Burton – Spanish

As the Art and Spanish teachers at Chinook High School, we are writing this proposal to ask for approval of an Art and Spanish focused school trip for the 2016/2017 school year. Our main goals for the proposed trip are for students to explore the art and culture of Spain and Portugal, practice speaking Spanish in an authentic setting, explore the art and culture of Spain and Portugal and to inspire them to continue to develop their second language skills and interest in learning about other another culture and the art of that culture.

Application:
Our students have demonstrated the willingness to work hard at achieving success in their language studies and in art. Although they are interested, many of them have not had the chance to apply their second language skills beyond school. We would like to give them the chance to be able to practice and develop their skills outside of the classroom. The art students have had limited exposure to international art. Exploring historic and contemporary art and culture would provide them with new experiences and contextualize art outside of Canada.

Culture:
Culture is an essential component of the modern languages and art curriculums. Culture influences both language and art and vice versa. In modern language, teaching students about the culture has always been a priority. We would like to take this a step further and provide our students the opportunity to experience languages, art and culture on an authentic level. We believe that this would enhance their understanding and appreciation of the culture, language and art that they are studying.

Growth:
We believe that some of the best learning connections are made when people are truly inspired and engaged. We strive to get our students excited and engaged in the process of learning a new language and making art. We would like to provide interested students, the experience of being exposed to a new culture and to use their language skills in that culture. Our goal is to inspire our students to continue to expand their knowledge of language studies and art above and beyond what they learn in the classroom.

Fundraising Opportunities:
To help the students pay for the trip, they would be able to sell gift cards for local grocery stores. A percentage of the sales would go towards the payment of their trip. Additional fundraising will be determined after the first student meeting.
What are the educational/social/recreational goals of the trip?

Students would practice speaking Spanish in an authentic setting and explore the art and culture of Spain and Portugal. We want to inspire students to continue to develop their second language skills and interest in learning about other another culture and the art of that culture.

Spanish: language immersion, communication and travel in a Spanish speaking country, learn about the culture, art, food, daily life in an authentic setting

Art: experience European culture, view public and gallery art and architecture

What follow up activities will occur?

Art: Students would document their art experiences and collect inspiration for future art work. Students would also present their artistic experiences to their class when they return.

Spanish: Students would use the language skills they develop in future classes as well as discuss their experiences with other students during Spanish class.

What are the estimated cost for this activity, including the portion paid by each student? Describe the funding sources and plans for any fundraising.

$ 3 530/student
After the first student meeting, we would determine what kind of fundraising students are interested in participating in and determine a plan for fundraising. Students would also be able to sell grocery cards to raise funds for the trip.

How will students be prepared for this trip in terms of knowledge, skills and attitudes?

Students will have been studying both Spanish and Art for at least two years. They have developed their language skills in Spanish and the trip will provide an authentic setting to practice what they have learned. Art students have developed their artistic skills including artistic language, art criticism, compositional skills as well as a knowledge of a variety of medium and historic art periods. They will be prepared to appreciate and think critically about the art and architecture they see.

Both Spanish and Art students will spend time together preparing for the trip in terms of safety, travel in a foreign country and knowledge of the specific places they will visit.
Geographically, culturally and linguistically linked—yet distinct in their traditions and histories—Spain and Portugal make fascinating neighbours. In the landmarks of Lisbon, Evora and Algarve, Portugal’s personality comes into focus. In Spain, a wide range of influences are revealed, from the Andalusian cities of Seville and Granada to the Catalan capital of Barcelona.

**EVERYTHING YOU GET:**

- **Full-time Tour Director**
- **Sightseeing:** 5 sightseeing tours led by expert, licensed local guides; 1 sightseeing tour led by your Tour Director (3 with extension); 2 walking tours (3 with extension)
- **Entrances:** Castelo de São Jorge; Mosteiro dos Jerónimos; Seville Cathedral; Alhambra; Park Güell; Chapel of Bones; With extension: Perfume factory
- **Experiential learning:** “City Challenge” scavenger hunt
- **weShare,** our online platform that taps into each student’s interests for a more engaging learning experience
- **All of the details are covered:** Round-trip flights on major carriers; Comfortable motor coach; 10 overnight stays in hotels with private bathrooms (13 with extension); European breakfast and dinner daily
As you can see, your EF tour includes visits to the places you’ve learned about in school. That’s a given. But it’s so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can’t be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your Tour Director in your arrival city. It begins the moment you decide to go. Whether it’s connecting with other travellers on Facebook, Twitter or Instagram, or delving deeper into your destinations with our online learning platform, weShare, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels and meals while also providing their own insight into the local history and culture. Expert local guides will lead your group on sightseeing tours, providing detailed views of history, art, architecture or anything you may have a question about.

When your journey is over and you’re unpacking your suitcase at home, you’ll realize the benefits of your life-changing experience do not end. They have just begun.

@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday
– MELISSA, TRAVELLER

CHECK OUT WHAT A TOUR IS ALL ABOUT
Watch the videos at eftours.ca/
What you’ll experience on your tour

Day 1: Fly overnight to Portugal

Day 2: Lisbon
– Meet your Tour Director at the airport in Lisbon. During your stay, you’ll experience Old World atmosphere as you make your way through the labyrinth of winding streets in Lisbon’s Alfama district. Discover the hidden balconies, archways, terraces and courtyards of this hillside medieval quarter as you explore Lisbon’s former centre of Moorish aristocracy. See where Portugal’s early kings resided at the Castelo de São Jorge, built to overlook the city and Tagus River. Recall the Age of Discovery at the Monument to Discoveries and the Belém Tower. It was from here that many adventure-seeking navigators set sail, including Bartolomeu Dias, who sailed around the southern tip of Africa.
– Take a walking tour of Lisbon

Day 3: Lisbon
– Take an expertly guided tour of Lisbon
– Visit the Castelo de São Jorge
– Visit the Mosteiro dos Jerónimos
– Time to see more of Lisbon or
○ Visit Sintra and Cascais
○ Attend a Lisbon Fado Evening

Day 4: Evora | Algarve
– Travel to Evora
– Take an expertly guided tour of Evora
– Visit the Chapel of Bones
– Continue on to the Algarve

Day 5: Algarve
– Take an excursion to the Point of Saudade and Cape St. Vincent

Day 6: Seville | Costa del Sol
– Travel to Seville, the city of bullfights, flamenco dancing, Don Juan and Carmen, and the heartbeat of Andalusian culture. During your stay, follow narrow, twisting alleys through the Barrio de Santa Cruz, where picturesque whitewashed houses, flower-filled patios and tiled benches are pleasant reminders of an unhurried lifestyle. Pass by Maria Louisa Park to admire the mosaics and fountains of Plaza de España, centrepiece of the 1929 Ibero-American Fair. Visit the grave of Christopher Columbus inside Seville’s Cathedral. And imagine the spectacle of a traditional Spanish bullfight at the Plaza de Toros, celebrated for its Baroque architecture and historical significance.
– Take an expertly guided tour of Seville: Barrio de Santa Cruz
– Visit the Seville Cathedral
– Continue on to Costa del Sol

Day 7: Costa del Sol
– Time to see more of Costa del Sol or
○ Visit Morocco

Day 8: Granada
– Travel to Granada
– Take an expertly guided tour of Granada
– Discover Granada through an interactive “City Challenge” activity
– Visit the Alhambra, widely recognized as the world’s premier example of Moorish architecture—and Granada’s crowning jewel. Built as an all-in-one alcazaba (fortress), alcazar (palace) and small medina (city), the Alhambra was home to the last of the Nasrid Sultans. Elaborately embellished in the 14th century and surrounded by lush green trees, Moorish poets described it as “a pearl set in emeralds.” See the exotic mosaics, fountains, latticed windows, arabesques and ornamented courtyards that made this vast stronghold worthy of royal occupancy. Here, King Ferdinand and Queen Isabella agreed to finance the historic voyage of Christopher Columbus.

Day 9: Valencia
– Travel to Valencia
– Take a walking tour of Valencia

Day 10: Valencia | Barcelona
– Travel to Barcelona, an art lover’s dream city and the place where masters like Miró, Picasso and Dali flourished. During your stay you’ll explore open-air plazas dotted with avant-garde gems, like the Plaza de Catalunya and Plaza España. Snap photos of the twisting spires of La Sagrada Familia and the Magic Fountain of Montjuïc, which delights with dazzling light and water shows. From atop Montjuïc Hill enjoy panoramic views of the harbour below. Here you’ll also find the 1992 Olympic stadium. Marvel at the landscaped greenery and playful Modernist mosaics on your visit to Park Güell. Flower vendors and street performers greet you on your walking tour of the tree-lined Las Ramblas.
– Take an expertly guided tour of Barcelona
– Visit Park Güell
– Take a walking tour of Barcelona
– Enjoy a free evening in Barcelona or
○ Attend a Barcelona Flamenco Evening

Day 11: Barcelona
– Take a walking tour of home

○ 3-DAY TOUR EXTENSION

Day 12: Provence
– Take a tour of Montpellier
– Continue on to Provence

Days 13-14: French Riviera
– Travel to the French Riviera
– Visit the principality of Monaco
– Tour a French perfume factory in Eze
– Take a walking tour of Nice

Day 15: Depart for home

Optionals and excursions

What you’ll experience on your tour
MEMORANDUM

October 27, 2015

To: Board of Trustees

From: Wendy Fox
    Associate Superintendent, Division of Instructional Services

RE: International Trip Approval - WCHS

Background
Winston Churchill High School (WCHS) is requesting permission to take a group of students on a War and Remembrance Tour of Europe from April 14\textsuperscript{th}, 2017 to April 23\textsuperscript{rd}, 2017. The trip would be organized with EF Tours, the largest and most reputable student travel company in the world. Information regarding the educational benefits of the trip and the proposed itinerary are attached. The estimated cost per student is $3,500.00. Fundraising opportunities will be available to students to offset the cost of the trip.

Recommendation
That the WCHS War and Remembrance Tour of Europe from April 14\textsuperscript{th}, 2017 to April 23\textsuperscript{rd}, 2017 be approved, on the condition that all district policies and procedures are strictly followed.

Respectfully submitted,

Wendy Fox
My name is Craig Findlay and I am a social studies teacher now teaching at Winston Churchill High School in Lethbridge, Alberta. I have travelled with students from Lethbridge School District on a number of occasions, including three major tours of Europe: War and Remembrance Tour, 2006 (Germany, France, Monaco), the Return to Juno Beach Tour, 2009 (Belgium, France, Monaco), in 2012 the Chinook European History Tour (Germany, Poland [Auschwitz-Birkenau], Czech Republic, Austria), and finally in 2014 the Chinook War and Remembrance Tour (England, Belgium, France).

I would like to plan a ‘War and Remembrance’ tour for the Easter week of 2017 (April 14-23). The trip would begin in London and end in Paris, with stops at sites where the Canadian Expeditionary Forces saw action on the Western Front during the Great War (1914-1918). Other possible staging areas for the tour could include stays in Ypres, Vimy and/or Arras.

Below is a rough outline of what I would like the tour to encompass:

**Days 1-4 – London**
- must visit the Imperial War Museum
- ferry from Dover to Calais

**Days 5-7 – CEF sites of the Great War** (France and Belgium – stay in Ypres, Vimy and/or Arras)
- Ypres, Menin Gate Ceremony, Flanders Field Museum, Passchendaele Museum, Hill 62 Memorial, St. Julien Memorial, Langemark German cemetery
- Tyne Cot cemetery – students will be visiting the graves of soldiers they have researched
- Vimy Ridge (tunnel tour, park tour – I would like to avoid the 100th anniversary celebrations so students can have the full site experience), Notre Dame de Lorette French Cemetery
- Somme Sector: Beaumont-Hamel Newfoundland Memorial, Tank Corps Memorial at Pozieres/Windmill Australian Memorial at Pozieres, Thiepval Memorial

**Days 8-10 – Paris**
- city tour of Paris (if possible tour the Catacombs)
- visit the Louvre, Eiffel Tower, Arc de Triumphe, Notre dame Cathedral/Latin Quarter
- Palace of Versailles (last day – full day at Versailles if possible)

The tour would be designed to serve as enrichment for the high school social studies curriculum and would be planned and executed as a study tour. Student travellers would agree to do a number of pre-trip activities in order to facilitate their understanding and appreciation for the historic sites we would visit. Pre-trip work would include:

- lunch meetings to explore historical concepts, places, people and events
- assigned reading material and research tasks connected to curricular topics relating to the trip
- research of a soldier who died during the Great War
- preparation of a tribute to the fallen soldier they will be researching
The tour is built around two key curricular areas. First, the social studies 20-1 and 20-2 programs of study focus on expressions of nationalism, including manifestations of ultranationalism, leading to large-scale conflict. Our tour would begin with a 2-day tour of London and end with 3-days in the ‘City of Lights’, Paris, with our final day taking us to the opulent Palace of Versailles before heading home. The tour is designed to have students explore the history of Canada’s involvement in World War I. We would visit Passchendaele, Ypres, Vimy, Arras, and battlefields and monuments of the Somme.

Each traveler would personally represent a Canadian soldier who died during the Great War 1914-1918. Students would be responsible to research the life of the soldier and honour his gravesite during a personal tribute ceremony.

The trip is being organized with EF Tours, the largest and most reputable student travel company in the world. The cost of the proposed adventure is approximately $3500, not including spending money. The fee includes all travel, accommodations, entrance fees, and two meals a day. Students at WCHS have the opportunity to sell grocery coupons from local retailers as a means of raising funds to off-set the cost of the trip.

The tour would serve as an invaluable journey for any student moving through the Alberta High School Social Studies Curriculum. One of the main goals of the trip would be to connect students to their past and to the incredible Canadian heroes of a by-gone generation and, in so doing, foster a deeper appreciation of the sacrifices of those who fought for the freedom we now enjoy. The experiences students would bring back to their classrooms would most certainly enrich the teaching and learning environment of social studies classrooms at WCHS. There are no better classrooms than the ones created through the adventure of travel.

Thank you for your consideration and support,

Craig Findlay
LONDON TO PARIS: CANADA & THE GREAT WAR

Designed by Craig Findlay | 10 Days | Friday April 14th, 2017 - Sunday April 23rd, 2017
LONDON TO PARIS: CANADA & THE GREAT WARS

INCLUDED ON TOUR

Round-trip flights on major carriers; Full-time Tour Director; Air-conditioned motorcoaches and internal transportation; Superior tourist-class hotels with private bathrooms; Continental breakfast; Dinner daily

Sightseeing: London; Paris; Versailles

Entrances: Imperial War Museum; Tower of London; Ride the London Eye; Hill 62 Sanctuary Wood Museum; Memorial Museum Passchendaele; Tyne Cot Cemetery Visitors Centre; In Flanders Fields Museum; Last Post Ceremony at Menin Gate; Vimy Ridge Historic Site incl tunnels & trenches; Notre Dame de Lorette; Beaumont-Hamel War Memorial; Thiepval Memorial; The Louvre Museum; Notre Dame Cathedral; Versailles Palace & gardens; Eiffel Tower (pending availability); Arc de Triomphe

Overnight stays:
London, (2)
Vimy, (3)
Paris, (3)

NOT INCLUDED ON TOUR

Optional excursions; Insurance coverage; Beverages and lunches; Transportation to free-time activities; Customary gratuities (for your Tour Director, bus driver and local guide); Portage; Adult supplement (if applicable); Weekend supplement; Any applicable baggage-handling fee imposed by the airlines (see eftours.ca/baggage for details) Expenses caused by airline rescheduling, cancellations or delays caused by the airlines, bad weather or events beyond EF’s control; Passports, visa and reciprocity fees

SIGN UP TODAY
eftours.ca/CFHC
YOUR ITINERARY

Day 1: Board an overnight flight to London!

Day 2: London

Arrive in London
Ranging from the North Sea in the east to the playing fields of Eton in the west, London covers an area of some 620 square miles and is home to over 8 million people. Prepare to observe the stunning architecture, vibrant street life and royal majesty of this bustling metropolis.

Visit the Imperial War Museum
Unique in its devotion to the history of warfare during the 20th century rather than any particular conflict, the museum’s exhibits range from tanks and aircraft to personal letters and ration books. They include films, photographs and sound recordings, and some of the 19th and 20th century’s best-known paintings.

Walking Tour of London (time permitting)
Stroll through the heart of London on your Tour Director-led walking tour, which begins along the banks of the River Thames. As you walk along the ancient embankment, note that these shadowy waters gave the city its name, which derives from Llyn-Dyn, Celtic for “city of the lake.” Walk along the Strand and see the spot from which all distances to London are measured. Enter Trafalgar Square, where you’re sure to meet the world’s most famous pigeons, and pause at Nelson’s column, a symbol of Britain’s once unrivaled naval power. Continue on to Leicester Square and end your walk at chic Covent Garden, where street performers (or “buskers”) amuse the lively crowds. (The exact walking route may vary, depending on your hotel location and the day’s other activities.)

Overnight in London

Day 3: London

Guided Sightseeing of London
A local guide leads you on a panoramic tour of London. Begin in Grosvenor Square; site of the U.S. embassy and the house where Eisenhower once lived, this area is sometimes called “Little America.” Continue to Hyde Park Corner, located at the southeast corner of Hyde Park, one of London’s largest parks. At bustling Piccadilly Circus, the intersection of five busy streets, check out the bright lights and big city displays, before heading to Trafalgar Square, site of Nelson’s Column, built to commemorate his 1805 victory in the Battle of Trafalgar. Pass Speaker’s Corner, where anyone with something to say is invited to speak his mind. Snap a photo of the Houses of Parliament and continue along London’s South Bank for views of the famous Tower of London and London Bridge. View St. Paul’s Cathedral, the magnificent 17th-century Baroque church designed by Sir Christopher Wren. Finally, witness a London tradition: the Changing of the Guard. (Subject to scheduling)

Visit the Tower of London
The history of London comes to life at this complex of 20 towers surrounding Tower Green. The oldest tower, known as the White Tower, was completed in 1097, when it was the tallest building in London. The Tower buildings have had many uses over the years; perhaps the most infamous was as a jail for political prisoners, not to mention two of Henry VIII’s wives. The most famous exhibits at the Tower are the British Crown Jewels. Aside from a short interruption during WWII, these splendid baubles have been locked behind the Tower’s walls for centuries.

Ride the London Eye
Board the London Eye—built to celebrate the millennium, the world’s largest Ferris wheel offers you the chance to take it all in at once. In its short existence the London Eye has become the most popular UK visitor attraction, with over 3.5 million visitors a year.

Overnight in London

Day 4: London | Vimy Region

Transfer to Dover

Board a Ferry in Dover
Transfer to Dover, where you’ll board a ferry to cross the English Channel. Look back at the famous White Cliffs of Dover as you leave the British shore—they are the site of the cliff scene in Shakespeare’s King Lear. Four hundred years later, Churchill used a vast network of secret tunnels hidden within the rock to hide Allied troops during WWII.

Arrive in Calais

Transfer to the Vimy Region

Overnight in Vimy Region

Day 5: Vimy Region

Hill 62 Sanctuary Wood Museum
The Canadian Hill 62 (Sanctuary Wood) Memorial commemorates the actions of the Canadian Corps in defending the southern stretches of the Ypres Salient between April and August 1916. These battles marked the first occasion in which Canadian divisions engaged in planned offensive operations during World War I. In those actions the Canadians re-conquered vital high-ground positions that denied the Germans a commanding view of the town of Ypres itself. Nearby can be seen one of the few places on the Ypres Salient battlefields where an original trench layout has been preserved.

Visit the Memorial Museum Passchendaele
Formerly the “Streekmuseum,” this re-opened in 2004 as the Memorial Museum Passchendaele. It is housed in the old Zonnebeke chateau in the heart of the 1917 Passchendaele battlefield and tells the story of the fighting in this area during the four years of the war. You will see many photos, uniforms and artifacts on display, and a reconstructed trench and WWI dugout.

Tyne Cot Cemetery Visitors Centre
Although the exact reason for its name is sometimes disputed, it seems to be that “Tyne Cot” was the name given by British soldiers from Tyneside to a cottage on the Passchendaele-Broodseinde road which was surrounded by German pill-boxes. The visitors centre, which lies just beyond the world’s largest commonwealth cemetery, holds the Tyne Cot Memorial to the Missing. Each one of the 34,887 names are written and can be heard recited through a speaker.

Overnight in Vimy Region

Day 6: Vimy Region

Tyne Cot Cemetery Visitors Centre
Although the exact reason for its name is sometimes disputed, it seems to be that “Tyne Cot” was the name given by British soldiers from Tyneside to a cottage on the Passchendaele-Broodseinde road which was surrounded by German pill-boxes. The visitors centre, which lies just beyond the world’s largest commonwealth cemetery, holds the Tyne Cot Memorial to the Missing. Each one of the 34,887 names are written and can be heard recited through a speaker.

Overnight in Vimy Region

Day 7: Vimy Region

Visit the Tyne Cot Cemetery

Visit the Memorial Museum Passchendaele

Visit the Zonnebeke Church

Visit the Memorial Museum Passchendaele

Transfer to Brussels

Day 8: Brussels / Return

Arrive in Brussels

Transfer to Brussels Airport

Board a flight for your connecting flight home.
Stop at St. Julien Canadian Memorial
Also known as the Brooding Soldier, this memorial is located in the small village of Saint-Julien, Belgium. It honours Canada’s First Division’s contributions during the Second Battle of Ypres in 1915. It was during this battle that the German forces introduced poison gas as a weapon for the first time. While many French troops retreated, the Canadian forces held the line for 48 hours, during which time multiple counter attacks were launched. It was at this time that Canadian forces developed a great reputation as a force to be reckoned with, however during this process one in every three soldiers was killed. The monument was unveiled in 1923.

Langemark German War Cemetery
More than 44,000 soldiers are buried here. The village was the scene of the first gas attacks by the German army, marking the beginning of the Second Battle of Ypres in April 1915.

Visit the In Flanders Fields Museum
This award-winning museum is located in the eastern end of the beautiful and grand Cloth Hall in Ypres. Focusing on the horrors of war, this interactive museum invites participants to engage emotionally in the presentation of the past.

Last Post Ceremony at Menin Gate
Since November 11, 1929, the Last Post has been sounded at Ypres' Menin Gate memorial every evening regardless of the weather. Tonight, you will experience this solemn ceremony firsthand.

Overnight in Vimy Region

Day 6: Vimy Region

Visit to Vimy Ridge Historic Site incl. tunnels & trenches tour
Walk along Vimy Ridge, where in 1917, Canadian troops came together to accomplish what larger British and French forces had failed to do, and what would become a defining moment in the First World War. See where these brave soldiers charged over the ridge, marching under continuous, heavy fire and cleverly isolating the German troops in their dugouts. A towering, white marble monument now marks Hill 145, the place where the capture of Vimy Ridge ended a bloody battle. The 20,000 identified graves with their crosses or headstones are joined by two mass graves of unidentified soldiers. Visit the site of the six memorials erected by the Government of Newfoundland to commemorate and honour all of the soldiers from Newfoundland and Labrador who were killed during the First World War. Opened in 1925, the memorial features a 15m bronze caribou overlooking the battlefield and remaining trenches. The site also includes an excellent visitors’ centre which details the story of the Royal Newfoundland Regiment. As the largest memorial site of the six memorials erected by the Government of Newfoundland following the First World War, it is an immersive, contemplative, humbling and emotional experience for all who visit.

Visit the Tank Corps Memorial and the Windmill Australian Memorial at Pozières

Transfer to Paris
Welcome to Paris, cosmopolitan City of Light. Over the centuries, Paris has grown to become the undisputed center of France, and one of the world’s most important cities both culturally and politically. Equally famed for its high fashion, awe-inspiring museums and elegant cuisine, Paris has also been a center of theater, literature and philosophy throughout the ages.

Overnight in Paris

Day 8: Paris

Guided Sightseeing of Paris
Discover the city on the Seine during your morning bus tour. Learn about Paris’ origins as a Roman settlement as you pass through the Île de la Cité, where you will also see Notre Dame Cathedral. Pass by the imposing Arc de Triomphe, commemorating Napoleon’s Grande Armée, and the École Militaire, where he graduated to Lieutenant. Continue down the elegant Champs-Élysées to the Place de la Concorde, dedicated to King Louis XV and the site where Louis XVI and Marie Antoinette were executed during the French Revolution. Then, head through the Quartier Latin where you will see the world-renowned Sorbonne University, and drive along the Seine for wonderful views of the Musée D’Orsay, the Louvre and the Pont de Neuf, or ‘new bridge’, which is ironically Paris’ oldest. Finally, make a photo stop at the iconic Eiffel Tower, built for the 1889 World’s Fair. Learn why this impressive, yet controversial, symbol of Paris was spared the wrecking ball in 1909.

Visit the Louvre Museum
The Palais du Louvre, built to defend the city in the 13th century, now safeguards one of the world’s greatest art collections. Enter the museum through world-renowned architect I.M. Pei’s 1989 modernist glass pyramid. Inside, discover priceless antiquities from Egypt, Greece, Italy and Asia such as the statues of Venus de Milo and Nike of Samothrace, better known as Winged Victory. You’ll also see some of the Louvre’s most prized paintings by Renaissance and European masters, including Leonardo da Vinci’s painting of the mysterious Mona Lisa.
Walking Tour of the Latin Quarter
Your Tour Director will lead you on a walking tour of Paris' famous Latin Quarter. Featuring a diversity of restaurants, the Latin Quarter is just a short walk down the Rue de la Seine from the museum area.

Visit Notre Dame Cathedral
Built between 1163 and 1361 over the remains of an ancient Roman temple, it was here that Napoleon crowned himself emperor in 1804. Victor Hugo once described the sculptured façade of Notre Dame as "a vast symphony in stone." However, had it not been for the creation of his famous hunchback, Quasimodo, the cathedral might never have returned to its former glory. Hugo’s novel *The Hunchback of Notre Dame* helped inspire a 23-year restoration of the cathedral that began in 1841. Step inside to admire the stained-glass rose window and seemingly weightless vaulted ceilings.

Ascend the Eiffel Tower
Built in 1889 for the World’s Fair, the tower is now one of the world’s most recognizable monuments and a symbol of Paris. Standing over 300 meters high, with a viewing balcony on each of its three levels, a visit to this historical landmark is one of the must-do events in any visit to the city. (Pending availability due to limited group reservations)

Overnight in Paris

Day 9: Paris

Full day Excursion to Versailles
Step back into le grand siècle as you experience the opulence of Versailles, the elaborate palace of Louis XIV. Built to be the envy of all Europe, France’s most extravagant château continually threatened to bankrupt the national treasury. Here the Sun King held court in the most lavish style imaginable. At one point, 1,000 nobles were attended by 4,000 servants inside the palace, while 15,000 soldiers and servants inhabited the annexes. Stroll through the elegantly landscaped gardens, designed by André Le Nôtre. You’ll also tour the State Apartments of the King himself and walk through the historic Hall of Mirrors, where France, Spain and England officially recognized the independence of the United States in 1783, and where the Treaty of Versailles, which ended WWI, was signed. You’ll also witness the ornate decor of the Queen’s State Apartments, furnished for Marie Antoinette. (Because of the extreme popularity of Versailles, guided visits of the interior cannot be guaranteed during peak seasons. In this case, your group will hear a presentation from your guide before entering the palace.)

Evening Walking Tour of the Champs Elysees
This evening, follow your Tour Director down the Champs-Elysées, one of Paris’ hottest shopping districts. You will then continue to Charles de Gaulle Etoile, the busiest round-about in France, which circles the magnificent Arc de triomphe.

Visit the Arc de Triomphe
At the head of the Champs Elysees is the busy Place de l’Etoile, home of the Arc de Triomphe. Plans for the Arc were originally drawn up in 1758, but were revamped into the modern day design by Napoleon Bonaparte. Finished in 1836 during the reign of Louis Philippe, the Arc de Triomphe is decorated with bas reliefs depicting scenes from the revolutionary era. Climb to the top of this, the world’s largest triumphal arch, to gain an extraordinary view of Paris.

Overnight in Paris

Day 10: Paris

Transfer to the airport for your return flight
Your tour director assists with your transfer to the airport, where you will check in for your return flight home.

Itinerary is subject to change

For complete financial and registration details, please refer to the Booking Conditions at www.eftours.ca/bc.
MEMORANDUM

October 27, 2015

To: Board of Trustees

From: Wendy Fox

        Associate Superintendent, Division of Instructional Services

RE: International Trip Approval - ICHS

Background
Immanuel Christian High School (ICHS) is requesting permission to take a group of French as a Second Language students on a tour of Paris from March 24th, 2016 to April 1st, 2016. The students would be able to experience French culture first-hand after years of learning it in the classroom. The educational benefits of the trip and the proposed itinerary are attached. The estimated cost per student is $2,200.00. Fundraising opportunities will be available to students to offset the cost of the trip.

Recommendation
That the ICHS tour of Paris from March 24th, 2016 to April 1st, 2016 be approved, on the condition that all district policies and procedures are strictly followed.

Respectfully submitted,

Wendy Fox
1. Educational Benefits
   - Students would get a chance to put into practice their years of study in the FSL classroom. This would be an amazing experience for them, and would really stretch them to use their language skills.
   - Students would also have the opportunity to experience French culture first-hand, after years of learning about it in class. Everything from the metro rides to museums to eating in French restaurants – so many experiences that open up another culture for them, another part of the world which we share.
   - For many students, this would be their first experience at international travel. This brings with it many opportunities to learn.
   - Visiting the many historical sites would give students a new and more real sense of history. Being able to see the many places tied to the history they have read about or studied adds depth to their understanding of events.

2. Proposed Itinerary

   **Thursday, March 24**
   Travel Calgary – Paris

   **Friday, March 25**
   a.m. Arrive in Paris, travel to and settle in hotel
   p.m. Montmartre District, Place du Tertre (Artists’ Square), Sacré Cœur Basilica

   **Saturday, March 26**
   a.m. Catacombes de Paris, Le Musée de l'Armée / L'Hôtel des Invalides
   p.m. La Tour Eiffel, Seine River Cruise (evening)

   **Sunday, March 27**
   a.m. Church (L’Église Réformée du Marais) 10h30
   Picnic at La Place des Vosges (oldest square in Paris)/ Victor Hugo’s residence
   p.m. Le Marais District / La Bastille walk-about
   Le Jardin de Luxembourg

   **Monday, March 28**
   a.m. Le Musée du Louvre
   p.m. Jardin des Tuileries, L’Avenue des Champs Elysées, L’Arc de Triomphe
   La Défense (evening)
Tuesday, March 29
Euro-Disney

Wednesday, March 30
Le Palais de Versailles

Thursday, March 31
a.m.  La Cathédrale Notre Dame de Paris
p.m.  La Sainte Chapelle, la Conciergerie, L’Île de la Cité / L’Île Saint-Louis
Evening in Le Quartier Latin

Friday, April 1
Travel Paris – Calgary

3. Estimated Cost per student: $2200
   Flight  $1300
   Transportation (to Calgary, in Paris)  $150
   Food  $250
   Hotel  $250
   Attractions in Paris  $225
   Extras / Misc.  $25

Proposed fundraising opportunities provided:
- Monthly school-wide pizza sales
- SPC card sales (September)
- Mom’s Pantry sales (Fall and Spring)
- Tupperware sales (before Christmas)
- Bottle Drives
- Pizza Hut/Subway card sales
- Various work projects as they become available (farm work at Society farms, inventories and odd jobs at various Society businesses, etc.)

Mr. Terry Kruisselbrink, Teacher
Mrs. Brenda Nieuwenhuis, Teacher
Immanuel Christian High School
MEMORANDUM

October 27, 2015

To: Board of Trustees

From: Don Lussier
Associate Superintendent, Business Affairs

Re: New Age Integrated Technology for Chinook High School Gymnasium

Background:
The Chinook Community leads the way with innovative technology to compliment the growth mind-set of their school. Chinook looks for ways to support the learning and growth of their students in all aspects of curriculum and school experience.

This totally integrated system, which includes:
- Production Centre
- AV racks and server
- Gym Audio
- 2 Gym LED 12 x 7 and 16 x 10
- Portable wireless system
- Full and complete installation

In going out for tender, only one company could provide the equipment and installation, and that was Digital Edge Media from Sherwood Park, Alberta. The full funding of $214,743.21 plus G.S.T. will come from Chinook High School’s School Generated Funds and operational budget.

The programming that will occur over this integrated system will be developed and used during PE instructional time, school gatherings and co-curricular events. Using and operating will be the full responsibility of students under teacher supervision. Kevin Wood’s comment was this technology will allow us to continue to grow a close knit community by gathering and using seamless technology for school celebrations, community gatherings, spirit rallies, guest speakers as well as world class hosting of events.

Recommendation:
That the Board approve the New Age Integrated Technology at Chinook High School and award the contract to Digital Edge Media in the amount of $244,452.27
There will be other costs associated with installation such as electrical that will go through our maintenance department. Estimates run around $10,000

Respectfully submitted,
Don Lussier
MEMORANDUM

October 27, 2015

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 impending 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.

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<thead>
<tr>
<th>Policy #</th>
<th>Policy Name</th>
<th>Action Required</th>
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<tr>
<td>502.1</td>
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<tr>
<td>502.3</td>
<td>Suspensions and Expulsions</td>
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<td>505.9</td>
<td>Appeals</td>
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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.

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Respectfully submitted,
Cheryl Gilmore
502.1 Welcoming, Caring, Respectful and Safe Learning Environments

Policy

The Board is committed to providing a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. Every school community member within the District has the right to learn and work in schools that promote equality of opportunity, dignity, and respect.

The Board is further committed to protect all students from harassment, discrimination, and violence during the District’s school-related activities. All those involved with the District including trustees, employees, students, parents, volunteers, contractors, and visitors must share in the responsibility for eliminating bullying, discrimination, harassment, and violence. The Board does not condone bullying, harassment, discriminatory and violent behaviours, and expects allegations of such behaviours to be investigated in a timely and respectful manner.

Regulations

1. The Board acknowledges its responsibility to ensure welcoming, caring, respectful and safe learning environments for all students. It recognizes the importance of students' emotional, social, intellectual and physical wellness to their success in school and expects students to adhere to the District Student Code of Conduct (see Appendix A) and schools’ codes of conduct.

2. The Board expects all trustees, employees, students, parents, volunteers, visitors, and contractors to embrace and support this policy. This policy covers behaviour not only at District schools, but also at any school-related 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. This applies whether contact is face-to-face, by phone, fax, e-mail, internet or intranet, or by any other means of communication. This policy also covers threatening, harassing, intimidating, assaulting or bullying, in any way, any person within the school community including aggressive behaviours such as “cyber” hate messaging and websites created in the student’s home, in cyber cafes or other settings.

3. The Board expects reporting to a responsible adult all incidents of threats, bullying, harassment, violence or intimidation regardless of the identity of the alleged harasser or offender.

4. A student code of conduct will be developed to outline behavioural expectations and consequences of unacceptable behaviour. See Appendix A – Student Code of Conduct.
502.1 Welcoming, Caring, Respectful and Safe Learning Environments, cont’d

5. Procedures will be developed and regularly reviewed to ensure welcoming, caring, respectful and safe learning and working environments.

5.1. Sexual Orientation and Gender Identity:

All members of the school community have the right to learn in an environment free of discrimination, prejudice and harassment. This right is guaranteed under the Charter of Rights and Freedoms, Alberta Human Rights Act, and Alberta School Act. These rights shall be supported so that all members of a school community may work together in an atmosphere of mutual respect and appreciation for individual differences. See procedure 502.1.10.

5.2. Student Safety:

The principal of each school shall develop and implement procedures designed to provide a safe environment for students while at school or participating in school sponsored activities. See procedure 502.1.8.

5.3. Supervision:

The principal shall ensure that students are properly supervised while attending school and/or at school sponsored/authorized activities. See procedure 502.1.9.

5.4. Student Discipline:

The principal of each school shall ensure that a Student Code of Conduct is developed or reviewed annually. See procedure 502.1.1.

5.5. Conduct on Authorized Transit:

Students shall comply with District and school expectations for student conduct while on school authorized transit. See procedure 502.1.2.

5.6. Use of Physical Restraint:

The use of physical restraint, although permitted, must be limited to situation where there is a threat to personal safety, the safety of others or damage to property. See procedure 502.1.7.
502.1 Welcoming, Caring, Respectful and Safe Learning Environments, cont’d

5.7. Searches:

From time to time in order to discharge the duty of maintaining a welcoming, caring, respectful and safe learning environment, it is necessary to conduct student searches. Procedure 502.1.6 outlines the process to use when conducting students searches.

5.8. Vandalism of School Property:

Individuals or groups causing damage to District property shall be held responsible for the payment of costs related to repair or replacement of the property. See procedure 502.1.3.

5.9. Alcohol, Drugs, Tobacco and Electronic Smoking Products:

The following are prohibited on school property and at authorized student activities:
- possession and/or use of alcohol;
- possession and/or use of illicit drugs;
- use of tobacco and/or electronic smoking products;
- inappropriate use of prescription and non-prescription medication; and
- persons under the influence of alcohol or drugs. See Procedure 502.1.4.

5.10. Weapons:

All persons, with the exception of police officers, are prohibited from bringing weapons, or having weapons in their possession at the following: schools, school grounds, school busses, and school-sponsored activities. See procedure 502.1.5.

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

References

Alberta School Act: Sections 12, 13, 14, 15, 16, 18, 20, 24, 27, 51, 57(1), 60

District Policies: 500.1 Rights and Responsibilities; 501.1 Attendance at School; 502.1 Appendix A-Student Code of Conduct; 502.1 Procedures; 502.3 Suspensions and Expulsions; 504.8 Involvement with Authorized Agencies; 400.3 Whistleblower Protection; 607.1 Fieldtrips, off-campus activities and Student Travel; 607.4 Responsible Use of Technology; 700.6 Emergency Response Planning; 802.2 Student Fees, Fines and Charges; 1003.1 Channels of Communication and Disputes Resolution; 1005.6 School Generated Funds
Other:
Alberta Human Rights Act, Section 4; Criminal Code of Canada, Section 43; Canadian Charter of Rights and Freedoms; Narcotics Control Act; Young Offenders Act; Safety Guidelines for Physical Activity in Alberta Schools.
502.1 Appendix A Student Code of Conduct

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.”

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, 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 age, national or ethnic origin, religion, gender, sexual orientation, disability, race and/or sources of income or family status. 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.

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 of 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
3.12 be responsible digital citizens.

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.

5. Rules governing student conduct while being transported on school busses 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. Schools may consult with District Instructional Services for determining support mechanisms.

9. Procedures for lodging a complaint or concern.
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 Students and parents will follow the communication process outlined in Policy 1003.1 Channels of Communication and Disputes Resolution.
9.3 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.

9.4 The professional staff member or principal will apply the appropriate consequences as delineated in the school’s Student Code of Conduct.

9.5 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.

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 reference to 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.
502.3 Suspensions and Expulsions

Policy

The principal of each school shall develop guidelines for the suspension or expulsion of students that are consistent with the School Act and District policies, and which must be included in the school’s behaviour plan.

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

The Board acknowledges the role of suspension and expulsion of a student, in response to a violation of the Student Code of Conduct, when:
1. other means of corrective action have failed to bring about orderly or appropriate conduct on the part of the student; or
2. the student’s misconduct is so severe that lesser corrective action would be insufficient.

A suspension or expulsion shall be used in response to:
1. excessive, persistent or chronic disobedience or disregard of District or school rules;
2. conduct which endangers the safety of students and/or staff;
3. possession and/or use of prohibited substances; or
4. conduct which is injurious to the moral tone of the school; whether or not the conduct occurs within the school building or during the school day.

Regulations

Suspension

1. A suspension shall be defined as a temporary prohibition, instituted by a principal or a teacher under section 24 of the School Act, of a student from attending a class, course, school activity, school, or from riding on school authorized transit for a period of 10 school days or less.
1.1. A teacher, in consultation with the school principal or designate, may suspend a student from one class period.

1.2. The principal may suspend a student
   1.2.1. from school;
   1.2.2. from one or more class periods, courses or education programs;
   1.2.3. from participation in school sponsored activities; or
   1.2.4. from school authorized transit.

1.3. Parents shall be informed in writing regarding the circumstances of an out of school suspension, and parents, or the student if he or she is over 16 years of age, must be provided an opportunity to meet with the principal to discuss the reasonableness of the suspension.

1.4. The principal may at any time reinstate a student suspended under clause 1.1 or 1.2.

1.5. The principal shall reinstate the student within 5 school days or provide a written recommendation to the Superintendent for an expulsion. The student remains suspended until the Board has made a decision in regards to the expulsion.

Expulsion

2. An expulsion shall be defined as a prohibition, instituted by the Board in accordance with section 25 of the School Act, of a student from a class, course, educational program, school, school activity or from riding school authorized transit for more than 10 days, which is imposed by the Board.

3. The Board may make the decision to expel if:
   3.1. the principal has recommended that the Board expel the student; and
   1.6. 3.2. the student has been offered another education program by the Board.

2. A suspension or expulsion shall only be used in response to:
   2.1. excessive, persistent or chronic disobedience or disregard of District or school rules;
   2.2. conduct which endangers the safety of students and/or staff;
   2.3. possession and/or use of prohibited substances; or
   2.4. conduct which is injurious to the moral tone of the school.

3.4. An Expulsion Committee shall consist of
   3.1. 4.1. two Trustees of the Board; and
   3.2. 4.2. a school administrator appointed by the Associate Superintendent, Instructional Services.

502.3—Suspensions and Expulsions...

5. An expulsion hearing shall be facilitated by the Associate Superintendent,
Instructional Services within 10 school days after the date of the suspension.

5.1. Before the Expulsion Committee makes a decision to reinstate or expel the student, the student and the students’ parents/guardians may make representations to the Expulsion Committee with respect to the principal’s recommendation to expel the student.

4-6. A suspension or expulsion shall not deny a student’s legal right to access an education.

6.1. The Expulsion Committee may make rules to establish parameters regarding the circumstances in which an expelled student may be re-enrolled.

5-7. The Board shall be informed of the results of each expulsion hearing.

7.1. The student shall not be named.

7.2. The Board may re-enrol a student who has been expelled.

When a student is expelled under this section, the Board shall notify, in writing, the student’s parent/guardian and the student if he or she is 16 years of age or older.

8.1. of the expulsion, and

5-1-8. of the right to request a review under section 124 of the School Act.

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

References

Alberta School Act: 8, 12, 16, 24, 25, 60 (1) (e), 61, 124
District Policies: 500.1 Rights and Responsibilities, 501.1 Attendance at School, 502.1 Student Code of Conduct, 502.2 Student Discipline, 502.4 Harassment and Discrimination of Students, 502.6 Student Conduct on School Authorized Buses, 502.8 Alcohol and Drugs, 502.9 Tobacco, 502.10 Weapons, 504.3 Student Safety, 504.9 Response to Crisis Situations 502.1 Welcoming, Caring, Respectful and Safe Learning Environments, 505.9 Appeals
505.9 Appeals

Policy

Parents/guardians and students shall have the right to appeal the decisions made by District employees that directly affect the education of the student.

Regulations

1. Parents/guardians and students shall be advised of the existence of the appeal process through the Parent and student handbook, website, or other appropriate print form.

2. For classroom-based decisions, the first appeal shall be directed to the student’s teacher.

3. For school-based decisions, or when a classroom-based appeal cannot be resolved with the classroom teacher, further appeal shall be directed to the principal.

4. For District-based decisions, or when a school-based decision cannot be resolved with the principal, further appeal shall be directed to the Associate Superintendent who has responsibility for the area under appeal. If the appeal does not fall under the responsibility of an Associate Superintendent, the appeal will go directly to the Superintendent.

4-5. The final level of appeal prior to the Board is the Superintendent.

5. Where a decision of an employee of the Board significantly affects the education of a student, then either

   (a) the parent of the student, and/or
   (b) the student (if 16 years of age or older),

   may within a reasonable time, 10 school days from the date that the parent or
LETHBRIDGE SCHOOL DISTRICT NO. 51

student was informed of the decision, appeal that decision to the Board.

505.9 Appeals...

6.7. If the Board makes a decision on an appeal to it, or otherwise a decision, with respect to

(a) the placement of a student in a special education program;
(b) a matter referred to in section 10 of the School Act;
(c) a home education program;
(d) the expulsion of a student; or
(e) the amount and payment of fees or costs,

then the parent of the student affected by the decision or the student (if 16 years of age or older) may request in writing that the Minister review the decision of the Board.

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

References

School Act: 10, 48, 123, 124
District Policies: 501.3 School Attendance Areas, 502.3 Suspensions and Expulsions, 802.2 Student Fees, Fines and Charges, 605.1 Special Education – General, 605.2 Special Education – Out of District Placements, 605.3 Special Education – English As A Second Language, 605.4 Special Education – Placement Appeals, 605.5 Special Education – Early Childhood Services, 606.5 Home Education, 609.3 Placement, Promotion and Retention, 608.6 Parent and Student Handbook, 1003.1 Channels of Communication and Disputes Resolution; 608.6 Parent and Student Handbook
MEMORANDUM

October 27, 2015

To: Board of Trustees

From: Sharon Mezei
Associate Superintendent, Human Resources

RE: Voluntary Retirement – Local Authorities Pension Plan Members

Background
For the past several years, the Board has approved a Voluntary Retirement Plan for the Canadian Union of Public Employees (CUPE) 290, CUPE 2843 and non-union employees. This opportunity for staff members has facilitated the hiring process for the following year.

This plan allows staff members of the Local Authorities Pension Plan to retire as of January 31, 2016 and then begin a temporary contract with the Board effective February 1, 2016 – June 26, 2016.

Recommendation:
That the Board extend the Voluntary Retirement Package to all employees who are members of the Local Authorities Pension Plan (CUPE 290, CUPE 2843 and non-union employees) who, by December 18, 2015, submit a letter of resignation effective January 31, 2016. Such employees will be offered a temporary contract effective February 1, 2016 – June 30, 2016.

Respectfully submitted,

Sharon Mezei
Associate Superintendent
To: All Lethbridge School District Staff
From: Sharon Mezei and Rhonda Aos
Re: Early Retirement Incentive

At its regular meeting of October 27, 2015, the Board passed the following motion:

**Voluntary Retirement Plan for Canadian Union of Public Employees (CUPE) 290, 2843 and Non-Union Staff**

The Board extended the Voluntary Retirement Package to all members of the Local Authorities Pension Plan (CUPE 290, CUPE 2843 and Non-Union Staff) employed by Lethbridge School District No. 51 who, by December 18, 2015, submit a letter of resignation effective January 31st, 2016. Such employees will be offered up to a five month temporary contract.

**Voluntary Retirement Plan for Alberta Teachers’ Association (ATA) Staff Members**

The Board extended the Voluntary Retirement Package to any ATA Staff members who, by December 18, 2015, submit a letter of resignation effective January 31st, 2016. Such employees will be offered a temporary contract effective February 1st, 2016 to June 30, 2016.

Attached is a letter which you could use as a sample, may sign and return it to Human Resources if you wish to exercise this option.

If you have any questions please do not hesitate to contact either Sharon or Rhonda at 403-380-5297 or 403-380-7391.
Dear Ms. Aos:

Re: Twelve Month Support Staff (CUPE 290, 2843, Non-Union)

I am writing in response to the Board’s offer as per their motion of October 27, 2015.

Twelve month employees may wish to have their temporary contract end up to any time prior to August 31, 2016 for a maximum duration of five months.

As per the conditions of that offer, I am resigning my continuing contract with the Board effective ____________, 2016 (Between January 31-March 31, 2016). My resignation is contingent upon receiving a temporary contract from ____________, 2016 (one day after the resignation date) equivalent to my present assignment. I understand that I will receive a temporary contract with the Board for this time period, as soon as possible. I also understand that my benefit coverage will cease with the Board ____________ 2016 (as of the resignation date above). After ____________, 2016 (the resignation date), I understand that I will be eligible to continue benefit coverage with the Alberta School Employees Benefit Plan until age 65. The Board will reimburse me for the Board portion of the benefit premiums from ____________ to ____________ (For five months with an end date no later than August 31, 2016) after which time, if I choose to continue with coverage, I will be responsible for the entire amount of the premium, payable to A.S.E.B.P or ARTA.

Thank you.

Yours truly,

Date: _________________________

pc: Principal Payroll
Dear Ms. Aos:

Re: Ten Month Support Staff

I am writing in response to the Board’s offer as per their motion of October 27, 2015.

As per the conditions of that offer, I am resigning my continuing contract with the Board effective January 31, 2016. My resignation is contingent upon receiving a temporary contract from Feb. 1, 2016 to June 30, 2016 equivalent to my present assignment. I understand that I will receive a temporary contract with the Board for this time period, as soon as possible. I also understand that my benefit coverage will cease with the Board as of January 31, 2016. After January 31, 2016, I understand that I will be eligible to continue benefit coverage with the Alberta School Employees Benefit Plan until age 65. The Board will reimburse me for the Board portion of the benefit premiums from February 1, 2016 to June 30, 2016 after which time, if I choose to continue with benefit coverage, I will be responsible for the entire amount of the premium, payable to A.S.E.B.P.

Thank you.

Yours truly,

Date: _________________________

pc: Principal
    Payroll

F/district/personnel/hr[2015-10 form letter retirement 10 month support Nov 2015]
MEMORANDUM

October 27, 2015

To: Board of Trustees

From: Sharon Mezei
       Associate Superintendent, Human Resources

RE: Voluntary Retirement – Alberta Teachers’ Retirement Fund Members

Background
For the past several years, the Board has approved a Teacher Voluntary Retirement Plan. This opportunity for teaching staff members has facilitated the hiring process for the following year.

This plan allows for a teacher to retire as of January 31, 2016 and then begin a temporary contract with the Board effective February 1, 2016 – June 30, 2016.

Recommendation:
That the Board extend the Voluntary Retirement Package to all employees who are members of the Teacher Retirement Fund who, by December 18, 2015, submit a letter of resignation effective January 31, 2016. Such employees will be offered a temporary contract effective February 1, 2016 – June 30, 2016.

Respectfully submitted,

Sharon Mezei
Associate Superintendent
Dear Ms. Mezei:

Re: Teaching Staff

I am writing in response to the Board’s offer as per their motion of October 27, 2015.

As per the conditions of that offer, I am resigning my continuing contract with the Board effective January 31, 2016. My resignation is contingent upon receiving a temporary contract from Feb. 1, 2016 to June 30, 2016 equivalent to my present assignment. I understand that I will receive a temporary teaching contract with the Board for this time period, as soon as possible. I also understand that my benefit coverage will cease with the Board as of January 31, 2016. After January 31, 2016, I understand that I will be eligible to continue benefit coverage with the Alberta School Employees Benefit Plan until age 65. The Board will reimburse me for the Board portion of the benefit premiums from February 1, 2016 to June 30, 2016 after which time, if I choose to continue with benefit coverage, I will be responsible for the entire amount of the premium, payable to A.S.E.B.P.

Thank you.

Yours truly,

Date: _________________________

pc: Principal
Payroll

F/district/personnel/hr/[form letter re retirement resignation Teachers November 2015]
MEMORANDUM

October 27, 2015

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

RE: Breakfast with the Board – November 3, 2015 - Immanuel Christian Elementary 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 Immanuel Christian Elementary School on Tuesday, November 3, 2015 from 8:00 – 8:30 a.m. Following the breakfast, Principal Jay Visser 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
Sprit of 51 Committee – Section “Friends of 51 Program”  
2014-2015

The Spirit of 51 Committee – Section – “Friends of 51 Recognition Program” met on June 4, 2015 and reviewed each nomination to ensure that the nominees met the terms of reference. Plaques were personally delivered to thirteen worthy recipients on June 24, 2015. Spirit of 51 Recipients were:

- Peter and Terri Kemenik
- The LCI Alumni and Booster Association
- Pratt and Whitney
- Parrish & Heimbecker
- Lowes
- Lyndsey Spring
- McDonalds
- DRC Communications Inc.
- Stafford Family Dental
- SLP Industries
- Wednesday Culley
- Ricardo Berner
- Save-On-Foods

A Spirit of 51 Recognition Lunch was held for nominated CUPE 290, CUPE 2843, and Non-Union staff members for their amazing contributions on March 11, 2015 with 46 staff recognized.

Years of Service recognition gifts were presented to staff members.

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<tr>
<th>Years of Service</th>
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<tr>
<td>40</td>
<td>Gift purchased by school value $400</td>
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<td>Certificate and Wooden Pen</td>
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<td>Frame with Certificate</td>
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The terms of reference were reviewed for the 2015-2016 school year.

Respectfully submitted,
Lola Major
Tyler Demers
SPIRIT OF #51 COMMITTEE
Terms of Reference
2015-2016

Name and Type of Committee:
The Spirit of 51 Committee is a standing committee of the Board of Trustees of Lethbridge School District No. 51.

Purpose:
- To enhance the recognition and appreciation of District # 51 staff and members of the community. The committee will plan for activities, events and initiatives to achieve this purpose.

Key Duties and Responsibilities:
1. Provide advice to, plan for and participate in District recognition and appreciation activities.
2. Promote collegiality among employee groups, the administration and the Board.

The Spirit of 51 Committee will recommend to the Board or take action as per Board motion.

Composition and Appointments:
- Two Trustees appointed annually at the Organizational Meeting of the Board, one to serve as Chair.
- Facilitator
- Associate Superintendent, Human Resources

Meetings:
The Committee will meet as needed during the year. Meetings will be called by the Chair. An agenda will be distributed.

Resources:
The budget will be approved annually by the Board. Accountability for any funds managed by the Committee shall be the responsibility of the Associate Superintendent of Human Resources. The Associate Superintendent, Human Resource will take minutes and all minutes shall be filed with the Associate Superintendent of Business Affairs. Additional staff time will be granted by the Superintendent.

Annual Objectives:
- Continue to support/promote the Friends of 51
- Continue to support and the CUPE 290, 2843 and Non Union Employee Recognition Program
- Evaluate the Employee Service Recognition Program gifts
**Reporting:**
Written Report to the Board following meetings; and file a written annual report in September of each year.

**Review And Evaluation:**
Prior to the Board Organizational Meeting, the Spirit of 51 Committee will meet to evaluate its progress, challenges, and accomplishments and to discuss any proposed changes to the Terms of Reference for the coming year.

**Terms Of Reference:**
To be reviewed annually by the Board prior to the Organizational Meeting.
MEMORANDUM

October 27, 2015

To: Board of Trustees

From: Wendy Fox
    Associate Superintendent, Division of Instructional Services

RE: FAST FORWARD High School Completion Initiative

Background
The FAST FORWARD High School Completion Initiative began in 2010 and has provided service to 476 students since that time. As a result, a total of 4,245 credits earned by the youth participating in the program. Referrals to the program come from more than 15 agencies and post-secondary institutions. As students enrolled in the program have diverse needs, the Student Support Advisors assist them in accessing services from more than 20 city agencies. The two Student Support Advisors, JoAnn St. John and Nikki Cale, work diligently with Victoria Park High School to provide the support and educational program that best fits each student. The program has consistently demonstrated that it is meeting the needs of youth who, with encouragement and a fresh start, can achieve their goals.

Details regarding the program are contained in the 2014 – 2015 Final Report enclosed.

Recommendation
That the Trustees receive this report as information.

Respectfully submitted,

Wendy Fox
Year-End Report
2014 - 2015

FASTFORWARD
Lethbridge School District No. 51
High School Completion Initiative
FASTFORWARD
High School Completion Initiative
YEAR-END REPORT
2014-2015

Introduction

The 2014-2015 academic year is the sixth year of operation for the FASTFORWARD High School Completion Initiative in Lethbridge School District #51. As the following data demonstrates, this initiative continues to serve the needs and hopes of young people as they create brighter futures for themselves and in some cases, their young families.

FASTFORWARD also supports Alberta Education’s High School Completion Strategic Framework, and is specifically aligned with the principle that "...school completion is a significant predictor of a person’s long-term health, economic success and general well-being". (Janosz, M et. Al. 1997).

As the same authors state, "...the 'completion rate' is a key marker of the efficiency of the formal K-12 school system". The statistics presented below substantiate and confirm the value of FASTFORWARD’s work in credit recovery.

Research suggests that young people who are returning to school after leaving early “...need respect, not judgement. They need resources – bus passes, a ride to school, a meal, a job, a chance. They need people to show care through actions, not advice. They need an anchor, not a hero. And they need a web of support, a healthy, supportive community of their own.” (Center for Promise, 2014). Our interaction and communication with FASTFORWARD students over the past 6 years verifies this and this is what we provide.

We are pleased to present the following information regarding the 2014-2015 academic year.
FASTFORWARD Student Data

The chart below summarizes the broad scope of the FASTFORWARD student make-up. **One hundred and twenty-four students** were registered in the FASTFORWARD Initiative for 2014-2015. For the purpose of this report, the age designation refers to the age of student on September 1st, 2014.

<table>
<thead>
<tr>
<th>19 years of age &amp; under</th>
<th>20 years of age &amp; over</th>
<th>Male/Female</th>
<th>FNMI</th>
<th>ESL</th>
<th>Parents</th>
<th>Currently Expecting a Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>44</td>
<td>45/79</td>
<td>22</td>
<td>22</td>
<td>24</td>
<td>3</td>
</tr>
</tbody>
</table>

Even though this is the sixth year of operation for the FASTFORWARD Initiative, it is still not possible to define a “typical” FASTFORWARD student. Each student presents a unique profile and circumstance.

- Some students fall into the “at-risk” category. This includes those with mental health and substance abuse issues, poverty, young parents, those without family contact or support, and those whose families exhibit highly dysfunctional behaviours.

- Some students already have their Alberta High School Diplomas and need certain courses or to upgrade their marks in certain subjects to enter specific post-secondary programs.

- Others do not have their diplomas and want to earn necessary diploma requirements. Some need only a few credits to reach 100 while others may need forty or fifty.

- Some students do not want to go to Lethbridge College to upgrade high school courses either because of the time during the school year, the cost (if they are under 20 years old), or because they want to earn an official Alberta High School Diploma and cannot do this in a college setting. Still others even though they are chronologically old enough, may not be emotionally ready for a post-secondary setting at this point in their lives. In order to be successful they often need more focused individual support in a smaller setting. FASTFORWARD provides this for many.

**FNMI Students**

FNMI registrations in the FASTFORWARD Initiative increased this year and we continue to be committed to meeting the unique needs of these students. The Student Support Advisor works closely with the district FNMI Lead Teacher and the Victoria Park High School FNMI Liaison Worker to ensure best practices for inclusion and support of
our FNMI students. We have participated in the following events and programs geared to FNMI students and their families.

- Career Quest Program
- FNMI Girls’ Group at Victoria Park High School
- Assisted FNMI students and their family to access funding through the Indian Residential School Settlement Agreement
- Ongoing contact with FNMI Advisors from Lethbridge College and the University of Lethbridge
- The FASTFORWARD Initiative makes it a priority to give more directed and focused support and assistance to FNMI students, as their high school completion rates are traditionally lower than the norm.
- It is important to develop trust relationships with students and even more crucial with FNMI students.
- The Student Support Advisors continue to identify and incorporate cultural perspectives into joint decision-making with FNMI students.
- Maintaining ongoing connections with FNMI students is often challenging because phones are often disconnected and internet usage is sporadic. However, it is even more important to persevere as these students who have interrupted enrolment, will often resurface at a later date if they are received with a genuine and non-judgmental welcome.
- FNMI students respond positively if you seek them out, work closely with the FNMI Student Liaison staff, and have some knowledge and openness to their culture and the issues they may face.
- With any students who experience interrupted enrolment, it is crucial to be positive and flexible, while holding them accountable for jointly-set goals.

ESL Students

- There has been an increase in the number of ESL students registered in this initiative. Many ESL students need an extra year to complete high school and they are often over 18 as of September 1st and therefore cannot or do not wish to attend a regular high school, but can attend Victoria Park High School. They often take courses required for college admission to specific programs if it is unlikely they will complete their High School Diploma.
- There is a strong collaborative relationship between this initiative and Lethbridge Immigrant Services.
- It is important that Student Support Advisors are respectful and open to the values and customs of different cultures and address the needs of ESL students within that context. The educational liaison staff at Immigrant Services greatly assists this process by meeting monthly with Student Support Advisors to discuss the progress and needs of individual ESL students.
FastForward Statistics (2014-15)

Credit Summary for 2014 – 2015

<table>
<thead>
<tr>
<th>Age as of September 1st, 2014</th>
<th>Number of Students</th>
<th>Credits Earned to August 31st, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 years of age &amp; under</td>
<td>80 students</td>
<td>870</td>
</tr>
<tr>
<td>20 years of age &amp; over</td>
<td>44 students</td>
<td>321</td>
</tr>
<tr>
<td>Total</td>
<td>124 Students</td>
<td>1191</td>
</tr>
</tbody>
</table>
The following graph depicts growth in the number of credits earned by FF students over the past six years.

![FastForward Total Credits Earned](image)

Additional Participant Data for 2014-2015

- On September 30th, 2015 we held a Celebration Dinner at the Education Centre. Forty-one students graduated from the FASTFORWARD Initiative; 31 completed requirements for an Alberta High School Diploma, one earned an Alberta Certificate of Achievement, and one student earned an Alberta High School Equivalency Diploma, while others fulfilled admission requirements for a post-secondary program.
- As with previous years, there was an influx of registrations in this program during May and June. Some who were registered in Summer School continued their studies in Fall 2015.
Community Awareness and the FASTFORWARD Initiative

There were many opportunities to inform the educational community, potential students, and the general public about the FASTFORWARD Initiative during the 2014-2015 academic year. This has resulted in more student referrals, more collaborative sharing between the Student Support Advisors and community agencies and post-secondary institutions, and more professional inquiries about establishing similar initiatives in other jurisdictions.

- Participation in Counsellor Update Sessions at Lethbridge College and the University of Lethbridge
- YouTube video on the FastForward High School Completion Initiative [http://www.youtube.com/watch?v=D0Yvj_RAM_U](http://www.youtube.com/watch?v=D0Yvj_RAM_U)
- Sharing FASTFORWARD updates and participating in District High School Case Consult and Career Practitioner Meetings
- **Finish Line** is a High School Completion Initiative in Red Deer that was based upon the FASTFORWARD Initiative. Student Support Advisors of these programs consult regularly about challenges and best practices.

Referrals to the FASTFORWARD Initiative

FASTFORWARD is gaining greater recognition within the Lethbridge community. Over the past year referrals have been made from the following agencies and post-secondary institutions:

- 5th on 5th Youth Services
- Advising Office – Lethbridge College
- Alberta Health Services – Mental Health and Addictions – Child and Adult Teams
- Alberta Health Services – Mental Health and Addictions – Transition Team
- Alberta Southwest Child and Family Services
- Saamis Aboriginal Employment Centre
- Canadian Mental Health
- Community Corrections Branch
- Immigrant Services – Lethbridge Family Services
- McMan Youth, Family and Community Services
- Reeves College
- Training Inc. Vocational School
- LINC - ESL Program – Lethbridge College
- Youth Hub
- YWCA

Referrals from the FASTFORWARD Initiative to Agencies and Post-Secondary Institutions

- 5th on 5th Youth Services & the Forward Life Impact Program
- Alberta Government – Employment and Immigration Services
Community Donations and Support for the FASTFORWARD Initiative

Many students 19 years of age and under find it difficult to pay the $150 school fee because they are supporting themselves (and possibly families) on one or two low-paying jobs. Financial difficulty is even more evident for those who are 20 years and older who must pay approximately $100 per credit. For example; English 30-2 and Social Studies 30-2 would amount to $1000.

Therefore, several service clubs and individuals have generously donated various amounts to help subsidize student tuition costs. We appreciate these donations, which brighten the future possibilities for our students. Donations qualify for a tax-deductible receipt. Donors were acknowledged at the June Victoria Park High School Recognition Assembly.

- Kinette Club of Lethbridge 1850.00
- Lethbridge Sunrise Rotary Service Club 1000.00
- Lethbridge Community Foundation 2000.00

TOTAL $4850.00
Post-Secondary Connections

We have established close alliances and solid relationships with Lethbridge College and the University of Lethbridge for the benefit of our students. There are frequent face-to-face, email, and phone conversations between the FASTFORWARD Student Support Advisors and academic advisors at these post-secondary institutions concerning programs and individual student concerns.

The FASTFORWARD Student Support Advisors attend and participate in the institution-hosted updates in the fall of each academic year in order to best advise high school students about program admission requirements. In addition to this, the Student Support Advisors organizes and register students to attend Open Houses, Career Fairs, and Student-for-a-Day events at respective post-secondary institutions.

Types of Support and Promising Practices

Over the past six years of operation, some practices seem to promote and contribute to student success. According to the Center for Promise (2014), “there are specific types of supports that adults provide to adolescents and young adults… emotional, informational, appraisal, and instrumental.” All of these supports and practices depend upon the quality of a students’ relationships with the adults in his/her life. This expresses perfectly the core belief and driving principle of the FASTFORWARD Initiative. Specifically, the initiative offers:

1. Emotional Support

   - **Relationship, Relationship, Relationship** - It is crucial that students feel welcomed, respected, understood, and supported. This is enhanced by having Student Support Advisors attuned to the diversity of our student population.

   - **Staying Connected** - Students know you care when you continue to contact them and encourage that connection. Student Support Advisors and students establish weekly face-to-face meetings, if possible. Barriers to success are discussed and successes celebrated. The next most successful way to connect is through texting, followed by phoning after 7:00 pm, and emailing for some. The purpose is to connect and not correct.

   - **Flexibility** - Life circumstances change frequently and often drastically for many young people. It is important to recognize this and respond in a manner that acknowledges these changes, adapts goals, and maintains accountability on the part of the student.
2. Informational Support

- **Practical Support** - Students are assisted in re-engaging in school, getting registered, choosing classes, accessing tutorials and extra assistance with courses, acquiring a bus pass, exploring housing if necessary, getting a job, and/or applying for financial assistance with school fees.

- **Choices** – Most students choose to attend Victoria Park Alternative High School. It provides a great fit for many of the FASTFORWARD students because it is open Monday and Wednesday from 8:00 a.m to 5:30 p.m. and Fridays from 8:00 a.m. to 1:00pm. This allows students who work during the day to access teaching assistance and materials. Daily tutorials in each of the core areas are available. Students may choose a distributed learning model, classroom instruction, or a combination of thereof. Cosmetology and yoga instruction is done from 3:00 p.m. to 5:30 p.m. twice a week. Also, students with children are welcomed and accommodated in a variety of ways.

- **Relevance** – Career goals and directions are reviewed frequently; assessing post-secondary programs and admission requirements and adjusting courses and deadlines accordingly.

3. Appraisal

- **Positive Feedback** – Many students who are returning to school do not have confidence in their own abilities and need positive feedback about their strengths for daily accomplishments or the encouragement to self-reflect on their choices and make changes to their lives in order to influence their academic goals.

- **Tracking Progress** – Student Support Advisors keep continuous records of goals set and met each time a student and the Student Support Advisor meet. This helps students to stay focused and goals celebrated when they are completed. Student notes are also entered on the Victoria Park High School’s Student Management System (OSIMS). Student Support Advisors also write traditional school progress reports that are mailed to students and parents (if applicable).

- **Celebrating Accomplishments** – Even small accomplishments (completing a difficult module or quiz, or attending classes for a consecutive week) are celebrated. This often gives an added motivation to continue. Also, in September of each year Lethbridge School District #51 holds a Celebration Dinner and Evening. Parents, children, significant others, school and senior administration, and trustees are present to honour the accomplishments of these young adults. This is “Graduation Night” for many of these students.
4. Instrumental Support

- **Tangible Resources** – Sometimes the barriers that students experience can be reduced or alleviated with “hands-on help” such as a bus pass, food donated by Lethbridge Food Banks, information and rides to LSD #51 Clothing Exchanges, and holding a baby whilst the parent writes an exam.

- **Collaborative Partnerships** – Students are assisted in connecting with community agencies that best mesh with individual needs. (For example: AHS Mental Health and Addictions, AHS Sexual Health Centre, Youth Hub etc.)

- **Supporting Transitions** – Some students are anxious and unsure of the process required to move to post-secondary studies. Student Support Advisors break the process into manageable steps and assist students to make connections with advisors at respective post-secondary institutions. This may involve opportunities at career fairs, open houses, and/or Student-for-a-Day in their chosen programs.

**District High School Collaboration and Support** – The FASTFORWARD Initiative has been successful much in part due to the administrative and staff support at **Victoria Park High School**. They continue to provide a culture of care and expertise when dealing with adolescents and young adults. Individual student needs and accomplishments are noticed, supported and celebrated. This collaborative partnership has been crucial to the success of the FASTFORWARD Initiative. We are on the same page when working with students.
Summary

“Going back to school is a way of making wishes come true.”
(Ian MacNeill)

The sixth year of the FASTFORWARD Initiative has shown considerable growth in registrations, credits earned, and in district, community, and provincial awareness. Below is a snapshot of how the FASTFORWARD Initiative has evolved since its inception in January 2010.

As evidenced by this report, the student and community need is real. Young people want to create new futures for themselves (and sometimes their children), and often do not know how to go about it. FASTFORWARD continues to provide Direction, Hope, Possibility, and Support to many young people.

This initiative is continually expanding and evolving to meet the needs of students and will continue to move in this direction with district support. We wish to thank the Lethbridge School District #51 Board of Trustees, Superintendent Cheryl Gilmore, and Wendy Fox, Associate Superintendent of Instructional Services for their belief and support of the FASTFORWARD Initiative.
Submitted by: JoAnn St. John
Nikki Cale
Student Support Advisors
FASTFORWARD High School Completion Initiative

References

Alberta Education. (2010) High School Completion Strategic Framework

Center for Promise. (2014) Don’t Quit on Me: What young people who let school say about the power of relationships. Washington, DC: America’s Promise Alliance

MEMORANDUM

October 27, 2015

To:    Board of Trustees

From:  Cheryl Gilmore
        Superintendent

Re:    51-25 Celebration Banquet – held October 21, 2015

Background:
Each year the Board recognizes staff members who have served with the District for 25 years or
more. The Board hosts a dinner for all the members of the 51-25 club and their guest, and takes
the opportunity to formally congratulate the staff members who have completed their 25th year
with the District.

The 51-25 celebration was held on October 21, 2015 at the Lethbridge Lodge.

The new members of the 51-25 club are:

Angela Manderville    Anne Bowen    Bob McMann
Brenda Anderberg      Cynthia Parr    Donna James
Karen Hudson          Laverne Krizan   Mark Dechief
Marlin Howg           Patti deGorter   Sharon Peat
Toby Boulet           Bill Pernsky

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

Respectfully submitted,

Cheryl Gilmore
Superintendent
MEMORANDUM

October 27, 2015

To: Board of Trustees

From: Cheryl Gilmore
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 District staff and students:

Senator Buchanan School raised $2900 for the Terry Fox Foundation.

Senator Buchanan staff member Julie Matthews finished first in the Banff Triathlon.

Senator Buchanan Vice Principal Richard Tapajna ran for 54 km in the Ultra Marathon in Lethbridge.

District Terry Fox Committee provided excellent support for the event and district schools that participated made it wonderful. Carolle Babin, Principal of École Agnes Davidson, and Dean Hawkins, Principal of Wilson Middle School, for shaving their hair in the “Head Shave Challenge”. Special acknowledgement to the Chinook High School students who were fantastic at the event cheering the younger students on and helping out with water bottles/granola bars (true leadership and support).

LCI students Jordan Zeck and Tanner Lapointe as well as recent LCI grad Payton Hansen are part of the 2015 Alberta Youth Choir. This choir consists of 51 students from across the province that auditioned and were successful in those auditions. This choir is also conducted by 1988 LCI Alumnus Dr. Graeme Langager who is currently the director of choral activities at UBC.

The following students will represent LCI and Lethbridge in the 2015 Alberta Honour Band October 21-23 at the Annual Music Conference Alberta in Red Deer: Nick Swidinsky, Jonathan Kwan, Gerald Rogers, Grace Forster, and Claire McMahon. This is an auditioned honours group of high school students from across the province. Both the Alberta Honour Band conductor and the Alberta Youth Choir conductor are LCI alumni. Dr. Gillian MacKay teaches wind conducting at the University of Toronto and Dr. Graeme Langager teaches choral conducting at the University of British Columbia.
LCI student Christian Gomes will be heading to the Cyclocross Nationals in Winnipeg in October. Christian has had a very successful cycling season this year – he is the current Provincial road race champion for his division. He races for Ascent Cycle Racing. If he does well in Winnipeg, he could have the opportunity to go to Worlds in Heusden Zolder, Belgium.

Congratulations to Churchill grade 12 student, Matthew Story, for being awarded the “Great Kid” award from Alberta Human Services for his leadership and contributions to the Gay Straight Alliance (GSA) community in Lethbridge.

Churchill teacher Toby Boulet has spearheaded a challenge to other city high schools to match Lethbridge Hurricane player donations to KidSport Lethbridge & Taber based on goals scored. Hurricane players Tyler Wong, Carter Folk and Ryley Lindgren will be donating $5 for each goal they score this season to KidSport. Toby has a group of 10 Churchill staff members participating to match the contributions of the 3 players and has challenged the other city high schools to meet the challenge. Wong and Folk both attended Churchill.

Congratulations to Churchill grade 12 student Jeff Masse on earning a golf scholarship to attend the University of Charleston (West Virginia) next year.

Congratulations to the 31 new members inducted to the Churchill chapter of the National Honor Society on October 20. The group of over 50 active student volunteer leaders provide service to the school and community throughout the year.

GS Lakie staff and students gathered on Friday, October 16, 2015 to fill a huge maple leaf outside of the school in support of the Toronto Blue Jays. The event was recorded by a drone and sent to the Blue Jays organization and broadcast on Sportsnet West on Tuesday, October 20, 2015.

Mostly every school in the district made donations to local food banks through the Feed the Bug initiatives going on in October. Over $375,000 has been donated in the 20 years.

Chinook High School teacher, Cam Hall, convocated with his Master’s in Education.

Chinook High School Cross Country Team: Mackenzie Gentek was tenth at Provincials and 1st in Zones in Senior Girls. As a team, Chinook placed third overall in the 3A school division and won both the Senior and Junior girl’s categories (out of approximately 50 teams). South zone Cross Country champions. Grade 9 boys Solen Wood, Grade 11 Janelle Bykowski, and Grade 12 Mackenzie Gentek.

Chinook High School student and LASC swimmer Kaelan Freund will swim for Penn State next Fall.

Respectfully submitted,
Cheryl Gilmore
MEMORANDUM

October 27, 2015

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Board Priorities Report

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

### PRIORITY ONE

**Supporting Student Achievement and closing the achievement gap.**

**High School Re-design** including expanded off-campus opportunities and dual credit (Cheryl)

- Fall review session with our two high schools participating in the re-design project is scheduled with Alberta Education October 30.
- A meeting was held with the University of Lethbridge on October 23 to review progress with the delivery of our first University dual credit course at LCI. LCI is presenting at the October 27 Board Meeting.

**Middle School Re-Visioning** (Cheryl)

- All Middle School staff participated in a Middle School visioning day on October 5. Information and feedback gathered this day will be collated and plans put in place to move the visioning forward into strategies and actions. A visioning session will be scheduled for parents and students.

**Literacy/ Numeracy** (Karen)

- Our second Literacy session for new grades one and two teachers was held on September 29. Three “mentor” teachers presented best practices for literacy instruction (Angie Fallwell [grade 1 @ MMH, Sharon Willms-Laing [grades 1/2 Montessori @ FB, Patti Caven [grade 2 @ Buchanan]).

**District Collaborative Communities** (Karen)

- Cheryl’s Video and other information was shared with Administrators on September 17. The video and link went out to all teachers on September 23 so that administrators could facilitate more conversation about Collaborative Communities at the September 25th staff meetings.
- Teachers have until Friday, October 9 to create Collaborative Communities that focus on improving teaching in order to meet the academic needs of their students.
- Teachers will sign up for Communities sometime after Thanksgiving.
- November 2 is the District Professional Learning Day when the Communities will meet.

### Teacher Induction Support for Quality Teaching (Sharon/ Teresa)

- Sessions and Presenters have been finalized for the October 26 Mentorship event with the theme of “Working with Parents”. Participants will have the choice of 3 sessions including:
  1. Teachers and Parents – Same Goals, Different Roles
  2. Communicating with Parents
  3. Preparing for Parent/Teacher Interviews

### Early Learning (Isabelle)

- Supporting Students (e.g. counselling/ ELL/ (Wendy/Cynthia/Lisa)

- The administrators’ Positive Spaces Committee held a very successful meeting with students and their supervisors from GSA’s at CHS, WCHS and LCI. More than 34 people were in attendance and Dr. Kris Wells "attended" via telephone.

### FNMI (Sarah/Wendy)

- Several students and FNMI staff attended the Making of Treaty 7 in Calgary.
- A DRAFT of the District FNMI Strategic Plan was shared with representatives from Alberta Education.
- Community Futures Treaty 7 announced the funding for the Career Quest Program that serves high school FNMI students and a facilitator for the program is being hired.

### Other School Improvement Initiatives:
- Review of professional growth plans with principals include questions pertaining to areas of consideration that schools identified as part of the Adman. Retreat review of data relative to student performance. These will be reflected in School Education Plans.

## PRIORITY TWO

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

### Regulations and policy
- The umbrella Safe, Caring and Respectful Schools that reflects alignment with the impending Education Act is in front of the Board for First Reading October 27.

### Curriculum Modernization (formerly called curriculum re-design) (Karen)
- “Development” is another word being used to describe the new direction in Curriculum.
- All math teachers are being encouraged to sign up for the AB Regional Consortia Webinars on November 2 so that we can begin preparing for the “revisions” that are to be implemented in September, 2016.

### Assessment (Karen/Cynthia)
- Cynthia and Karen will be hosting a Fountas and Pinnel (F & P) meeting in October with administrative representatives to begin a process of embracing a district-wide assessment in literacy.
- On Oct. 5th, elementary schools focused their professional learning on the Student Learning Assessments and other assessment practices.

### Professional Learning (Karen/Rhonda/Cheryl/Wendy/Cynthia)

### Inclusive Learning Supports (Cynthia)

## PRIORITY THREE

**Supporting seamless integration of technology.**

### Digital Citizenship (Rik)
- Instructional Integration of Technology (Rik)
- Technology Infrastructure (Rik)
- 

## PRIORITY FOUR

**Supporting population growth and change.**

### Capital projects (Don)
- Ongoing work as per the schedules.

### Strategies for growth and changing demographics (Exec Council)
- 

### Budget and Resource Alignment (Christine)
- 

<table>
<thead>
<tr>
<th>Parent and Community Engagement (All)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- District School Council meeting held on October 5th.</td>
</tr>
<tr>
<td>- A session with Alberta School Council Association and parents across the district was hosted on October 15th. The topic was Effective School Councils.</td>
</tr>
</tbody>
</table>

Communication Plan (Garrett)
### 2015-16 DISTRICT PRIORITIES

<table>
<thead>
<tr>
<th>PRIORITY ONE: Supporting Student Achievement and closing the achievement gap.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OUTCOMES:</strong></td>
</tr>
<tr>
<td>• Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing or the world of work.</td>
</tr>
<tr>
<td>• Teachers are highly knowledgeable with the skills and attributes to engage students in quality contemporary learning environments.</td>
</tr>
<tr>
<td>• Students achieve student learning outcomes (Accountability Pillar including achievement and participation, SLA’s, District standardized assessment results).</td>
</tr>
<tr>
<td>• Students demonstrate a strong foundation in numeracy and literacy.</td>
</tr>
<tr>
<td>• The achievement gap between First Nations, Metis and Inuit (FNMI) students and all other students is eliminated.</td>
</tr>
<tr>
<td>• Teachers effectively engage students and instructional practice reflects the Teaching Quality Standard.</td>
</tr>
<tr>
<td>• Teacher preparation and professional growth focus on the competencies needed to help students learn.</td>
</tr>
<tr>
<td>• Effective learning and teaching is achieved through collaborative leadership and structures.</td>
</tr>
<tr>
<td>• Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRIORITY TWO: Supporting the implementation of provincial initiatives under the umbrella of Inspiring Education: Education Act, Provincial Regulations, Inclusive Education, Curriculum Redesign, Student Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OUTCOMES:</strong></td>
</tr>
<tr>
<td>• Jurisdiction policy and practice aligns with the new Education Act and provincial regulations.</td>
</tr>
<tr>
<td>• Board, District Leadership Team and school administrators knowledgeable about Education Act, regulations, and district policy</td>
</tr>
<tr>
<td>• Students are leaders who demonstrate ethical citizenship and entrepreneurship.</td>
</tr>
<tr>
<td>• Schools are characterized by distributive leadership among staff and structures are in place to build teacher leadership capacity.</td>
</tr>
<tr>
<td>• Structure is in place to build school administrator leadership capacity.</td>
</tr>
<tr>
<td>• Schools are inclusive learning environments with capacity to implement curriculum re-design.</td>
</tr>
<tr>
<td>• Improvement on the continuum of the Indicators of Inclusive Schools.</td>
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<td>• The education system demonstrates collaboration and engagement.</td>
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<td>• Schools, parents and the community are engaged in reciprocal endeavors that contribute to student growth and the community.</td>
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<td>• Students and communities have access to safe and healthy learning environments.</td>
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<td>• Mental health measures (TTFM Survey, Accountability Pillar, Counsellors’ Notes) improve.</td>
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<table>
<thead>
<tr>
<th>PRIORITY THREE: Supporting seamless integration of technology.</th>
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<tbody>
<tr>
<td><strong>OUTCOMES:</strong></td>
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<tr>
<td>• Learners possess the attributes and skills to access technology seamlessly for the purpose of creating knowledge and building community.</td>
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<td>• Improved measures of Digital Citizenship.</td>
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<td>• Infrastructure in place that meets the needs of student learning.</td>
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<td>• Use of technology embedded in everyday instructional practice; learners create knowledge using technology when most effective tool.</td>
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<th>PRIORITY FOUR: Supporting population growth and change.</th>
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<tbody>
<tr>
<td><strong>OUTCOMES:</strong></td>
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<tr>
<td>• Schools are viable and have the capacity for the breadth of programs needed to support student learning needs.</td>
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<tr>
<td>• Utilization rate of facilities supports current and future programs and opportunities for provincial capital support.</td>
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<td>• New facilities to meet enrollment increases.</td>
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MEMORANDUM

October 27, 2015

To: Board of Trustees

From: Cheryl Gilmore
    Superintendent of Schools

RE: Sock it to ‘Em Campaign – November 2 to December 10, 2015

Background
Retired District staff member Gail Petrie initiated the Sock It to ‘Em campaign in 2003. Although retired, Ms. Petrie still coordinates the program with support from District staff members. The initiative asks for donations of new socks, which are then distributed to community support agencies. This year marks the 13th Sock it to ‘Em campaign, which has resulted in over 80,000 pairs of socks being collected and distributed.

District caretakers and maintenance staff, representing CUPE 290, have taken a lead role in supporting and managing the Sock It To ‘Em campaign. The campaign is also supported by CUPE 290 members of Palliser Regional Division No. 26 and Holy Spirit Roman Catholic Separate Division No. 4

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

Respectfully submitted,
Cheryl Gilmore
MEMORANDUM

October 27, 2015

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.

- **Lethbridge Herald Charitable Foundation** made a big donation to Lethbridge School District No. 51 earlier this month, as representatives from The Herald were on hand to present $31,009.39 from the foundation’s Food for Thought campaign.

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

Respectfully submitted,

Cheryl Gilmore
MEMORANDUM

October 27, 2015

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Snacks with the Superintendents – November 4, 2015 – Lakeview School

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 Lakeview School have been invited to have Snacks with the Superintendents on Wednesday, November 4, 2015 beginning at noon.

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

Respectfully submitted,
Cheryl Gilmore
MEMORANDUM

October 27, 2015

To: Board of Trustees

From: Cheryl Gilmore
    Superintendent of Schools

RE: Enrolment Summary – September 30, 2015

Background
Included with this memo is an enrolment summary for District schools, broken down by grade, as of September 30, 2015.

Enrolment in the District continues to increase. Total enrolment for 2015/16 is 10639. This is an increase of 785 students (7.4%) from a year ago and 1256 students (11.8%) from 2013/14.

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

Respectfully submitted,
Cheryl Gilmore
### ALL SCHOOLS ENROLLMENT BY GRADE: September 30, 2015

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<th>SCHOOL</th>
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**TOTAL STUDENTS / FTE ENROLLED AS OF SEPTEMBER 30, 2015**

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**TOTAL STUDENTS / FTE ENROLLED AS OF SEPTEMBER 30, 2014**

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# Calendar of Events

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<thead>
<tr>
<th>October 29</th>
<th>Administrators’ Committee Meeting 1:15 p.m., Education Centre Board Room</th>
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<tbody>
<tr>
<td>November 2</td>
<td>District Professional Learning Day No School for students</td>
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<tr>
<td>2</td>
<td>District School Council 6:30 p.m., Education Centre Board Room</td>
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<td>3</td>
<td>Breakfast with the Board 8:00 a.m., Immanuel Christian Elementary School</td>
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<td>4</td>
<td>Take Your Child to Work Day Grade 9 students</td>
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<td>10</td>
<td>Kindergarten Parent Teacher Interviews No School for Kindergarten</td>
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<tr>
<td>11</td>
<td>Remembrance Day No School</td>
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<tr>
<td>12-13</td>
<td>Kindergarten and Elementary Parent Teacher Interviews Middle and High School Professional Learning No School for students</td>
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<tr>
<td>15-17</td>
<td>Alberta School Boards Association (ASBA) Fall General Meeting</td>
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<tr>
<td>18</td>
<td>Administrators’ Banquet 6:00 p.m., Lethbridge Lodge</td>
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<tr>
<td>19</td>
<td>Administrators’ Committee Meeting 1:15 p.m., Education Centre Board Room</td>
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<tr>
<td>23</td>
<td>Board Meeting 3:30 p.m. Education Centre Board Room</td>
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<tr>
<td>23</td>
<td>51-5 Mentorship Program 4:00 p.m., Education Centre Board Room</td>
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MEMORANDUM

October 27, 2015

To: Board of Trustees

From: Jan Foster, Vice Chair

RE: Community and Social Development Committee – October 2, 2015

The City of Lethbridge Community and Social Development Committee met on Friday, October 2, 2015.

Dr. Robbin Gibb, U of L and Lavonne Rideout made a presentation on “Building Brains and Futures – One Connection at a Time” Lethbridge project.

Business for Discussion:

- 5th on 5th Youth Services and Youth Employment Programming report was given with information on increased funding.
- FCSS Funding increase announcement from the Province – 13% province wide which amounts to $10 million – due to difference in fiscal year, funding received will amount to ¾ of the total increase with remaining to be included in 2016 FCSS funding agreements. Also the 20% matching requirement on the municipal portion of the increase will be waived for this year (2015).
- Request for funding: 2 requests have been received and will be included with the 2016 requests.
- Community and Social Developed revised Terms of Reference – approved.
- Payday Lending Resolution from City Council put forward as a resolution to FCSSAA Conference in November, 2015.

Membership and 2016 meeting schedules were discussed. The Education Sector will be represented by Holy Spirit for the next two years.

Respectfully submitted,
Jan Foster, Board Representative
MEMORANDUM

October 27, 2015

To: Board of Trustees

From: Keith Fowler, Trustee

RE: District School Council – October 5, 2015

The meeting on Oct 5 was very well attended with a representative from our new schools Immanuel Christian elementary and high school.

The elections for executive were held with the following results:
Chair – Allison Pike
Vice-Chair – Shanea Nilsson
Secretary – Joy Morris and Lyndsey Spring
Policy Advisory committee – Allison Pike and alternate Brooke Culley
Poverty intervention committee – Joy Morris and Danya Tilleman (alternate)
Healthy Schools committee – Trina Tymko and Lyndsey Spring
Making connections – Brooke Culley and Hollie Tarasewich
Committees yet to fill Digital Citizenship and SAPDC

Allison reported on the Alberta School Councils Association and the DSC is going to form a resolution committee this year to see if there is an issue they would like to take to the AGM for provincial advocacy.

One further note that since this meeting Michelle Mulder as resigned as the Executive Director (ED) and by following their process a new ED has been selected and it is Jacquie Hansen the former president of the ASBA.

Cheryl reported on class sizes and enrolment, reviewed the support for school councils that the board gives such as the $200 and covering the cost of an AGM registration fee.

Some concerns over the PL days and how there seems to be so many of them, the concerns were noted and will be taken into consideration when planning future calendars.

There was a presentation to school council representatives on October 15, 2015 which I attended, there was approximately 12 people there and it was a very extensive meeting informing them about the roles they could take and what they can and can’t do. It was well done and it did try to steer them away from being essentially fund raisers and focus on the school improvement and educational issues.

Respectfully submitted by Keith Fowler
MEMORANDUM

October 27, 2015

To: Board of Trustees

From: Jan Foster, Vice Chair

RE: District Student Advisory Committee – October 8, 2015

The District Student Advisory Committee met on Thursday, October 8, 2015 at the District Board Office.

Representatives from Middle and High Schools, including Immanuel Christian High School were in attendance.

After welcome and introductions by Ian Lowe, Rik Jesse led the group in a discussion on IT and social media.

Students were asked to respond using their own personal devices to the following questions.

- Does Social Media have a place in the classroom?
- BYOD – positive and negative
- Digital Citizenship – what is the definition and what does it look like in the classroom?
- What can the system do to improve your learning in school?

Respectfully submitted,
Jan Foster and Lola Major, Board Representatives.
MEMORANDUM

October 27, 2015

To: Board of Trustees

From: Don Lacey, Trustee

RE: Lethbridge Chamber of Commerce, Education Sub-Committee – October 13, 2015

Don Lacey will provide a verbal report.
MEMORANDUM

October 27, 2015

To: Board of Trustees

From: Donna Hunt, Trustee

RE: Healthy Schools Committee – October 21, 2015

The Healthy Schools Committee met October 21st to set out their plans.

Three areas were set as priorities:
1. Parent Education
2. Coordination of student leadership between schools
3. Guidelines for middle and elementary schools i.e. hot lunches and food vendors

Each of the programs and partnerships are setting out their plans for the year as well. Sharon Mezei updated us on WHIP. The University of Lethbridge Nursing Students will be with us again this year assisting schools and gaining public health experience and Healthy Children and Youth would like to remind you of their Healthy Active Schools Symposium to be held on Feb. 9th for students in Grade 4 to 8.

Celebrations of the work we are putting in to create healthier schools were expressed by many of those at the meeting.

Next meeting will be November 17, 2015.

Report Submitted by
Donna Hunt