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

3:32 p.m. 2. Approval of Minutes
If there are no errors or omissions in the minutes of the Regular Meeting of February 23, 2016 it is recommended that the minutes be approved by the Board and signed by the Chairman.

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

4. Presentations
3:35 p.m. 4.1 ESL and Literacy Lead Teachers Enclosure 4.1

5. Action Items
4:00 p.m. 5.1 Second Quarter Financial Report Enclosure 5.1
5.2 Board Budget Beliefs Statement Enclosure 5.2
5.3 Approval 2017-2020 Capital Master Plan Enclosure 5.3
5.4 Transfer of funds from Operating to Capital Reserves Enclosure 5.4
5.5 Planned Use of Operating Reserves Enclosure 5.5
5.6 A Public Education – Season 8 Proposal Enclosure 5.6

4:30 p.m. Public Forum
5.7 Policy Review:
   Policy 608.3 Learning Commons
   Policy 601.2.1 School Year
   Policy 502.1 Appendix A Student Code of Conduct
5.8 New Age Integrated Technology for Chinook High School Gymnasium Enclosure 5.8

4:50 p.m. 6. District Highlights

7. Information Items
4:55p.m. 7.1 Board Chair Report
7.1.1 Breakfast with the Board – April 12, 2016 Park Meadows School Enclosure 7.1.1
5:00 p.m.  7.2 Superintendent Report
    7.2.1 Board Priorities Report  Enclosure 7.2.1
    7.2.2 Acknowledgements of Excellence  Enclosure 7.2.2
    7.2.3 Snacks with the Superintendents
        April 13, 2016 – Winston Churchill  Enclosure 7.2.3
    7.2.4 Enrolment Summary, February 29, 2016  Enclosure 7.2.4
    7.2.5 Calendar of Events  Enclosure 7.2.5

8. Reports
5:10 p.m.  8.1 ATA Local Council – March 2, 2016  Enclosure 8.1
8.2 District School Council – March 7, 2016  Enclosure 8.2
8.3 District Student Advisory Council – March 8, 2016  Enclosure 8.3
8.4 Poverty Intervention Committee – March 8, 2016  Enclosure 8.4
8.5 ASBA Zone 6 – March 9, 2016  Enclosure 8.5
8.6 Board Community Engagement – March 14, 2016  Enclosure 8.6
8.7 Policy Advisory Committee – March 16, 2016  Enclosure 8.7

9. Correspondence - Received
5:20 p.m.  9.1 Alberta Government
9.2 Minister Eggen MGA response
9.3 PSBA Conference Invitation and Brochure

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

5:30 p.m.  Adjournment

IN ATTENDANCE:

Trustees: Mich Forster; Donna Hunt; Jan Foster; Keith Fowler; Don Lacey; Lola Major

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

Regrets: Tyler Demers

The Chair called the meeting to order at 3:37 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:
   “that the minutes of the Regular Meetings held on January 26, 2016 be approved and signed by the Chair.”
   CARRIED UNANIMOUSLY

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

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

   The Lethbridge School District nominee for the 2016 Edwin Parr Award is Dawson Kennedy, who teaches at Fleetwood Bawden School. Dawson as well as Broc Higginson, Principal of Fleetwood Bawden School attended the Board Meeting. Broc provided a brief summary highlighting Dawson’s accomplishments in his
first year of teaching. Dawson shared his background with the Board. The Board congratulated Dawson on his nomination and provided well wishes.

5. Action Items

5.1 Approval of International Trip

Chinook High School (CHS) is requesting permission to take their Robotics Team to St. Louis, Missouri, USA to compete in the FIRST Robotics Competition (FRC) World Championships from April 25th, 2016 to May 1st, 2016. Information regarding the educational benefits of the trip and the proposed itinerary are attached. The estimated cost per student is $1,000.00. Fundraising opportunities will be available to students to offset the cost of the trip. Kevin Schenk, teacher from Chinook High and Matt Drenth, student from Chinook High School were in attendance and shared information with the Board about the program, as well as the Robot and game they are building. Matt also shared his experience from last year when he attended the FRC World Championships.

Trustee Keith Fowler moved: “that the Board approve the CHS Robotics Team trip to the FRC World Championships in St. Louis, Missouri, USA providing they win regionals from April 25th, 2016 to May 1st, 2016 on the condition that all district policies and procedures are strictly followed.”

CARRIED UNANIMOUSLY

5.2 New Student Information System

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

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

Only two vendors were PASI compliant and met the specific needs of the District and they were Power School Group LLC and Maplewood Computing Ltd.
The review analysed corporate profile, project team, industrial certification, references, scope, project schedule, timelines, and value added.

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

Trustee Keith Fowler moved:
“that the Board approve Power School Group LLP as the District’s new Student Information System provider at the cost of $108,040 US.”

CARRIED UNANIMOUSLY

5.3 Tender for Roof at Mike Mountain Horse
This funding is to address the necessary roof replacement at Mike Mountain Horse School.

Funding will come from the Infrastructure Maintenance Renewal Program.

The following tenders were received:

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

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

Trustee Donna Hunt moved:
“that the Board awards the contract for the roof replacement at Mike Mountain Horse School to Charlton and Hill Limited in the amount of $651,058.00 plus GST.”

CARRIED UNANIMOUSLY
5.4 Policy Review

District policies are reviewed on a continuous basis to ensure they reflect the position of the Board. The Policy Advisory has representation from the Board, District School Council, each of the employee groups, and District and school administration. District Principal Teresa Loewen was in attendance to provide an overview, share any feedback received and respond to questions of the Board for the policies listed below:

- 608.3 – Learning Commons
- 601.2.1 – School Year
- 607.4 – Responsible Use of Technology
- 502.1 – Appendix A Student Code of Conduct
- 502.2 – Sexual Orientation, Gender Identity and Gender Expression

Trustee Lola Major moved:
“that the Board approve 1st Reading of Policy 608.3 Learning Commons as presented.”
CARRIED UNANIMOUSLY

Trustee Lola Major moved:
“that the Board approve 1st Reading of Policy 601.2.1 School Year as presented.”
CARRIED UNANIMOUSLY

Trustee Lola Major moved:
“that the Board approve 2nd Reading of Policy 607.4 Responsible Use of Technology as presented.”
CARRIED UNANIMOUSLY

Trustee Lola Major moved:
“that the Board approve 3rd and Final Reading of Policy 607.4 Responsible Use of Technology as presented.”
CARRIED UNANIMOUSLY

Trustee Lola Major moved:
“that the Board approve 1st Reading of Policy 502.1 Appendix A Student Code of Conduct as presented.”
CARRIED UNANIMOUSLY
Trustee Lola Major moved:
“that the Board approve 1st Reading of Policy 502.2 Sexual Orientation, Gender Identity and Gender Expression as presented.”

CARRIED UNANIMOUSLY

Public Forum

The Board was presented with a petition in accordance with Section 269 of the School Act calling for a public meeting regarding Policy 502.2 Sexual Orientation, Gender Identity and Gender Expression. The date for the public meeting will be established and communicated within 21 days.

During the Public Forum section of the Board Meeting the Board received questions and comments from a number of parents, students, former students and teachers with respect to Policy 502.2 Sexual Orientation, Gender Identity and Gender Expression.

Genieve Steed spoke as a parent, requesting that there be another opportunity for discussion. Requested the Board look at protection of Parent Rights, inclusiveness for all children, and opportunity to speak to the guidelines, protective language. She also asked that the Board hold the public meeting previous to the next reading of the policy.

Matt Story, Grade 12 Student at WCHS thanked the Board for approving first reading of the policy, he started the GSA at WCHS 3 years ago. The GSA has provided support. Matt felt the Policy necessary and will save lives.

Peter Kellett, parent as well as a U of L faculty member of the Faculty of Health and Science, he spoke in favour of the policy. He would also like to see the provincial guidelines worked into the policy.

Peter Story, parent strongly supported the policy as drafted. He felt the policy was warranted and needed.

Brooke Culley, parent expressed his gratitude to the Board and Administration for the work they have completed with regard to the Policy. He shared his support of the policy and how he felt it will save lives.
Brooklyn Odia, parent requested clarification of 2.3: how can a policy make someone value something? Families have values; you cannot force a value.

Victoria Orsa, appreciates that all parents have the rights to be heard. Respects that the Board, thanked them for the opportunity to share her thoughts.

Vanessa Canospy, parent requesting that the Board say in the policy that there will be no shared changerooms as it states in the Guidelines from the Government. She would also like to see a change to 1.8 in the policy as she felt the way it is worded encroaches on her parental right. She would like it to read “in all aspects of education” because the policy has no bearing on students outside of school. She wants the Board to hold a public meeting previous to the next reading of the policy.

Ryan Tanner, parent discuss guidelines 6 – 8 would like them addressed specifically. Would like to know how the district will address the guidelines, and how district will make decisions about gender neutral change rooms. He felt that if there were transgender students on sports team this could possibly be unfair.

Tanya Bolokoski, parent concerned with how teachers will be teaching with respect to transgender.

Justin Jubber, parent was not apposed to a Policy, but felt the Policy could be written better in order to protect all students not the LBGTQ students. He felt that all students should be protected.

Mike Lowe, parent would like to know how the procedures will be formed from the Policy. Requested that no further readings of the Policy be made until after the Public Meeting be held. He also reminded the Board that they are accountable to the voters.

Sean Desrochers, a teacher in the District, applauded the Board and thanked the Board for creating this Policy and felt it will save lives.

Hollie Tarasewich, parent thanked the Board and hopes that the Policy goes forward speedily. She shared her feelings and reasoning as to why she felt it important to be a stand alone the same as with FNMI Policy, Special Needs Policy, and other Policies within the District.
Kerry Draxler, parent firmly supports the request for a public meeting before the policy goes to another reading. She was also looking for clarification.

Kayla Kirk, Graduate of WCHS was in favour of the Policy and felt it is important. She also shared that not every child has a safe place to go home.

6. **District Highlights**
   None at this time

7. **Information Items**
   7.1 **Board Chair Report**
       7.1.1 **Breakfast with the Board**
           Breakfast with the Board has been scheduled at Chinook High School on Tuesday, March 8, 2016 from 7:30 a.m. – 8:00 a.m. Following the breakfast, Principal Kevin Wood will provide a tour of the school for trustees.

7.2 **Superintendent Report**
   7.2.1 **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.

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

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

   7.2.2 **Board Priorities Report**
       Superintendent Cheryl Gilmore provided the Board with a progress report of the Board Priorities.
7.2.3 Acknowledgements of Excellence

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

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

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

7.2.4 Snacks with the Superintendents

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

7.2.5 Enrolment Summary – January 31, 2016

Superintendent, Cheryl Gilmore shared an enrolment summary for District schools, broken down by grade as of January 31, 2016 for the Board to receive as information.

7.2.6 Calendar of Events

The Calendar of Events was reviewed for the period of March 3-4, 2016 to March 22, 2016.

8. Reports

8.1 Joint City of Lethbridge and School Boards – January 20, 2016

Trustee Tyler Demers provided a written report on the Joint City of Lethbridge and School Boards Meeting held on January 20, 2016.

8.2 ATA Local 41 Council – February 3, 2016

Trustee Jan Foster provided a written report on the ATA Local 41 Council Meeting held on February 3, 2016.
9 Correspondence – Received
   • Alberta Government

10 Correspondence – Sent
   None at this time

Adjournment
Trustee Keith Fowler moved:
“that the meeting be adjourned at 5:54 p.m.”
CARRIED UNANIMOUSLY

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

March 22, 2016

To: Board of Trustees

From: Wendy Fox
    Associate Superintendent, Division of Instructional Services

RE: ESL and Literacy Lead Teachers Presentation

Background
In response to the growing needs of our English as a Second Language (ESL) students, including the Syrian refugees, an ESL Lead Teacher and ESL Student Support were hired in January. Although relatively new to their positions, a significant amount of support has been offered to schools through their work. In addition, they have developed excellent relationships with students, their families and Immigrant Services.

A second area of need identified was in the area of literacy. Although a number of schools have focussed on literacy over the years, there was a need to have a coordinated approach to literacy development at all levels. To provide this coordination and support, a Literacy Lead Teacher was hired. In this first several weeks since the teacher was hired, schools have already begun to appreciate the value of the expertise offered.

Cynthia Parr, Director of Student Services, ESL Lead Teacher David Fuller, ESL Student Support Leah Diachok and Director of Curriculum Karen Rancier will be in attendance to provide a report on the activities of these two positions to date.

Recommendation
That the Board receive this report as information.

Respectfully submitted,

Wendy Fox
Associate Superintendent
MEMORANDUM

March 22, 2016

To: Board of Trustees

From: Don Lussier
       Associate Superintendent, Business Affairs

RE: Second Quarter Financial Report

Background
The 2015-16 Second Quarter Financial Report for the District and updated Financial Health Indicators Report are provided for review. Director of Finance, Christine Lee, will be in attendance to respond to any questions trustees may have.

Recommendation
It is recommended that the Board receive the 2015-2016 Second Quarter Financial Report and Financial Health Indicators Report as presented.

Respectfully submitted,

Don Lussier
Associate Superintendent
This document is Management’s Discussion and Analysis of the Second Quarter for the period September 1, 2015 to February 29, 2016. This financial information contained herein has not been audited.
Lethbridge School District No. 51

Second Quarter Report
September 1, 2015 to February 29, 2016

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Notes to the Schedule of Program Operations Page 17-18
Schedule of Instructional Program Expenditures Page 19
Notes to the Schedule of Instructional Program Expenditures Pages 20-21
Schedule of Capital Contributions Page 22
Notes to Statement of Capital Allocations Page 23-24
Lethbridge School District No. 51 will expend $116 million to provide public education services to the citizens of the City of Lethbridge, Alberta, Canada for the 2015-2016 school year.

The School District was established in 1886 and has proudly served our community for over 129 years. Lethbridge School District No. 51 serves approximately 10,500 students from early education (pre-school) to grade twelve in 2015-2016. The District provides high quality learning experiences for students through a broad range of educational programs in twenty one schools and four institutional programs. For the 2015-2016 school year, the District is pleased to welcome two new schools, Immanuel Christian Elementary and Immanuel Christian High School as alternate programs. Through Immanuel Christian Schools an additional 487 students will be educated through Lethbridge School District No. 51.


Lethbridge School District No. 51 believes in fiscal accountability and transparency through regular financial monitoring and reporting. Under Policy 801.1 System Budgeting, the Board directs that the expenditure of funds be within the guidelines established and be the responsibility of the designated district or school-based administrator. The executive summary presents highlights of the school district’s financial operations for the period September 1, 2015 until February 29th, 2016 to provide fiscal accountability within the established guidelines.

Taking the Shot
Grade 5 Basketball
At
General Stewart Elementary School
**Financial Position**

As at February 29, 2016 Lethbridge School District No. 51 has total financial assets of $19.8 million and liabilities of $99.3 million for net financial debt of $79.5 million. A net debt position is not necessarily an indication that a District is in financial difficulty.

Net financial debt includes $92.8 million of deferred revenue related to the amortization of supported capital assets (Expended Deferred Capital Revenue), which will be amortized into revenues in subsequent years to offset the amortization cost of supported capital assets. Supported Capital Assets are those assets that have been funded by the Province of Alberta.

Before consideration of Expended Deferred Capital Revenue, the District had Net Assets of $13.3 million. Of this $13.3 million, $11 million is in operating reserves which have been restricted for future use with the majority related to instructional programming and school generated activities. Net financial assets also relate to $796,000 of unrestricted reserves, $1.3 million of capital reserves and $320,000 of endowment funds.

There is $98 million of non-financial assets (tangible capital assets, prepaid expenses, and supplies inventory) which is represented mostly by Deferred Expended Capital Revenue of $92.8 million as explained above, the District’s investment in capital assets of $4.9 million, prepaid expenses of $63,000 and inventory of $144,000.

Together the Net Financial Debt (Financial Assets less Liabilities) plus Non-Financial Assets equal the total Accumulated Surplus of $18.4 million. The chart below compares the financial position of February 29th with the prior year.
Budget Update as of September 30th

The revised budget for the 2015-2016 school year reflects changes to the district budget as of September 30th, 2015. Revenue in the revised budget increased by $1.4 million over preliminary budget projections developed in June 2015. This increase is due to increased student enrolment at September 30th of 146 students above preliminary projections. An additional 5.4 full time equivalent teachers were hired as well as 16 additional support staff positions in the revised budget. In budget 2015-2016, $2.8 million of one-time reserves will be utilized for new students entering our school jurisdiction that require additional supports, funding to facilitate the use of technologies to increase pathways for students to access curriculum, to respond to the demand for increased access to wireless local area networks, support for large class sizes at secondary schools, literacy intervention, the replacement of furniture and equipment, facility costs related to transitioning library spaces to learning commons, and school improvement initiatives.

Operations

For the six months ended February 29th, 2016, $58.5 million of revenues have been recorded which is 51.68% of budget. Revenues are greater than budgeted due to other Government of Alberta grant revenue received, increased investment revenue, and gifts and donation revenue for school generated activities.

The chart below illustrates the source of funding for every $100 of revenue as at February 29th, 2016.

![Chart illustrating source of funding]

**$93.67**  
Province of Alberta

**$4.85**  
Fees and Fundraising

**$1.48**  
Other Revenue

*Used with the permission of the Bank of Canada*
Expenditures are $58 million as of February 29th, 2016 which is 50.06% of the budget. Overall expenditures are as anticipated for the second period.

Forecasted Operations to Year End
At February 29th, 2016, forecasted revenues and expenditures have increased to reflect revenues and expenses for seconded personnel, additional PUF grant funding, and grant funding for the Making Connections Program. The increased revenues are offset with a corresponding increase in expenditures. Expenditures have also been reduced for anticipated spending on supplies and materials.

Capital Expenditures
During the period, capital expenditures mainly included construction costs for the modernization of Wilson Middle School and the new elementary school in Copperwood.

Summary Comments
As of February 29th, 2016, Lethbridge School District No. 51 is operating financially as anticipated based on the approved budget and within adjustments forecasted to August 31, 2016. Operating expenditures would indicate that spending is occurring for the benefit of today’s students while not compromising opportunities for future operations of the District.
# Statement of Financial Position

**As at February 29th, 2016**

## Financial Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>February 29th, 2016</th>
<th>February 28th, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>$17,440,368</td>
<td>$18,998,115</td>
</tr>
<tr>
<td>Accounts receivable (net after allowances)</td>
<td>$2,241,220</td>
<td>$1,176,556</td>
</tr>
<tr>
<td>Portfolio investments</td>
<td>$83,395</td>
<td>$83,395</td>
</tr>
<tr>
<td><strong>Total financial assets</strong></td>
<td><strong>$19,764,983</strong></td>
<td><strong>$20,258,066</strong></td>
</tr>
</tbody>
</table>

## Liabilities

<table>
<thead>
<tr>
<th>Description</th>
<th>February 29th, 2016</th>
<th>February 28th, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank indebtedness</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Accounts payable and accrued liabilities</td>
<td>$3,423,703</td>
<td>$978,668</td>
</tr>
<tr>
<td>Deferred revenue</td>
<td>$95,560,845</td>
<td>$90,540,149</td>
</tr>
<tr>
<td>Employee future benefit liabilities</td>
<td>$28,966</td>
<td>$17,974</td>
</tr>
<tr>
<td>Other liabilities</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Long term debt</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supported: Debentures and other supported debt</td>
<td>$316,186</td>
<td>$512,959</td>
</tr>
<tr>
<td>Unsupported: Debentures and capital loans</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Capital leases</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Mortgages</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total liabilities</strong></td>
<td><strong>$99,329,700</strong></td>
<td><strong>$92,049,750</strong></td>
</tr>
<tr>
<td><strong>Net Financial Assets (Net Debt)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Non-Financial Assets

**Tangible Capital assets**

<table>
<thead>
<tr>
<th>Description</th>
<th>February 29th, 2016</th>
<th>February 28th, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>$1,715,118</td>
<td>$1,715,118</td>
</tr>
<tr>
<td>Buildings</td>
<td>$143,191,831</td>
<td>$143,191,831</td>
</tr>
<tr>
<td>Less: Accumulated amortization</td>
<td>($49,201,464)</td>
<td>($84,893,755)</td>
</tr>
<tr>
<td>Equipment</td>
<td>$5,218,980</td>
<td>$9,939,367</td>
</tr>
<tr>
<td>Less: Accumulated amortization</td>
<td>($3,691,711)</td>
<td>($1,684,084)</td>
</tr>
<tr>
<td>Vehicles</td>
<td>$978,015</td>
<td>$9,527,269</td>
</tr>
<tr>
<td>Less: Accumulated amortization</td>
<td>($442,502)</td>
<td>($452,518)</td>
</tr>
<tr>
<td><strong>Total tangible capital assets</strong></td>
<td><strong>$97,768,267</strong></td>
<td><strong>$88,745,475</strong></td>
</tr>
</tbody>
</table>

**Prepaid Expenses**

<table>
<thead>
<tr>
<th>Description</th>
<th>February 29th, 2016</th>
<th>February 28th, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepaid expenses</td>
<td>$63,489</td>
<td>$86,178</td>
</tr>
<tr>
<td><strong>Total non-financial assets</strong></td>
<td><strong>$97,851,756</strong></td>
<td><strong>$88,931,611</strong></td>
</tr>
</tbody>
</table>

## Accumulated Surplus

<table>
<thead>
<tr>
<th>Description</th>
<th>February 29th, 2016</th>
<th>February 28th, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted Surplus</td>
<td>$796,410</td>
<td>$802,945</td>
</tr>
<tr>
<td>Operating reserves</td>
<td>$11,048,554</td>
<td>$10,132,183</td>
</tr>
<tr>
<td><strong>Accumulated Surplus from Operations</strong></td>
<td>$11,844,964</td>
<td>$10,935,128</td>
</tr>
<tr>
<td>Investment in capital assets</td>
<td>$4,952,351</td>
<td>$4,872,827</td>
</tr>
<tr>
<td>Capital reserves</td>
<td>$1,294,052</td>
<td>$1,050,498</td>
</tr>
<tr>
<td>Endowments</td>
<td>$319,874</td>
<td>$317,674</td>
</tr>
<tr>
<td><strong>Total Accumulated Surplus (Deficit)</strong></td>
<td><strong>$18,411,241</strong></td>
<td><strong>$17,176,127</strong></td>
</tr>
</tbody>
</table>
Financial Assets

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

Cash and Cash Equivalents
Cash at February 29th, 2016 includes unspent capital contributions received for capital projects, deferred operating revenue, endowment funds, and Accumulated Surplus from Operations.

Accounts Receivable
Accounts receivable at February 29th, 2016 includes supported debenture debt to be paid by the Province on the District’s behalf, GST rebates receivable, funding owing on Wilson Middle School modernization costs, and other miscellaneous funds owing to the District.

Portfolio Investments
Portfolio investments represent one-year term savings certificates held at the school level for school generated activities.

Total Financial Assets of the District at February 29, 2016 are $19.8 million dollars.
Accounts Payable
Accounts payable at February 29, 2016 mostly includes payments for employee benefits such as remittances to the Canada Revenue Agency, Local Authorities Pension Plan, and to the Alberta School Employee Benefit Plan.

Deferred Revenue
Included in Deferred Revenue is Unexpended Capital Revenue and Expended Capital Revenue. See the Statement of Capital Revenue.

Deferred revenue, excluding capital revenue noted above, is mainly unspent Infrastructure Maintenance and Renewal (IMR) grant funding. Funding is allocated to revenue as funds are expended. Deferred revenue also includes externally restricted School Generated Funds, such as student travel group deposits or school activity fees.

Employee Future Benefits
Consists of benefits earned but not utilized that relate to banked time that will be utilized in a future period.

Debt
Debt is debt supported by the Province of Alberta on school facilities.

Total liabilities at February 29, 2016 are $99.3 million.

Net Financial Assets (debt)
Net financial assets (debt), which is the funds available (owing) after discharging the District’s financial obligations, is a net debt position of $79.5 million. A net debt position does not necessarily mean the District is in financial difficulty. Net financial debt includes $92.8 million of deferred revenue related to supported capital from the Province of Alberta. These funds are related to the amortization of supported capital assets (Expended Deferred Capital Revenue), which will be amortized into revenues in subsequent years to offset the amortization cost of supported tangible capital assets. Supported tangible capital assets are those assets that have been funded by the Province of Alberta.

Before consideration of Expended Deferred Capital Revenue, the District had Net Assets of $13.3 million.
**Non-Financial Assets**
Non-financial assets are tangible assets that are used in the operations of the district and are not readily converted to cash.

**Capital Assets**
Capital assets include land, buildings, equipment and vehicles used in the operations of the district. These assets are amortized over their estimated useful lives to arrive at a net value of $97.8 million as of February 29, 2016. Capital activity during the period included construction costs associated with the modernization of Wilson Middle School and the new elementary school in Copperwood.

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

**Other Non-Financial Assets**
Other financial assets represent inventories of supplies and materials on hand to be used in a subsequent fiscal period.

**Total non-financial assets as of February 29th are $93.2 million.**

**Accumulated Surplus**
Accumulated surplus is represented by accumulated surplus from operations which is made up of unrestricted reserves and operating reserves. Also included in accumulated surplus are capital funds which include investment in capital assets and capital reserves. Funds held by the District, where the principal must be maintained permanently, called endowments, are also included in accumulated surplus.
Unrestricted surplus are funds that are not designated for a specific purpose and operating reserves are funds that have been designated for a specific program of the District.

Investment in capital assets represents the net book value of capital assets that have been paid from district revenues and are not supported by the Province or external contributions.

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

The total accumulated surplus for the District which consists of both operating and capital funds is $18.4 million. The total of net financial assets (debt) plus total non-financial assets equates to the total accumulated surplus at February 29th, 2016.
# Lethbridge School District No. 51

## STATEMENT OF OPERATIONS

For the six months ended February 29th, 2016

<table>
<thead>
<tr>
<th>REVENUES</th>
<th>Budget Information</th>
<th>Actual Results</th>
<th>Forecast</th>
<th>Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta Education</td>
<td>$106,237,306</td>
<td>$107,703,761</td>
<td>$54,570,162</td>
<td>$108,267,504</td>
</tr>
<tr>
<td>Other - Government of Alberta</td>
<td>$63,490</td>
<td>$43,771</td>
<td>$253,486</td>
<td>$443,771</td>
</tr>
<tr>
<td>Federal Government and First Nations</td>
<td>$286,192</td>
<td>$240,312</td>
<td>$200,330</td>
<td>$360,312</td>
</tr>
<tr>
<td>Fees</td>
<td>$2,076,815</td>
<td>$2,100,815</td>
<td>$1,535,786</td>
<td>$2,100,815</td>
</tr>
<tr>
<td>Other sales and services</td>
<td>$163,802</td>
<td>$163,802</td>
<td>$558,468</td>
<td>$557,802</td>
</tr>
<tr>
<td>Investment income</td>
<td>$143,000</td>
<td>$143,000</td>
<td>$87,398</td>
<td>$153,000</td>
</tr>
<tr>
<td>Gifts and donations</td>
<td>$360,000</td>
<td>$360,000</td>
<td>$307,526</td>
<td>$360,000</td>
</tr>
<tr>
<td>Rental of facilities</td>
<td>$35,900</td>
<td>$35,900</td>
<td>$17,952</td>
<td>$35,900</td>
</tr>
<tr>
<td>Fundraising</td>
<td>$2,461,000</td>
<td>$2,461,000</td>
<td>$999,461</td>
<td>$2,461,000</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>$111,827,505</strong></td>
<td><strong>$113,252,361</strong></td>
<td><strong>$58,530,569</strong></td>
<td><strong>$114,740,104</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENSES</th>
<th>Budget Information</th>
<th>Actual Results</th>
<th>Forecast</th>
<th>Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$93,632,921</td>
<td>$96,720,629</td>
<td>$48,021,928</td>
<td>$96,539,372</td>
</tr>
<tr>
<td>Plant operations and maintenance</td>
<td>$12,484,298</td>
<td>$12,705,670</td>
<td>$6,234,284</td>
<td>$12,705,670</td>
</tr>
<tr>
<td>Transportation</td>
<td>$2,449,095</td>
<td>$2,503,400</td>
<td>$1,791,052</td>
<td>$2,503,400</td>
</tr>
<tr>
<td>Administration</td>
<td>$3,780,773</td>
<td>$3,827,119</td>
<td>$1,933,850</td>
<td>$3,827,119</td>
</tr>
<tr>
<td>External services [International Services]</td>
<td>$253,000</td>
<td>$253,000</td>
<td>$95,577</td>
<td>$253,000</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$112,600,087</strong></td>
<td><strong>$116,009,818</strong></td>
<td><strong>$58,076,691</strong></td>
<td><strong>$115,828,561</strong></td>
</tr>
</tbody>
</table>

| Operating surplus (deficit)     | ($772,582)                             | ($2,757,457)  | $453,878   | ($1,088,457) |
| Accumulated Surplus from Operations beginning of Year | $8,595,511  | $11,391,086 | $11,391,086 | $11,391,086 |
| Accumulated operating surplus (deficit) at end of period | $7,822,929  | $8,633,629 | $11,844,964 | $10,302,629 |
| AOS as a % of Expenditures      | 6.95%                                   | 7.44%         | 10.21%     | 8.89%       |
Lethbridge School District No. 51
Notes to the Statement of Operations
For the six months ended February 29th, 2016

About The Statement
This statement includes four main areas:

- The first area highlighted in blue is budget Information. The first budget information is the preliminary budget that was approved by the Board of Trustees in June 2015. The second column of budget information is the budget that has been revised after September 30th enrolment counts and is used as the new operating budget for the fiscal year.

- The second area highlighted in pink is the actual results for the period.

- The third area highlighted in yellow is the forecast. This information is the forecasted revenue and expenditures to August 31, 2016. The forecast will be changed each quarter based on best estimates given current and past financial information. Rationale will be provided when the forecast has been changed from the original budget.

- The fourth area highlighted in green is the variance area. This area provides information on the percent received/expended as compared to the September 30th operating budget and the percent received/expended as compared to the updated forecast information.

REVENUES

Government of Alberta
Grants have been received as expected at the second quarter. The forecast has been updated to reflect an increase of $530,000 in the PUF grant for early learners requiring additional supports. The forecast has also been updated for an offsetting increase in expenditures to provide support under the PUF grant.

Other Government of Alberta
This revenue relates to interest paid on debenture debt that is paid on the District’s behalf by Alberta Education to Alberta Treasury and Finance. It also includes grants received from Alberta Mental Health and Southwest Child and Family Services for the Making Connections Program. The forecast has been updated to include these revenues along with an offsetting increase in forecasted expenditures.
**Federal Government and First Nations**
Represents amounts billed for tuition for students living on the Kainai reserve. Funds are as anticipated at the second quarter. The forecast has been updated to reflect an increase in the amount to be received over the budget.

**Fees**
Reflects funds collected by schools for school fees and remitted to the Education Centre and tuition collected for foreign students. Fees that are collected for school generated activities are also included. Most school fees and tuition fees are collected at the beginning of the school year, while school activity fees are collected throughout the school year; therefore the amount collected is greater than 50% at the second quarter.

**Other Sales and Services**
Mainly includes funds received for staff that are seconded to the University of Lethbridge. The forecast has been changed to reflect funds received for these secondments with an offsetting adjustment in certificated staffing and benefits. Other sales and services are mainly from school generated activities.

**Investment Income**
Interest earned on operating revenue which is performing better than anticipated at the second quarter.

**Gifts and donations**
Gifts and donations that have been received for school generated activities and donations for the District’s poverty intervention program.

**Rental of Facilities**
Funds charged for use of facility space for external programs and operations such as the Southern Alberta Professional Development Consortia and the Boys and Girls Club of Lethbridge.

**Fundraising**
Funds raised for the benefit of school generated activities that are co-curricular in nature. Fundraising may include a-thons, and fundraising sales.
Overall, revenues are higher at February 29, 2016 due to secondments, fees, fundraising and donations from school generated activities, and increased investment income. The majority of these additional revenues will be offset by an equal expenditure.

**EXPENSES**

Expenditures are reported as a total for each functional area within the district. For further information on types of expenditures and spending in these functional areas please see the *Schedule of Program Operations* that follows in this document.

**Instruction**

Instructional expenditures represent expenditures from early education to grade 12, school generated activities and supporting programs such as Inclusive Education, Technology, Instructional support, First Nations Metis and Inuit programming, Institutional programs, Student Health Initiative and the Counselling program. A breakdown of spending in these instructional programs may be found in the *Schedule of Instructional Program Expenditures* later in this report.

Instructional expenditures are as expected at the second quarter. The forecast has decreased overall. It has been revised to reflect increased support staff costs related to additional PUF grant funding, and certificated staffing costs due to seconded staff to the University of Lethbridge. The forecast has also been adjusted to reflect expenditures in the Making Connections program that are funded through Alberta Mental Health and Southwest Child and Family Services. The decrease in the forecast is related to anticipated spending on supplies and materials being less than anticipated.

**Plant Operations and Maintenance**

Plant operations and maintenance expenditures represent spending on operating and maintaining the District’s schools and facilities. These expenditures include maintenance and caretaking personnel, utilities, contracted maintenance, and Infrastructure Maintenance and Renewal (IMR) projects.

Maintenance expenditures are slightly lower than 50% at the second quarter due to spending on IMR and maintenance projects to occur in the third and fourth quarters.

**Transportation**

Transportation expenditures represent the cost of contracted bussing to bus students who reside more than 2.4 km away from their resident school. These costs include the operation of buses, cost sharing arrangements between the City of Lethbridge and Holy Spirit Catholic Schools, and the future replacement of yellow school buses. Costs include the provision of specialized bussing needs for students with disabilities.
Expenditures are higher than 50% for Transportation due to transportation costs occurring over 10 months rather than 12 months and also due to purchasing two buses to transport early education students to and from school.

**Administration**
Administration expenditures represent the cost of the Board of Trustees, Finance, Human Resources, System Instructional Support, and the Office of the Superintendent.

Administration costs are slightly higher at the second quarter due to costs that are paid for the whole year, such as memberships, audit costs, insurance, and computer licensing.

**External Services**
An external service represents costs that are outside regular provincially mandated instruction and operations. For the District, the International Services program provides programming to students who attend District schools from other countries and pay a tuition fee to attend our schools. Costs include costs of homestay providers, student insurance, student recruitment and administration of the program. Tuition fees are collected from international students in this program.

**Overall, expenditures are as anticipated for the second quarter.**

**Operating Surplus**
The operating surplus is shown for the budget figures, the current period and adjusted based on changes to the forecast to August 31, 2016.
**Lethbridge School District No. 51**  
**Schedule of Program Operations**  
**For the Six Months Ended February 29th, 2016**

<table>
<thead>
<tr>
<th>Instruction (Grades ECS-12)</th>
<th>Plant Operations and Maintenance</th>
<th>Transportation</th>
<th>Board &amp; System Administration</th>
<th>External Services</th>
<th>TOTAL</th>
<th>TOTAL Budget</th>
<th>% Expended of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>REVISED BUDGET 2015-2016 (September 30)</td>
<td>$96,720,629</td>
<td>$12,705,670</td>
<td>$2,503,400</td>
<td>$3,827,119</td>
<td>$253,000</td>
<td>$116,009,818</td>
<td>$116,009,818</td>
</tr>
</tbody>
</table>

**EXPENSES**

| Certificated salaries and benefits | $33,188,953 | $2,147,839 | $40,232 | $3,827,119 | $253,000 | $33,576,245 | $66,642,873 | 50.38% |
| Non-certificated salaries and benefits | $9,520,334 | $1,062,424 | $66,642 | $43,771 | 50.53% |
| SUB - TOTAL | $42,709,287 | $3,207,293 | $46,355,435 | $91,440,476 | 50.69% |
| Services, contracts and supplies | $5,009,080 | $1,409,484 | $55,345 | $9,795,021 | $20,893,944 | 46.88% |
| Amortization of capital assets | $198,129 | $1,409,484 | $95,577 | $58,076,691 | 50.06% |
| Interest and charges | $105,432 | $43,771 | 240.87% |
| TOTAL EXPENSES | $48,021,928 | $6,234,284 | $1,791,052 | $1,933,850 | $95,577 | $58,076,691 | $116,009,818 | 50.06% |

| Total unexpended funds period to date | $48,698,701 | $6,471,386 | $712,348 | $1,893,269 | $157,423 | $57,933,127 | $116,009,818 | 49.94% |

| % Expended of Budget | 49.65% | 49.07% | 71.54% | 50.53% | 37.78% | 50.06% | 100.00% | 50.06% |
About The Statement
The Schedule of Program Operations shows the type of expenditure by each functional area of the school district and the expenditures in these areas for the fiscal period and as compared to the September 30th operational budget. The expenditures are noted as a total for each functional area on the previous statement, the Statement of Operations. The percentage expended by each functional area as well as by type of expenditure is also provided to gauge expenditures for the fiscal period reported.

Certificated Salaries and Benefits
Certificated salaries and benefits are slightly higher than 50% expended for the quarter, due to payment of the 1% lump sum bonus to teachers in November, however, is within anticipated spending.

Non-Certificated Salaries and Benefits
Spending in this area is higher than budgeted at the second quarter, due to additional educational assistant support for the PUF program.
Services, Contracts and Supplies
At the second quarter, services, supplies and contracts are lower than 50%. It is anticipated that spending in this area, in particular supplies and materials, will be lower than budget as of year-end.

Amortization of Tangible Capital Assets
The amortization of capital assets reflects the September 30th budget at the second quarter.

Interest and Charges
Interest charges are mainly based on debenture debt that is paid on behalf of the district by the Province of Alberta. Other charges include foreign exchange costs on US purchases, and service charges related to the on-line payments system. Due to the decline in the CDN dollar, foreign exchange charges are significantly higher than in prior years.

Chinook High School students preparing for Pink Shirt Day!
Kindness is One Size Fits All!
## Schedule of Instructional Program Expenditures

For the Six Months Ended February 29th, 2016

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>Revised Budget 2015-2016 (Sept 30th 2015)</th>
<th>Actual Six Months February 29th, 2016</th>
<th>% Expended Revised Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Based Instruction</td>
<td>$64,613,183</td>
<td>$30,389,567</td>
<td>47.03%</td>
</tr>
<tr>
<td>Student Services *</td>
<td>$15,906,721</td>
<td>$8,995,949</td>
<td>56.55%</td>
</tr>
<tr>
<td>Shared Instructional Services</td>
<td>$4,040,478</td>
<td>$2,855,103</td>
<td>70.66%</td>
</tr>
<tr>
<td>School Generated Funds Activities</td>
<td>$4,050,000</td>
<td>$2,460,752</td>
<td>60.76%</td>
</tr>
<tr>
<td>Technology</td>
<td>$2,987,156</td>
<td>$1,044,929</td>
<td>34.98%</td>
</tr>
<tr>
<td>Institutional Programs</td>
<td>$980,145</td>
<td>$490,073</td>
<td>50.00%</td>
</tr>
<tr>
<td>Division of Instructional Services</td>
<td>$1,357,506</td>
<td>$513,017</td>
<td>37.79%</td>
</tr>
<tr>
<td>FNMI Programming</td>
<td>$793,021</td>
<td>$316,732</td>
<td>39.94%</td>
</tr>
<tr>
<td>Counselling Program</td>
<td>$1,992,419</td>
<td>$955,806</td>
<td>47.97%</td>
</tr>
</tbody>
</table>

**Total Instructional Program Expenditures**

<table>
<thead>
<tr>
<th>Revised Budget 2015-2016 (Sept 30th 2015)</th>
<th>Actual Six Months February 29th, 2016</th>
<th>% Expended Revised Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>$96,720,629</td>
<td>$48,021,928</td>
<td>49.65%</td>
</tr>
</tbody>
</table>

*Student Services Includes:
- Inclusive Learning Supports
- Early Education Programs
- Program Unit Funding
About the statement
This statement provides further information about expenditures in programs that are within the Instruction functional area that is shown on the Statement of Operations and Schedule of Program Operations.

School Based Instruction
These expenditures represent expenditures at school sites and for programs and initiatives that support early learning to grade 12 instruction other than those programs specifically listed below.

Spending at school sites is less than budgeted at the second quarter, in particularly in the area of supplies and materials spending.

Student Services
Student Services includes expenditures for the Early Education Program, Program Unit Funding, and Inclusive Education. Inclusive Education provides all students with the most appropriate learning environment and opportunities for them to achieve their potential. Inclusion is about ensuring each student receives a quality education no matter their ability, disability, language, cultural background, gender or age.

Spending is higher at the second quarter due to additional support staff hired to support early learners under the PUF program.

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

This program is showing overspent due to full year allocations for the Employee Assistance fund, the teacher’s and support staff’s professional development funds, and the payment of the teachers 1% lump sum bonus in November. The over spend is also attributed to teacher replacement costs exceeding budget at February 29th.
**School Generated Funds Activities**

School Generated Funds activities includes activities at the school level for students that are not of a curricular nature, such as clubs, international travel, groups, athletics, and the arts. These activities are normally funded through user fees, fundraising, and donations. School generated activities are higher than budgeted for the second quarter, however reflect 6/10th of the school year activities.

**Technology**

The Technology program is based on a standards-driven plan to provide the infrastructure to support current and future needs, trends, and applications in the school district for the implementation of information and communication technology.

Technology is underspent at the second quarter, however this is a planned under spend as unspent funds will be carried forward into reserve for the continuation of the District evergreen program in 2017-2018.

**Institutional Programs**

Spending on the District’s schools that are housed in institutions is within budget at the second quarter.

**Division of Instructional Services**

The Division of Instructional Services which provides curriculum and instructional support to schools and instructional programs is underspent at the second quarter, due to planned staffing to address new initiatives not occurring until late in the second quarter.

**First Nations Métis and Inuit (FNMI) Program**

The FNMI program provides ongoing support for aboriginal students in their efforts to obtain an education, and provides opportunities for aboriginal students to study and experience their own and other aboriginal cultures and lifestyles.

The FNMI program is underspent at the second quarter due to planned staffing additions not occurring until the end of the second quarter.

**Counselling Program**

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

Spending is within budget at the second quarter.
## Lethbridge School District No. 51
### SCHEDULE OF CAPITAL REVENUE
(EXTERNALLY RESTRICTED CAPITAL REVENUE ONLY)
for the Period Ended February 29th, 2016 (in dollars)

<table>
<thead>
<tr>
<th>Unexpended Deferred Capital Revenue</th>
<th>Provincially Approved &amp; Funded Projects (A)</th>
<th>Surplus from Provincially Approved Projects (B)</th>
<th>Proceeds on Disposal of Provincially Funded Tangible Capital Assets (C)</th>
<th>Unexpended Deferred Capital Revenue from Other Sources (D)</th>
<th>Expended Deferred Capital Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance at August 31, 2015</td>
<td>$3,266,361</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$86,915,466</td>
</tr>
<tr>
<td>Prior period adjustments</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Adjusted balance, August 31, 2015</td>
<td>$3,266,361</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$86,915,466</td>
</tr>
</tbody>
</table>

Add:

- Unexpended capital revenue received from:
  - Alberta Education school building & modular projects (excl. IMR) $3,224,015
  - Infrastructure Maintenance & Renewal capital related to school facilities $0
  - Other Government of Alberta $0
  - Federal Government and First Nations $0
  - Other sources $250,000

Unexpended capital revenue receivable from:

- Alberta Education school building & modular $1,069,434
- Unexpended capital revenue receivable from other than Alberta Education $0
- Interest earned on unexpended capital revenue $0
- Other unexpended capital revenue and donations $0
- Net proceeds on disposal of supported tangible capital assets $0
- Insurance proceeds (and related interest) $0
- Donated tangible capital assets (amortizable, @ fair market value) $0
- Public Private Partnership (P3), other Alberta Schools Alternative Program (ASAP) Initiative and Alberta Infrastructure managed projects $0
- Transferred in tangible capital assets (amortizable, @ net book value) $0

Expended capital revenue - current year ($7,559,810) $0 $0 $0 $7,559,810

Surplus funds approved for future project(s) $0 $0

Deduct:

- Net book value of supported tangible capital dispositions, write-offs, or transfers $0 $0 $0 $0 $0
- Capital revenue recognized $1,659,360

Balance at February 29th, 2016 $0 $0 $0 $250,000 $92,815,916

Balance of Unexpended Deferred Capital Revenue at February 29th, 2016 (A) + (B) + (C) + (D) $250,000
Unexpended Deferred Capital Revenue

This column shows restricted capital revenue that is unspent from the prior year, new capital contributions received by the district during the period, capital revenue that is still owing to the District, and funds expended on capital projects during the period.

Unexpended Capital Revenue Received
In the period September 1, 2015 to February 29, 2016, the district received $3.2 million of funding from Alberta Education for capital projects and $250,000 from the City of Lethbridge related to the new Westside elementary school gymnasium.

Unexpended Capital Revenue Receivable
At the end of the second quarter, $1.069 million of grant funding was receivable from the province to support capital projects.

Expended Capital Revenue
In the period September 1, 2015 to February 29, 2016, the District expended $7.6 million on capital projects. These funds were expended on planning costs for the new West Lethbridge middle school, installation of modular facilities, and construction costs for Wilson Middle School Modernization and new Westside elementary school. This amount also appears as an addition in the Expended Deferred Capital Revenue column.
Expended Deferred Capital Revenue

Expended Deferred Capital Revenue shows the amount of supported capital funds that have been spent but have yet to be amortized over the useful life of the supported tangible capital assets purchased.

Capital Revenue Recognized
The amount of capital allocations recognized as revenue in the period September 1, 2015 to February 29, 2016 is $1.66 million. This revenue is included under revenues from Alberta Education. This amount is equal to amortization expense charged on supported capital assets. The purpose of this allocation is to create a revenue/expense neutral situation as the assets are supported by an external party.

An evening at the pops
With
Chinook High School
Indicators of Financial Health Report

For the year ended August 31, 2015

Updated for provincial data March 1, 2016
This document captures the financial health indicators for Lethbridge School District No. 51. This report includes comparisons of Lethbridge School District No. 51 with other school jurisdictions that have full time equivalent (FTE) student enrolment of comparable size or a comparison of the average of all school jurisdictions for the periods 2010-2011 to 2014-2015. For the years 2010-2011 to 2013-2014 the district was in the 6000-9000 cohort with 10 other school jurisdictions. In 2014-2015, Lethbridge School District No. 51 moved into a different cohort of jurisdictions to the 9000-20,000 student classification. There are eight school jurisdictions in this classification. Two of the eight are urban boards with the remaining six large rural/urban boards.

Revenues, Expenses, and Operating Surplus

This chart shows Lethbridge School District No. 51’s operating revenues, expenses and net operating surplus (deficit) over a five-year period. This chart demonstrates that there is an upward trend in revenues and expenditures until 2012-2013 with a slight decrease in 2013-2014 due to the reduction of some Alberta Education grants; however there is fluctuation in surplus over the five-year period. Revenues are impacted by enrolment and grant rate increases; while expenditures are primarily impacted by staffing decisions. In 2012-2013 the surplus is significantly higher than in the three previous years as there were unanticipated grant funds received, funds set aside for technology replacement in the future, and reduced staffing costs due to beginning teachers hired throughout the school year. The average yearly surplus over the five-year period is $1.79 million, which would equal 1.7% of operating expenditures.
Liquidity

Liquidity is measured by taking Financial Assets, less Liabilities that have been reduced by Expended Deferred Capital Revenue. A liquidity ratio of greater then one is desirable. This means that the District has the ability to pay current liabilities as they are due. A liquidity ratio of less than one indicates that the District will have to borrow to meet short term obligations. Liquidity = flexibility. A higher liquidity ratio means that the District has the ability to better respond to rapidly changing circumstances.

The chart above shows that the District has a liquidity ratio greater than one and has remained relatively stable through the years 2010-2011 to 2011-2012. There is an increase in the District’s liquidity in 2012-2013 and in 2013-2014 mainly due to having excess revenues over and above expenditures which increased the Accumulated Surplus from Operations. The transition to Public Sector Accounting Standards (PSAS) in 2012-2013 increased liquidity as a result of the inclusion of endowments in the financial statements. There has also been an increase in liquidity for all school districts and comparable sized school districts in the province, however liquidity has remained stable in 2013-2014. In 2014-2015 the District’s liquidity decreases due to amounts owing on contractual obligations related to capital projects at the fiscal year-end. Liquidity also decreased for comparable and all other school jurisdictions.

Accumulated Surplus from Operations Compared to Expenditures

Accumulated Surplus from Operations (ASO), which is the District’s savings, is compared to expenditures to determine the District’s ability to react to emergent situations and the ability to fund special initiatives. Alberta Education considers a district’s financial health to be a concern if ASO is less than 1%. If an ASO is higher than 5% there could be a reason, such as one time funding received late in the year that will be used in a following year, or long term savings for the replacement of technology.
The chart above shows the five-year comparison of the “Adjusted” Accumulated Surplus from Operations as compared to Expenditures of Lethbridge SD 51, comparable, and all other School Districts in the province. “Adjusted” Accumulated Surplus from Operations is the Accumulated Surplus from Operations less School Generated Funds that are now included in Surplus. From this chart, it should be noted that the conversion to PSAS has resulted in a significant increase to Accumulated Surplus. It also shows that until 2013-2014, Lethbridge School District No. 51 is lower compared to like sized School Districts, but in 2014-2015 when moved into a new cohort is higher than comparable school jurisdictions by more than 3% as well as is higher than the average of all school jurisdictions.

The District has had an adjusted ASO between 4.34% and 9.15% in the last five years. Adjusted ASO has increased due to the transition to PSAS which required the inclusion of endowments in ASO. Adjusted ASO has increased in 2012-2013 due to a number of factors such as additional funds received during the year under a new method of providing funding for Inclusive Education. Adjusted ASO increased in 2013-2014 and 2014-2015 due to unexpended funds during the year. Also, teacher average salary costs were lower than projected due to retirements and new hires during the year which resulted in additional funds being available. Funds will be allocated in 2015-2016 to assist students requiring specialized supports, and funds provided to support curriculum, literacy, and improvement of Wi-Fi access in the District.

The District is considered to be in good financial health due to additional funds received and costs being less than anticipated in 2014-2015. Prudent future use of these unexpended one-time funds will help to smooth staffing cost fluctuations in the next few years and assist in sheltering the impact on the classroom and district operations from unexpended changes in the provincial fiscal climate.
Working Capital per Student

Working capital is the amount of money available after discharging all the District’s liabilities. Working capital allows the District to meet emergent needs and new initiatives. Working capital is compared to student enrolment to determine the amount of funds available per student that could be spent in the future.

The chart above shows working capital per student over a five-year period. Lethbridge School District No. 51 is lower than all other school districts for the years 2010-2011 and 2011-2012. In 2013-2014 the District is above the average of all school districts, but is lower than districts of comparable size until moving to a new cohort in 2014-2015.

Working capital per student was stable through 2010-2011 and 2011-2012. In 2012-2013, working capital per student increased due to the increase in Accumulated Surplus from Operations which also includes unexpended school generated funds. There was a small increase in working capital in 2013-2014 and then another increase in 2014-2015 due to unexpended funds at year end.
Capital Assets – Net Book Value Compared to Historical Cost

School district’s build new school facilities and purchase vehicles and equipment. The cost of these items, when built or purchased, is called the historical cost. These capital assets are depreciated (amortized) over their useful lives. For example, a maintenance truck purchased is considered to have a useful life of five years; therefore the value will be amortized over a five-year period. It is expected that a vehicle will likely have to be replaced after five years (although it may still remain in service for another five years). The percentage of Net Value to Historical Cost illustrates how new a district’s assets are. A relatively high % indicates newer assets, whereas a lower % indicates older assets. The concern with a low ratio is that capital assets may not be replaced on a regular basis, which may be an indication of potential health and safety issues, or a significant cost in the future to replace capital assets.
Over the five-year period, the District’s percentage of Net Book Value to cost for schools and other buildings and vehicles and equipment has fluctuated, however has been higher than the average of all school districts and comparable FTE student districts. This means that Lethbridge School District No. 51 has newer buildings, equipment and vehicles.

**Capital Reserves per student**

Districts put money into capital reserves for the future replacement of capital assets. Capital Reserves per student indicates the amount of capital reserves on a per student basis.

Although Lethbridge School District No. 51 has less capital reserves per student, the District has newer assets as compared to other school districts. In 2010-2011 capital reserves were spent to repay the District’s demand loan on the Education Centre and facility renovations. In 2013-2014 capital reserves were expended to cover the District’s share of modular facility installations. To ensure funds are available for the replacement of District supported capital assets, yearly amortization cost of capital assets is transferred to capital reserves.

It is important to compare both the Capital Reserves per student and Net Book Value compared to Historical Costs financial health indicators related to capital. There would be a concern if the Net Book Value to Cost percentage was very low and capital reserves were low. This would indicate capital assets are very old and in need of replacement, with no capital funds to replace the assets if necessary. Also, accumulated surplus may be required for the future replacement of assets. Since Lethbridge School District No. 51 has newer assets, the lower amount of capital reserves per student is not a significant concern.
MEMORANDUM

March 22, 2016

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Board Budget Beliefs Statement

Background
During its 2016 Planning Retreat, the Board reviewed the Budget Beliefs Statement that will serve as a guide as the 2016-2017 budget is developed.

Recommendation
It is recommended that the Board adopt the Budget Beliefs Statement for 2016-2017 as presented.

Respectfully submitted,

Cheryl Gilmore
Superintendent
LETHBRIDGE SCHOOL DISTRICT NO. 51

BOARD OF TRUSTEES BELIEF STATEMENTS FOR PREPARATION OF THE 2016-2017 BUDGET

Lethbridge School District No. 51 is primarily funded by Alberta Education. The Board is legally obligated to create and approve the annual district budget and to fiscally manage the District’s funds in a responsible manner, ensuring that the educational needs of students are met within a balanced budget, as required by the School Act.

- The Board believes in a budget process that is open and transparent.
- The Board believes that the budget shall provide for staffing to facilitate educational opportunities for all our students.
- The Board believes that education at the primary level is foundational to student success, and as such is a priority.
- The Board believes that funds need to be allocated to enable each school to remain viable and to be able to promote equitable access to educational opportunities and resources for students.
- The Board believes in keeping District and school levied fees as low as possible.
- The Board believes maintaining an uncommitted reserve is necessary for emergent and contingent situations.
- The Board believes that equitable opportunities for student learning are achieved by allocating funds to specific centralized programs and services.
- The Board believes in providing targeted opportunities to further innovative practices in schools.
MEMORANDUM

March 22, 2016

To: Board of Trustees

From: Don Lussier
    Associate Superintendent, Business Affairs

RE: Approval of 2017-2020 Capital Master Plan

Background
The 2017-2020 Capital Plan for the District is provided for review.

Recommendation
It is recommended that the Board accept the 2017-2020 Capital Plan as presented.

Respectfully submitted,

Don Lussier
Associate Superintendent
The District has implemented its Capital Plan, which evolved out of a comprehensive review of educational facility needs.

Lethbridge School District No. 51 currently has 19 schools. Of those 19 schools, looking at the core and not including portables and relocatables, all are above 85% except for three and ten range from 101% to 174% utilization.

Our schools in West Lethbridge range from 101% to 162% and all our elementary schools in South Lethbridge range from 101% to 174%.

Programming and safety are severely restricted by the number of students in these schools. Assemblies that should include all students cannot take place because of fire and building codes.

We have placed the South Lethbridge Elementary School as our number one new construction project. After that, the number two new construction project would be the Garry Station Elementary School. Followed by the Elementary School in the South of West Lethbridge.

Our No. 1 Modernization preservation project is our 104-year-old school, Galbraith Elementary School

The District is requesting funding from Alberta Education for the following projects over the next three years:

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>YEAR</th>
<th>PROJECT</th>
<th>ESTIMATE PROJECT COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2017/2018</td>
<td>South Lethbridge Elementary School – New Construction – Core Only 600 Student School</td>
<td>$15,500,000.00</td>
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<tr>
<td>2</td>
<td>2018/2019</td>
<td>West Lethbridge Garry Station Elementary School – New Construction – Core Only 600 Student School</td>
<td>$15,500,000.00</td>
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<tr>
<td>3</td>
<td>2018/2019</td>
<td>South West Lethbridge Elementary School – New Construction – Core Only 600 Student School</td>
<td>$15,500,000.00</td>
</tr>
<tr>
<td>4</td>
<td>2017/2018</td>
<td>Galbraith Elementary School – Modernization</td>
<td>$14,418,000.00</td>
</tr>
<tr>
<td>5</td>
<td>2017/2018</td>
<td>Senator Buchanan Elementary School – Modernization</td>
<td>$8,874,000.00</td>
</tr>
<tr>
<td>6</td>
<td>2017/2018</td>
<td>Westminster Elementary School - Modernization</td>
<td>$9,377,000.00</td>
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<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>$60,956,000.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>YEAR</th>
<th>PROJECT</th>
<th>ESTIMATE PROJECT COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2018/2019</td>
<td>Nicholas Sheran Community School - Modernization</td>
<td>$13,009,000.00</td>
</tr>
<tr>
<td>8</td>
<td>2018/2019</td>
<td>Park Meadows Elementary School - Modernization</td>
<td>$11,261,000.00</td>
</tr>
</tbody>
</table>
MEMORANDUM

March 22, 2016

To: Board of Trustees

From: Don Lussier, Associate Superintendent
       Business Affairs

Re:   Transfer of funds from Operating to Capital Reserves

Background:
The attached information outlines funds that will be required for the purchase of capital items. These funds would be paid out of capital reserves.

To ensure the capital funds are available the board is requested to transfer funds to capital reserves as follows:

- Transfer $300,000 from Plant Operations and Maintenance operating reserve to Plant Operations and Maintenance Capital Reserve.

- Transfer $100,000 from Administration operating reserves to Administration Capital Reserve.

- Transfer $140,000 from Transportation operating reserves to Transportation Capital Reserve.

Christine Lee, Director of Finance will be in attendance to speak to the request to transfer operating reserve funds to capital reserve funds.

Recommendation:
It is recommended that the board approve the transfer from operating reserves to capital reserves as noted above.

Respectfully submitted,
Don Lussier
**Required Capital Reserves**

The school district will need to spend funds on capital items in the future and will need to ensure that these funds are available.

Below are some of the capital requirements that will require the use of capital reserves:

**Plant Operations and Maintenance - $300,000**
1. Non-Supported Construction Costs of West Lethbridge Middle School $250,000
2. Additional vehicle for the Maintenance department $50,000

**Administration - $100,000**
The Education Centre is requiring some maintenance that could be of a significant nature. For example, there is a need to replace the doors and improve the front entrance.

**Transportation - $140,000**
In 2015-2016 it was necessary to purchase two buses that were suitable to transport students for the Early Education Program. It is necessary to have the ability to replace these buses or add additional buses as the program grows. These buses are owned specifically by the District and not part of the transportation agreement with the City of Lethbridge.
MEMORANDUM

March 15, 2016

To: Board of Trustees

From: Don Lussier, Associate Superintendent
        Business Affairs

Re: Planned Use of Operating Reserves

Background:
The attached information outlines one-time operating reserves that will be required in the next two years to address operational and programming requirements.

Christine Lee, Director of Finance will be in attendance to speak to the requested use of one-time reserves as attached.

Recommendation:
It is recommended that the board approve the planned use of operating reserves as presented.

Respectfully submitted,
Don Lussier
Planned Use of Operating Reserves

The board has operating reserves to address special circumstances that arise that require support or require funds to be set aside over 3-4 school years to address significant one-time items that are part of an operational cycle.

The following future circumstances will warrant the use of one-time reserve funds of the board. The estimated amount that will be committed is **$5.8 million.** Details are provided below:

**New School Start-Up - $840,000**

One-time funding will be required to provide administrative support and to purchase supplies and resources for the elementary school and middle school in West Lethbridge. These costs are not supported by Alberta Education as part of the construction project, but are necessary to ensure a successful school start-up.

<table>
<thead>
<tr>
<th>Item</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal prior to school start – Elementary School (2016-2017)</td>
<td>$70,000</td>
</tr>
<tr>
<td>Principal prior to school start- Middle School (2017-2018)</td>
<td>$70,000</td>
</tr>
<tr>
<td>Supplies and Resources – Elementary School (2016-2017)</td>
<td>$350,000</td>
</tr>
<tr>
<td>Supplies and Resources – Middle School (2017-2018)</td>
<td>$350,000</td>
</tr>
</tbody>
</table>

**New Programming (2016-2017) - $70,000**

A French Immersion program will be offered at Nicholas Sheran School in 2017-2018. Specialized resources will need to be purchased to offer this program.

**Technology Evergreening (2016-2017) - $2.6 million**

In 2016-2017 phase IV of the technology evergreening program will occur to replace computers at the elementary school level. The evergreening reserve currently has $1.8 million with an additional $800,000 to be added from 2015-2016 operations.

**Middle School and FNMI Literacy (2016-2017) - $100,000**

Planned spending to address student achievement in the area of literacy.

**Technology Access (2016-2017) - $200,000**

Planned third year of project to improve technology infrastructure to make technology more accessible.

**Staffing Growth, Stability and Grid Movement - $1,060,000**
In recent years, Lethbridge School District No. 51 has been able to hire additional teachers due to enrolment growth. Many of these teachers are at the beginning of their career. Each year of the first ten years of a teacher’s career a teacher receives a pay increment. On average the cost to the district is $765,000. This fund is also allocated to provide relief to schools and classrooms in situations where there are configuration concerns of declines in enrolment that would impact a school in a negative way that requires additional funding support for staffing.

**Inclusive Learning Supports (2016-2017) - $800,000**
Support for English Language Learners, Early Education students, refugees and students with diverse learning needs.

**High School Completion (2016-2017) - $103,400**
Funding in 2016-2017 to support alternative programming to improve high school completion.
MEMORANDUM

March 22, 2016

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: A Public Education – Season 8 Proposal

Background
For the past seven years the Board has been part of a joint venture, “A Public Education”, a unique television series about the people, programs, innovations and achievements in Lethbridge and area schools. The monthly 30-minute television show is aired the final Saturday of each month, and subsequently shown twice per week on CTV2 the following month. In addition the series is available to the public to download and view at www.apubliceducation.ca

The show has featured 5-6 vignettes each month. In addition to Lethbridge School District No. 51, current partners in this initiative are the Lethbridge School District ATA Local 41, Holy Spirit ATA Local 5, Holy Spirit Catholic Schools 4, Palliser ATA Local 19 and the University of Lethbridge Faculty of Education.

Executive Producer Erv Fehr has done an outstanding job of featuring all aspects of public education. Erv has proposed an eighth season of “A Public Education”. His proposal is included with this memo. The amount is $11,422.50 plus GST. It is noted that this is the first budget increase since 2012, to cover increased production and broadcast costs.

Recommendation
It is recommended that the Board confirm its participation in the Season 8 “A Public Education” partnership by committing funding of $11,422.50 plus GST. The funding will be from the Board’s Priority Fund.

Respectfully submitted,

Cheryl Gilmore
Superintendent
Proposal for Season 8 of “A Public Education”
Canada’s only television series about Schools, Students and Teachers

- **We will produce** 8 new monthly half hour episodes containing original stories about student achievement, teacher excellence and classroom innovations in Southern Alberta schools.

- **We will re-air** 4 additional monthly episodes from season 7, giving the series year-round exposure throughout Alberta on CTV2.

- **We will re-edit** selected stories into 2 minute interstitials that will air across Alberta on CTV 2 as Public Service Announcements throughout its broadcast day.

- **We will produce** television stories, submitted by teachers, trustees, school and university staff that emphasize the positive features of public education and raise awareness among the public of the value and importance of public education.

- **We will enlist** members of the Southern Alberta education community to serve as show hosts.

- **We will continue** the unique media collaboration that exists among Southern Alberta School Boards, Local ATA’s and the Faculty of Education at the University of Lethbridge.

- **We will televise** the series monthly on CTV 2 and Shaw TV, and to make it available on www.apubliceducation.ca
**Budget for Season 8 of “A Public Education”**

This series is possible through equal contributions by our funding partners.

Each partner’s contribution for Season 8 is **$11,422.50* (plus GST)**

* Funds go towards:
  - All video production costs associated with producing the series.
  - Maintaining the series website, [www.apubliceducation.ca](http://www.apubliceducation.ca)
  - Closed Captioning of series for hearing impaired

* Represents first budget increase since 2012, to cover increased production and broadcast costs.

An indication of funding commitment is required by **May 2, 2016** in order to facilitate broadcast scheduling and pre-production requirements

Contact:

Erv Fehr,  
EFP Productions  
[efp@shaw.ca](mailto:efp@shaw.ca)  (403) 381-2001

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**Funding Partners of “A Public Education”**

Holy Spirit ATA Local #5  
Holy Spirit Catholic Schools #4  
Faculty of Education, University of Lethbridge.  
Lethbridge Public ATA Local #41  
Lethbridge Public #51  
Palliser ATA Local #19
MEMORANDUM

March 22, 2016

To: Board of Trustees

From: Cheryl Gilmore
   Superintendent of Schools

RE: Policy Review

Background

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

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

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

<table>
<thead>
<tr>
<th>Policy #</th>
<th>Policy Name</th>
<th>Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>608.3</td>
<td>Learning Commons</td>
<td>Second reading</td>
</tr>
<tr>
<td>601.2.1</td>
<td>School Year</td>
<td>Second reading</td>
</tr>
<tr>
<td>502.1</td>
<td>Appendix A Student Code of Conduct</td>
<td>Second reading</td>
</tr>
</tbody>
</table>

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

Recommendation

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

<table>
<thead>
<tr>
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<th>Policy Name</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>608.3</td>
<td>Learning Commons</td>
<td>Second and Final reading</td>
</tr>
<tr>
<td>601.2.1</td>
<td>School Year</td>
<td>Second and Final reading</td>
</tr>
<tr>
<td>502.1</td>
<td>Appendix A Student Code of Conduct</td>
<td>Second and Final reading</td>
</tr>
</tbody>
</table>

Respectfully submitted,

Cheryl Gilmore
608.3 Learning Commons

Policy

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

Regulations

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

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

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

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

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

References

District Policies: 607.4 Responsible Use of Technology

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

Policy

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

Regulations

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

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

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

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

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

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

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

References

School Act: 56, 97
Purpose

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

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

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

Definitions

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

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

3. Harassment: Any behavior that in effect or intent disparages, humiliates, or harms another person or class of persons. It is behaviour that denies dignity and respect, and is demeaning and/or humiliating to another person or class of persons. Harassment may include, but is not limited to, references related to race, religious beliefs, colour, gender,
502.1 Appendix A  Student Code of Conduct, cont’d

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

10.5. Possible supports that may be provided to students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.
MEMORANDUM

March 22, 2016

To: Board of Trustees

From: Don Lussier, Associate Superintendent
        Business Affairs

Re: New Age Integrated Technology for Chinook High School Gymnasium

Background:
At the December 15th, 2015 Board meeting the Board rescinded its approval to award the contract for the New Age Technology at Chinook High School to Digital Edge Media.

In the interest of fairness and to be perceived to be fair, we opened the project to competitive bid as we had discovered that at least one other company could provide the equipment and installation.

Digital Edge Media and CustomWorks/TLD were considered qualified to provide the equipment solution and therefore invited to participate in the bid opportunity. Both bids were evaluated by the Principal, Kevin Wood, Technology Director, Rik Jesse and Purchasing Coordinator, Joe Perry, using 10 separate evaluation criteria. Major criteria included: vendor qualifications, project design, component specifications, warranties, and service capabilities. Nine evaluation criteria were evaluated prior to the 10th criteria, which was the disclosure of price.

It is the unanimous decision of the evaluation committee that CustomWorks/TLD provides the best solution for the District.

The District received the following bids:

<table>
<thead>
<tr>
<th>Company</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>CustomWorks/TLD</td>
<td>$ 237,013.94 + GST</td>
</tr>
<tr>
<td>Digital Edge Media</td>
<td>$ 231,226.43 + GST</td>
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Recommendation:

That the Board approve the New Age Integrated Technology at Chinook High School and award the contract to CustomWorks/TLD in the amount of $ 237,013.94 + GST.

Respectfully submitted,
Don Lussier
MEMORANDUM

March 22, 2016

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Breakfast with the Board – Park Meadows School – April 12, 2016

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 Park Meadows School on Tuesday, April 12, 2016 from 7.45 – 8.15 a.m. Following the breakfast, Principal Nancy Brown will provide a tour of the school for trustees.

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

Respectfully submitted,

Cheryl Gilmore
Superintendent
MEMORANDUM

March 22, 2016

To: Board of Trustees

From: Cheryl Gilmore
       Superintendent of Schools

RE: Board Priorities Report

Background
The Education Centre 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.**

**Literacy/ Numeracy (Karen)**

- Literacy workshop for beginning teachers in Divisions I and II was held on March 16. All new teachers hired since the fall were offered the opportunity to attend.
- Bev Smith, our District’s Literacy Lead Teacher, has supported teachers in K-8 through Professional Learning sessions at staff meetings, PL Days, as well as during the school day.

**District Collaborative Communities (Karen)**

- Collaborative Communities continue to access funds to be able to meet together to further their knowledge and skills.
- District Professional Learning Day is on Friday, April 15th.

**Parent Education (Karen/ Isabelle)**

- Parents of children accessing Program Unit Funding (PUF), as well as some accessing mild/moderate, continue to have access to Family Oriented Programming (FOP). Kindergarten families can access a minimum of 6 session of FOP over the school year with Early Education Program Families able to access a minimum of 8 sessions of FOP. Some families are receiving individual home visits in addition to this with school team members which may involve SLPs, LSTs, Making Connections, contracted behavioural consultants, etc.
- Building Brains and Futures Project at Westminster School – working on building adult capabilities in the area of early brain development with parents and staff. Two one-hour parent cafes are available each week where speakers from various agencies and therapy disciplines host a brief informational session followed by a question and answer period. There have also been a couple of large group presentations to Westminster Early Education Program parents around early brain development
- Triple P (Positive Parenting Program) – Christine Bishoff offered a parent discussion group in March entitled “Dealing with Disobedience”. Parents at Buchanan, Park Meadows and Westminster were offered this opportunity.
- Parents of children accessing PUF have opportunity to attend workshops, funded through PUF, to support their child’s identified areas of need.

**Early Learning (Isabelle)**

- Ongoing professional development is provided to Early Education Program Managers regarding evidence-based approaches in early childhood that promote strong brain development. Dr. Robbin Gibb has been involved in sharing specific activities for our Early Education Program classrooms that strengthen executive functioning. The Professional Learning community, that all the Early Education Program Managers are involved, in are looking at evidence-based practice that supports optimal early childhood programming.
- Intentional delivery of high quality PUF programming, as well as language rich environments within Early Education Programs to meet the needs of children with mild/moderate delays or those that are English Language Learners, is assisting in early intervention needs for many children.
- All Early Education Programs have a daily play-based speech and language centre, designed and supervised by SLPs, that all children go through. Typical children serve as appropriate role models for children working on speech and language areas. In addressing language concepts as well as
speech sounds, this centre also provides universal emergent literacy skills and practice to all children within the program.

- Pop-ins in Early Education Programs occur in the Spring to meet and identify needs for fall programming of new incoming children. Pop-ins are a family-based screening with the parents participating in centres to complete Ages and Stages Questionnaires on their child’s development. Referrals for assessment and parent supports for children’s delays are made available to get the earliest start possible in addressing identified areas of delay. Pop-ins also allow the school district to have increased information regarding children so that programming and staffing can be prepared to provide optimal programming right from the start in September.

- Sarah Heimbecker, our FMNI Consultant, has been assisting the Early Education Program Managers to learn about the historical context of FMNI families so that the Early Education Program Managers can better relate to FMNI families and their needs. We are seeing increased numbers of children with FMNI backgrounds accessing PUF and programming. Our intent is to establish positive relationships, promote consistent attendance and support these families in ways that will assist their child to have positive school experiences and development.

- Kindergarten teachers are currently in the midst of completing Early Development Instrument (EDI) surveys which provide rich information about how young children are doing, both locally and provincially. The results of these surveys have been used to identify area to focus on for programming in our early childhood programs. For example, numeracy was an area that showed District 51 being quite a bit lower than the provincial norm, so efforts have gone into increased awareness, strategies, professional development, etc. around numeracy in both Early Education Programs and Kindergarten.

<table>
<thead>
<tr>
<th>FNMI (Sarah/Wendy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Targeted literacy intervention project for FNMI elementary students 2016/2017 school year.</td>
</tr>
<tr>
<td>• Planning has been underway for the FMNI Grad Feather Ceremony.</td>
</tr>
<tr>
<td>• FMNI Consultant offered a session on Engaging and Embracing FMNI students at Teachers Convention – Over 65 people attended the session.</td>
</tr>
<tr>
<td>• A professional development workshop was held for Early Education Managers.</td>
</tr>
<tr>
<td>• Planning is progressing for the district powwow on May 27, 2016</td>
</tr>
</tbody>
</table>

**PRIORITY TWO**

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

**Curriculum Re-design (Karen)**

- A focus on Math clarification documents and FNMI content in Social Studies continue to be priorities for Alberta Education.

**Assessment (Karen/ Cynthia)**

- Fountas and Pinnel has been adopted district-wide in grades 1-5 and the first training session will be held on March 21. All homeroom teachers of those grades have been given one day of release time to learn to do this testing this spring.

**PRIORITY THREE**

Supporting seamless integration of technology.

**Technology Infrastructure (Rik)**

- **Wi-Fi Rebuild:** In early December the Tech Team began upgrading the Wi-Fi networks at LCI, Nicholas Sheran and Probe. New Wireless Access Points have been ordered and will be deployed
throughout the schools. The new devices will significantly improve performance and provide ubiquitous coverage for all three sites.

- **Digital Resources:** The Department of Instructional Services and the Technology Department have come together to explore how we can better serve the students and teachers of the District in the area of District provided Digital Resources. Both departments are compiling lists of resources that the District currently subscribes to, or has made available for student or staff use. The completed list will be presented to the Admin. Committee in November in hopes of developing a strategy to better promote the products that are currently under-utilized.

- **New VOIP installations:** Nicholas Sheran, Probe and LCI will be upgrading their current phone systems to a new “Voice over IP” system.

- **PowerSchool Timelines:** In the coming weeks LethSD staff will begin training on the new Student Information System (PowerSchool)

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**PRIORITY FOUR**

**Supporting population growth and change.**

**Parent and Community Engagement (All)**

- Early Education Programs and Kindergarten programs promote parent participation and engagement with their child and their child’s programming in a variety of ways – e.g. Family Oriented Programming, participation in IPP development and implementation, assisting in the classroom, participating with their child in a variety of activities provided through school programming

- Early Education Program Managers have been working at establishing strong relationships with families in terms of communication, programming engagement, sharing child development information, etc.

- The Early Childhood Coordinator has engaged with several private preschools and child care centres to access programming space for growing numbers of children identified for PUF and mild/moderate programming. Programming with child care settings is meeting the needs of many families who face challenges transporting children to or from programming in the middle of the day and it also presents less transitions for the child. Programming within child care centres comes with its own unique challenges in terms of meshing District programming with child care licensing regulations and programming.
### 2015-16 DISTRICT PRIORITIES

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

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

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

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

#### PRIORITY THREE: Supporting seamless integration of technology.

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

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

**OUTCOMES:**
- Schools are viable and have the capacity for the breadth of programs needed to support student learning needs.
- Utilization rate of facilities supports current and future programs and opportunities for provincial capital support.
- New facilities to meet enrollment increases.
MEMORANDUM

March 22, 2016

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:

LCI grade 12 student Erin Collett organized the “necessities of life” drive for Syrian refugees.

WCHS Vice Principal Neil Langevin will inducted into the Lethbridge Sports Hall of Fame. Neil is being recognised for his accomplishments as a builder in the sport of Women’s Rugby. Neil coached the U of L Pronghorns program to 3 consecutive CIS National Championships and 6 Canada West titles. He also served 3 years as the National Senior Women’s coach and participated as a head coach in the 2006 World Cup.

LCI Grade 9 Clippers won the South Zone 4J Girls Basketball Championship. Team members are: Lizzy McLeod, Savannah Muise, Skyla Sloan, Krista Nelson, Abbie Hall, Berkley Heggie, Jasmine Rivest, Catriona Smith, and Sydney Melvin. Coaches are Joni Heggie and Terra Hall.

Lethbridge Christian School Vice Principal, Melanie McMurray earned her Master’s Degree in Education with the U of L. Her research was on Literacy in a Globalized Canadian Classroom.

LCI Grade 11 student Austin Logue won a gold medal in both the Rural Provincial and Provincial Wrestling competitions.

LCI Grade 11 student Jessica Zarowny recently won Junior Female Athlete of the Year at the Lethbridge Sports Council Achievement Awards.

All four choirs from Gilbert Paterson Middle School received the highest rank of Superior at the Kiwanis Festival. In addition, Grade 6 Choir and Select Choir will be competing at the Provincial Choir Festival.
LCI Rams Junior Varsity team captured the Southern Alberta high school basketball league championship.

Immanuel Christian Eagles won the ASAA 2A girls South Zone high school basketball championship.

WCHS Grade 11 student Dylan Meier earned a Gold medal in the recent ASAA Rural Wrestling championships. The win qualified Dylan for the Provincial championships in Edmonton in March where he finished 4th in his division.

WCHS LST teachers Melissa Hooper and Greg Skelton on hosting local agencies that provide support and services for adults with disabilities. The March 10 event is an open house gathering where families with students with disabilities can find, and make connections with, agencies and support networks in our community to plan and prepare for transitions beyond high school.

WCHS Grade 12 Griffin athletes Abby Neudorf and Mikhi Lagemaat on their section to the Rugby Alberta U18 Girls 7’s Provincial Team.

Agnes Davidson Senior Choir received a ‘Superior’ for their performance at the Kiwanis Festival.

Wilson Middle School Grade 7-8 Choirs received ‘with Distinction’ and Grade 7-8 Band received ‘Excellent’ for their performances at the Kiwanis Festival.

Mike Mountain Horse Senior and Grade 4 Choirs received ‘Distinction’ and Junior Choir received ‘Superior’ for their performances at the Kiwanis Festival.

LCI Singers were invited to represent for Senior High School Choir at Kiwanis Provincial Festival.

LCI Chamber Choir were invited to represent for Provincial National School High School Choir.

Ventus Women’s Choir was recommended to Provincials including district staff members Regan Brooks, Karen Hudson, Thea Costello, Stephanie Macfarlane, Morgan Day, and Liz Appleton.

Fleetwood Bawden Grade 4-6 School Chorus received ‘distinction’ at Kiwanis Festival.

Mike Mountain Horse Junior Choir was chosen to represent Lethbridge at the Provincial Choral Festival.

Respectfully submitted,
Cheryl Gilmore
MEMORANDUM

March 22, 2016

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Snacks with the Superintendents – Winston Churchill High School – April 13, 2016

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 Winston Churchill High School have been invited to have Snacks with the Superintendents on Wednesday, April 13, 2016 beginning at 7:30 a.m.

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

Respectfully submitted,

Cheryl Gilmore
Superintendent
MEMORANDUM

March 22, 2016

To: Board of Trustees

From: Cheryl Gilmore
      Superintendent of Schools

RE: Enrolment Summary, February 29, 2016

Background
Included with this memo is an enrolment summary for District schools, broken down by grade, as of February 29, 2016.

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

Respectfully submitted,

Cheryl Gilmore
Superintendent
## ALL SCHOOLS ENROLLMENT BY GRADE: February 29, 2016

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<th>SCHOOL</th>
<th>Feb 29 2016</th>
<th>Sep 30 2015</th>
<th>Diff</th>
<th>Feb 29 2016</th>
<th>Sep 30 2015</th>
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**Total Students / FTE Enrolled as of February 29, 2016**: 10743

**Total Students / FTE Enrolled as of September 30, 2015**: 10639
## Calendar of Events for Board of Trustees

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>March</td>
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<tr>
<td>23</td>
<td>Public Meeting – Wilson Middle School</td>
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<td></td>
<td>6:15 – 6:45 Voter Registration</td>
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<td></td>
<td>7:00 p.m. Wilson Middle School Gym</td>
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<tr>
<td>25</td>
<td>Spring Break begins</td>
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<tr>
<td>April</td>
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<td>1</td>
<td>Spring Break ends</td>
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<tr>
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<td>District School Council</td>
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<td>6:30 p.m., Education Centre</td>
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<td>13</td>
<td>Education Centre Leadership Team Meeting</td>
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<td>9:00 a.m., Education Centre</td>
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<td>14</td>
<td>Board Committee of the Whole meeting</td>
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<td>3:00 p.m. Education Centre</td>
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<td>15</td>
<td>District Professional Learning Day</td>
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<td>NO School for Students</td>
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<td>21</td>
<td>Administrators’ Meeting and Strategic Planning</td>
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<td>Education Centre</td>
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<td>26</td>
<td>Board Meeting</td>
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<td>3:30 p.m., Board Meeting</td>
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MEMORANDUM

March 22, 2016

To: Board of Trustees

From: Donna Hunt, Vice Chair

RE: ATA Local Council – March 2, 2016

It was my pleasure to attend the March 2nd Lethbridge Public Local 41 Local Council Meeting.

Highlights:
1. Induction Ceremony was a delightful evening and a challenge with so many new inductees.
2. The University of Lethbridge made a plea for T. A. 's
3. A Recognition Reception will be held April 14th at the Galt Museum at 4:00. Local 41 members will be recognized for their years of service.
4. An Art Gala featuring the work of 300 students will be held on April 7th.
5. The ATA Diversity, Equality, Human Rights committee ask the ATA members to attend the District meeting on April 23rd where a committee will be elected to look at and give recommendations to the Board’s Sexual Orientation, Gender Identity and Gender Expression Policy.
6. The Professional Development Committee reminded the members of full day English Language Learner event to be held on May 5th. They also encouraged teachers to make use of their Collaboration day.
7. As our District has grown in size, for the first time the ATA will have 7 delegates.

Report submitted
Donna Hunt
MEMORANDUM

March 22, 2016

To: Board of Trustees

From: Cheryl Gilmore on behalf of Keith Fowler

RE: District School Council – March 7, 2016

Prior to regular meeting, session was held to review the Student Code of Conduct that will be implemented by all schools in 2016-17 school year.

Agenda Items and Topics of Discussion for the regular meeting were as follows:

- E-mail lists for School Councils: form will now be part of school registration packages
- Procedures for communicating lice (previous business)
- Town Hall results from February 2016 were reviewed and highlighted
- ASBA proposed resolution amendments were presented and passed
- ASBA Conference and AGM April 22-24 information
- ASBA proposed by-law changes (accessible through ASBA website) to be brought to the floor at ASBA AGM
- Reports from District Committees:
  - District Policy Advisory Committee
  - Healthy Schools Committee
  - Digital Citizenship Committee
  - Community Engagement Committee
- District School Council Highlights
- Westside capital projects, boundaries and programs – feedback loop highlights
- March 23 Public Meeting process

Respectfully Submitted
Cheryl Gilmore, Superintendent
MEMORANDUM

March 22, 2016

To: Board of Trustees

From: Lola Major, Trustee

RE: District Student Advisory Council (DSAC) – March 8, 2016

Teresa Loewen welcomed guests and facilitators to our middle and high school students. Tara Orser and Chris Harris guided the students through a “stories” ice breaker - “GETTING TO KNOW YOU!” It was fun and students responded with enthusiasm.

Cheryl Gilmore, our Superintendent, talked about our “Town Hall” meeting via “Feedback, Please” revisiting Vision and Mission (Walk the Talk) in schools. Student involvement was obvious as they watched a video and participated in group discussion centred around our District Vision and Mission (refer to attached Group Worksheet which students completed). Cheryl will share the results with us. “IF SCHOOLS HAD IT RIGHT"

Jenn Cowie, a Wilson Middle School teacher, spoke to the students about the upcoming “Create Your Own Story” event on April 14, 2016. DSAC students will be helping with this important “Middle School Student Leadership Conference”. (Please refer to the attached poster.) Jenn’s enthusiastic and thorough presentation was appreciated.

Respectfully submitted,
Lola Major, Trustee
Jan Foster, Trustee
INFORMATION

Conference Date: Thursday April 14, 2016

Early Registration Deadline: Thursday March 3, 2016  Cost: $25.00

Registration Deadline: Wednesday March 23, 2016  Cost: $30.00

AGENDA

8:30 — 9:00  Registration
9:00 — 9:15  Introductions
9:15 — 10:15  Opening Keynote: Chris Koch
10:15 — 10:30  Snack Break
10:30 — 11:30  Icebreakers
11:30 — 12:15  Video & Lunch
12:15 — 1:15  Keynote Speaker: Ian Tyson
1:15 — 2:00  Video, Activity and Closing Remarks

ABOUT THE KEYNOTES

Chris Koch is a motivational speaker from southern Alberta. He was born missing both his arms and legs and he speaks to the motto of “if I can...” Simply put, if a guy without limbs can surf, snowboard, work on a farm, travel the world, etc... anyone is capable of anything. As you'll see he delivers his message through humor and funny stories.

Ian Tyson’s high-octane presentation is sure to keep your school audience in stitches and leave them with words and thoughts to live by. This show is the epitome of “Comedy with a Message”, and has been both entertaining and thought provoking for students of all ages for years. His presentations take your audience on a hilarious journey from childhood through high school and beyond, with observational humour and life lessons along the way.
March 8, 2016

Dear Parents,

Your child has been invited to attend and participate in a one day Middle School Student Leadership Conference to be held at Wilson Middle School on Thursday April 14, 2016. Southern Albertan students from grades 5 to 8 have been invited to an action packed day filled with a number of outstanding student led presentations and dynamic motivational presentations. The purpose of the conference is to inspire middle school students to become involved in their school communities and also to promote school activities and pride.

As a member of Lethbridge School District Student Advisory Council, your child will act as a student leader in this event. The organizing committee is thrilled to work with our District Student Advisory Council members in this opportunity!

In order to be properly prepared for the event, student leaders will attend a training session on the afternoon of Thursday, April 7th at Wilson Middle School. Students will be transported to the event through their regular District Student Advisory Council drivers, or by school bus.

To thank them for their participation, DSAC will pay the students’ registration in the event and Wilson Middle School will provide each student leader with a leader T-shirt, nutrition break, and lunch.

If you have any questions about the District Student Advisory Council or about this event, do not hesitate to contact me or your child’s principal.

Sincerely,

Teresa Loewen
District Principal
Lethbridge School District No. 51
403-380-5323
teresa.loewen@lethsd.ab.ca
District Student Advisory Council
March 2016

Feedback for District Vision and Mission

Group Worksheet

A. Vision
   A vision can be described as our preferred future. In other words, when we have it right, what will the outcome of the system be?

   Previous Vision: Building Bridges to a High Level of Student Success

   New Draft Vision: Innovative thinkers who are successful, confident, respectful, and caring.

   Think about the video you watched about personal vision.

   Discuss: Does the new draft vision of the system align with the vision you had for yourself as a person? In other words, is the school system’s “preferred future” aligned with what you believe is important?

   1. Would you say that it aligns with what most youth think as important attributes upon leaving school? Yes No Yes and No

   2. Yes. Explain what does align.

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

   No. Explain what the gap is. What is missing? What is inaccurate?

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
1. District Mission

_Under Progress_
If it is important that students leave school as innovative thinkers (can think critically and creatively), what needs to happen in schools to make this a reality?
To be a system that develops innovative thinkers, Lethbridge School District needs to:
List 3 actions

If it is important that students leave school “successful” first we need to decide what that means.
What does successful mean?

If it is important that students leave school “confident,” what needs to happen in schools?
List 3 actions.

If it is important that students leave school respectful and caring, what needs to happen in schools?
List 3 actions.
MEMORANDUM

March 22, 2016

To: Board of Trustees

From: Jan Foster, Trustee

RE: Poverty Intervention Committee – March 8, 2016

After welcome and introductions, the following items were discussed.

- Terms of Reference – Jan reviewed the revised Terms of Reference that were passed at a recent Board meeting. No further changes recommended.
- Budget Review – Karen advised of the updated budget which currently stands at $113,012, which included the updated revenue of $57,534 which had not been included in previous budget (donations and Board contributions).
- Purchase of skating helmets – Karen contacted principals of all schools to see how many helmets they required for their school skating programs. The result was 264. Since the committee had passed a motion in 2015 to purchase 300 helmets, a motion was made to purchase the requested 264 helmets.
- Poverty projects – 17 of the 19 projects submitted have been approved due to updated budget. Some projects have yet to be paid out to schools.
- Breeze Bus Passes – an update on usage of these bus passes – approximately 20 have been given out to date (50 allowed). Tracey will continue to promote these passes and reported that there have been positive responses from schools.
- Medical Support – Karen has received a request for financial support for medical needs for student who requires optical treatment that is not covered by AHS. After discussion by committee, it was decided that this was not covered under the mandate of this committee however will reach out to the school to see what other assistance could be accessed.
- Sponsors Appreciation Luncheon – scheduled for May 10, 2016, 11:30-1:00 PM, followed by Facilitators Reports to the committee.

Respectfully submitted,
Jan Foster, Committee Chair
MEMORANDUM

March 22, 2016

To: Board of Trustees

From: Jan Foster, Trustee

RE: ASBA Zone 6 – March 9, 2016

Zone 6 ASBA meeting was held on Wednesday, March 9, 2016 at Holy Spirit Board Office.

Holy Spirit School Division made a presentation on their Graduation Coach Program. “We are all striving for success.” This program focuses on academic support program for FNMI students to successfully complete high school. Program is currently held at CCH with 31 students graduating through this program in 2015.

Ensuring FNMI students success: Leadership through governance presentation by Ron Taylor and Donna Crowshoe.

Reports:
- Zone Chair – Martha Ratcliffe submitted written report on her recent meetings with Zone Executive and TEAC.
- Zone Director – Peter Grad reported on meeting with Ministers regarding Municipal Government Act Review, ASBA Strategic Plan and submission deadlines for SGM and FGM for policies.
- Labor Relations – Terry Riley distributed information regarding ATA priorities around Working Conditions, particularly class sizes for upcoming negotiations.
- Zone Director – Ron Taylor submitted written report.

Additional items on the agenda – ASBA report and Motion from Medicine Hat not available,

Respectfully submitted,
Jan Foster, Zone 6 Executive representative
MEMORANDUM

March 22, 2016

To: Board of Trustees

From: Jan Foster, Trustee

RE: Board Community Engagement – March 14, 2016

George Hall, Executive Director of the Lethbridge Community Foundation met with the committee to share his experiences of establishing a charity foundation. The committee discussed the pros and cons of setting up a foundation as well as the purposes and the processes. The committee discussed the possibility of having several areas of donations and whether or not it would be better to have the Community Foundation take these or have a separate school district foundation. Cheryl will follow-up on several areas, including government regulations and report back to the committee at the next meeting.

The committee reviewed the ASBA Community Engagement survey taken by the Board in March, 2012. After some discussion, it was decided to ask the Board members to fill out the survey, especially as there are several new trustees since that time. An updated survey will be shared with the Board and the Communications Committee.

Garrett gave the committee an update on the District Communication Plan including ongoing actions as well as action items.

The next meeting will be held on Monday, April 25th.

Respectfully submitted,
Jan Foster, Committee Chair
Responses to the ASBA survey on Community engagement. Original Email and survey link at the end of the answers.

1. Lethbridge School District
   Barry Litun
   Barry.litun@lethsd.ab.ca
   4033805301

2. In your jurisdiction, who is responsible for and involved in community engagement initiatives?
   2. Superintendent
   Community Engagement Committee of the Board
   Individual trustees representing the Board

3. In the last 12 months what resources (dollars and people) have you dedicated to community engagement?
   3. Annual Town Hall Meeting - Involves Executive Assistant time for planning (five days over several months), Evening commitment (2.5 hours) for 30 District and School Administrators, all trustees. Tech Support provided by 4 people (total approx 6 hours each)
   Chamber of Commerce Info Nights - Cost approximately $200; Three trustees and superintendent commit approximately a total of 5 hours
   Team Lethbridge - Partners in Lethbridge (Business, Education, municipal gov't) meet over two years and then three representatives travel to Edmonton for three days every second year to meet with Ministers and Deputy Ministers. Cost is approximately $7500 every two years ($5000 + expenses for three people for three days)
   Chamber of Commerce Business and Education Committee - One trustee meets monthly for 1.5 hours
   District School Council - Board supports membership in ASCA for all individual school councils (18) and also provides $200 per school council to support a delegate attending the provincial ASCA conference each April. DSC meets eight times per year and involves 2 - 4 trustees at each two hour meeting.
   District Student Advisory Council & Student Town Hall - 2-3 trustees and superintendent, plus three district and school administrators attend the three meetings held per year and the District Student Town Hall meeting. (Three tech support also contribute three hours each for the Town Hall) Total cost approximately $1000 per year
   Community Engagement Committee - Three trustees and Superintendent meet with employee group representatives, school council representatives and community representatives; budget of $2000 per year available
   Presentation at the Southern Alberta Council for Pubic Affairs meeting by the superintendent. Two hours for presentation and four hours to prepare
   Aboriginal Advisory Committee - One trustee and one Associate Superintendent represent the District on a monthly basis at meetings.
   Poverty Intervention Committee - Two trustees and one Director meet four times per year with committee of community and school representatives. Budget is based on donations but amounts to approximately $40,000 annually.
   Meeting with neighbouring Boards - Full Board and Senior Administration hold dinner meetings; usually two per year.
Joint School District and City of Lethbridge meeting - meet once per year involving two trustees and two senior administrators

4. Our school board engages jurisdiction staff (i.e. teaching, support, other) when making decisions:

   4. Ongoing basis

5. Our school board engaged jurisdiction staff (i.e. teaching, support, other) when we made these decisions:

   5. Budget Process, Education Plan, Policy Development and ongoing review, School Calendar, Occupational Health & Safety Policy,

6. Our school board used these vehicles to engage jurisdiction staff (i.e. teaching, support, other):

   6. Poverty Intervention Committee
      Spirit of 51 Committee
      Working Conditions Committee
      Labour Management Committee

7. Our school board does not engage jurisdiction staff (i.e. teaching, support, other) because of these barriers:

   7. Only matters of confidentiality (i.e. personnel matters)

8. Our school board engages school councils when making decisions:

   8. Ongoing basis

9. These are decisions that we have engaged school councils on:

   9. District Priorities, Budget, School Year Calendar, Policy development and review, Building a profile for a new principal.

10. We use these vehicles to engage school councils:

    10. Personal contact; each school has a designated trustee liaison; attending school council meetings; District School Council (council of school councils); District and school websites; school council representatives are members of a number of Board committees; Board pays membership for all school councils to belong to ASCA and pays $200 towards the costs of a delegate to attend annual ASCA conference.

11. We do not engage school councils because of these barriers:

    11. Confidentiality; we do not discuss beyond the parameters established in the School Act
12. Our school board engages parents beyond the school council when making decisions:
   12. Ongoing

13. Our school board engaged parents beyond the school council when making these decisions:
   13. An open public forum is scheduled for every Board meeting; any parent (and/or member of the public) may attend and make a presentation to the Board

14. If your school board engaged parents beyond the school council, what vehicles did you use?
   14. Publish email addresses and phone numbers of trustees on website; some trustees use Facebook and Twitter

15. If your school board did not engage parents beyond the school council, what barriers kept you from doing so?
   15. N/A

16. Our school board engages students when making decisions:
   16. Ongoing

17. Our school board engaged students when making the following decisions:
   17. Ways to engage student learners; start / end times of school day; what can schools do to lessen stress & anxiety of students; Healthy Nutritional Choices Policy

18. If your school board engaged students, what vehicles did you use?
   18. Regular Town Hall meeting; Student only Town Hall meeting; District Student Advisory Committee; Visits by grade 6 students to the Education Centre & meeting with a trustee to discuss governance;

19. If your school board did not engage students, what barriers kept you from doing so?
   19. Student dis-interest, students are very busy outside of school hours, reluctance to draw students out of class too often to engage them in conversations;

20. Our school board engages non-parents (please specify which groups) when making decisions:
   20. Ongoing

21. Our school board engaged non-parents (please specify which groups) when making these decisions:
   21. Healthy Nutritional Choices Policy; Harassment Policy; Budget; Joint Use Agreement of school and Community Facilities Methods of engagement are Town Hall Meeting with specific invitations to non-parents, Chamber of Commerce Business & Education Committee; Chamber of Commerce Tourism Committee; Audit Committee (two non staff members); Member of the Chamber of Commerce; Member of Rotary; Healthy Schools Committee (involve health services and community representation in addition to Board and staff representation); Close ties to the University of Lethbridge and Lethbridge College; ALERT Committee (committee involving
regional police service, health services, child and family services, three school jurisdictions, addictions from Health Services (used to be called AADAC), Family Centre; Okipassan (Aboriginal Group) Joint Use Agreement Committee (City and school district representatives)

22. If your school board engaged non-parents (please specify which groups) what vehicles did you use?
   22. Committee meetings, Town Hall Meeting, Budget Meetings,

23. If your school board did not engage non-parents, what barriers kept you from doing so?
   23. N/A

24. Overall, how satisfied are you with your school board's community engagement?
   24. Somewhat

25. If you are very satisfied with your community engagement efforts
   1. What are the keys to your success?
   2. Who leads and manages your community engagement efforts?
   3. What best practices would you be willing to share with other school boards?
   25. N/A

26. If you are somewhat satisfied with your community engagement efforts.
   1. What do you want to improve?
   2. Which groups do you want to engage?
   3. What supports do you need to do this work?
      26. Want to engage a wider scope of people, the 80% who don't have direct ties to the school system; Want to raise the profile of the work of trustees to encourage more interest for the next municipal election.

27. If you are not satisfied with your community engagement efforts.
   1. What barriers are keeping you from doing this work?
   2. What supports would help you begin this work?
   3. Who do you want to engage as a starting point?
   27. N/A

28. The ASBA Community Engagement Task Force's assignment is to promote school board understanding of and participation in community engagement. What should the task force do to assist your school board on these fronts?
   28. Provide a summary of best / effective practices; continue to be available for support; Board chairs emails are very valuable; ASBA Communications Now is valuable - suggestion is to make the document more succinct;

29. Please indicate with a yes or no if you were aware of these resources to support community engagement?
   29. No
Communication plan update:

- More information is now being sent to all district staff members. Links to the stories posted to the website are now being sent to all district staff, as opposed to only school administrators, which was the way website news items were being shared.
- When important stories are posted (for example, the story announcing the public meeting for the Sexual Orientation, Gender Identity and Gender Expression policy) those stories are also being posted on every school website in the District.
- Information packages are also being sent to the local media when major issues (such as the policy) arise.
- Communication procedures, which build upon the Communication Plan and the Communication Policy, have also been drafted, and will go to the board for review in the future. The procedures outline the responsibilities of the communications officer, and the role District employees play in communication.
- More and more schools are creating social-media accounts, as new Twitter and Facebook accounts have started by schools like Wilson, Galbraith and Dr. Probe. The communications officer has the Twitter passwords, to ensure the accounts continue in the event the staff member in charge of the account leaves their respective school. The communications officer is also an administrator on the Facebook pages to assist in monitoring comments and promoting the page.
- GoogleForms has been used to collect survey data and recently, SurveyMonkey was used to collect data for town hall. SurveyMonkey also us to ask more detailed questions, and tabulate responses in multiple ways.

Garrett Simmons
Lethbridge School District No. 51
Communications officer
Phone: 403-380-7396 (office), 403-382-0681 (cell)
Email: garrett.simmons@lethsd.ab.ca
MEMORANDUM

March 22, 2016

To: Board of Trustees

From: Lola Major, Trustee

RE: Policy Advisory Committee (PAC) – March 16, 2016

Lola will speak to the policies reviewed at the meeting which included:

• 1001.3 Communications
• 1005.3 Advertising, Distribution and Merchandizing
• 608.1 Counselling Services
March 2, 2016

Dr. Cheryl Gilmore,
Superintendent
Lethbridge School District No. 51
433 15 St. South
Lethbridge, AB
T1J 2Z4

Dear Dr. Gilmore:

Thank you for meeting with us on December 10, 2015 to discuss Lethbridge School District’s 2015/2016-2017/2018 Three Year Education Plan and 2014/2015 Annual Education Results Report. We appreciated the dialogue focused on your plan and results for continuous improvement in the jurisdiction. Please extend our thanks to Wendy Fox, Rik Jesse, Sharon Mezei, Don Luccier, Christine Lee, Karen Rancier, and Cynthia Parr for their participation in our meeting.

We appreciated the information you provided and our discussion of the planning activities underway, highlights of significant accomplishments, and the challenges within the jurisdiction. We commend the jurisdiction for both the achievement and improvement results in several Accountability Pillar Measures. Very High and High levels of achievement are represented in measures for Safe and Caring, Program of Studies, Education Quality, Work Preparation, Citizenship, and School Improvement. We are also pleased to note the improvements that were achieved in Safe and Caring, Education Quality, and Work Preparation. At the meeting you shared with us context information and specific strategies you are implementing to address declining results in the measures of Drop Out Rate, Diploma Participation, Rutherford Scholarship and Parental Involvement.

In addition to the accountability requirements which we have referenced above, we are pleased that the plan outlines several forward looking strategic District Priorities including providing support for: Student Achievement and Closing the Achievement Gap, Implementation of Provincial Legislative Changes and initiatives around Contemporary Learning, Seamless Integration of Technology, and Population Growth and Change. For each of the four District Priorities, you have cross referenced the related provincial goals and have included strategies Lethbridge 51 is implementing in 2015-2016.

2015-2016 is the second year of the Action Plan developed by Lethbridge School District 51 to eliminate the FNMI Achievement gap and address the seven measures which remain a concern on the current FNMI Accountability Pillar. Through our ongoing discussions with your senior administration team, we appreciate you have taken meaningful steps in your efforts at improving instruction and support to FNMI students attending your schools. This year’s Action Plan identifies three targeted goals including: increasing the level of student engagement with a focus on the early years, a comprehensive literacy strategy, and interventions designed to address gaps in student learning. For each targeted goal, several specific activities are listed and finally, evidence that the strategies are implemented and successful.
Lethbridge School District has identified the number of First Nations, Metis and Inuit students graduating from high school was the largest it has ever been. This success, along with the targeted strategies outlined in the Action Plan, is designed to make progress in closing the FNMI achievement gap. We look forward to meeting with you later this year to review progress and to discuss challenges and highlights associated with the Action Plan implementation.

From our review, the planning and reporting processes established by the jurisdiction are aligned with the planning and reporting requirements established by the Ministry of Education in the Policy and Requirements for School Board Planning and Results Reporting April 2015. The plan and annual report have been adjusted to include all required elements. Please express our appreciation to those who coordinated and assisted in the development of the well-developed plan and report. We hope that our ongoing dialogue will support your efforts to enhance student success in your jurisdiction.

If we can be of assistance in your planning or reporting process or any other matter, please do not hesitate to contact us at 310.0000, then 403-476-4780 or email Dan.ferguson@gov.ab.ca or Donna at 403-297-6298 or email Donna.crowshoe@gov.ab.ca.

Sincerely,

Dan Ferguson  
Senior Education Manager  
South Services Branch

Donna Crowshoe  
Senior Education Manager  
First Nations, Metis and Inuit Education

cc  Mich Forster, Board Chairperson  
Ron Taylor, Director, South Services Branch
MAR - 4 2016

Mr. Mich Forster  
Board Chair  
Lethbridge School District No. 51  
433 - 15 Street South  
Lethbridge AB T1J 2Z5

Dear Mr. Forster:

Thank you for your February 9, 2016 letter providing feedback regarding proposed changes to the Municipal Government Act (MGA) and the work being undertaken on the development of city charters.

Please be assured that Alberta Education staff have been providing input throughout the MGA review process and during the more recent work on city charters with regard to the potential changes being considered and the potential impact on school boards.

I appreciate being made aware of your concerns. I am forwarding your letter to my colleague, the Honourable Danielle Larivee, Minister of Municipal Affairs, to ensure she is aware of your comments regarding the permitted uses of reserve land, school board autonomy and education property tax collection.

Sincerely,

David Eggen  
Minister

cc:  Honourable Danielle Larivee, Minister of Municipal Affairs  
Honourable Shannon Phillips, MLA, Lethbridge-West  
Maria Fitzpatrick, MLA, Lethbridge-East
Mich Forster, Chair  
Lethbridge School District  
433 - 15 Street South  
Lethbridge AB T1J 2Z5

Dear Mr. Forster,

Re: Public School Boards’ Association of Alberta: Spring General Assembly 2016

On behalf of the Members of the Public School Boards’ Association of Alberta, I am very pleased to extend to you and your Board colleagues an invitation to join us as we celebrate Public Education at our Spring General Assembly in June 2016!

The Spring General Assembly begins the evening of Friday 03 June 2016 and will conclude at noon on Sunday 05 June 2016. Our program, A Celebration of Public School Education in Alberta: Every day heroes in the lives of our Students, includes many exciting keynote speakers, more information can be found in the attached Brochure. Our Spring General Assembly will be hosted at the Sheraton Red Deer Hotel, 3310 – 50th Ave., Red Deer, AB.

I encourage you to join us by registering for this exciting event, online at:

https://publicschools.wufoo.eu/forms/spring-general-assembly-2016/

I hope that you and your Board colleagues are able to join us at our 2016 Spring General Assembly. I look forward to welcoming you to our event, as we work with each other and learn together at what promises to be an outstanding Celebration of Public School Education in Alberta!

Sincerely,

Arlene Hrynyk, President  
Public School Boards’ Association of Alberta

cc: Member Board Chairs, Public School Boards’ Association of Alberta  
Public School Boards Council Representatives, Public School Boards’ Association of Alberta  
Executive Committee, Public School Boards’ Association of Alberta  
Mary Lynne R. Campbell Executive Director, Public School Boards’ Association of Alberta

Attachment (1)
PUBLIC SCHOOL BOARDS’ ASSOCIATION OF ALBERTA

SPRING GENERAL ASSEMBLY

A CELEBRATION OF PUBLIC SCHOOL EDUCATION IN ALBERTA: EVERY DAY HEROES IN THE LIVES OF OUR STUDENTS

Friday Evening 03 June 2016 to Sunday 05 June 2016
The Sheraton Red Deer Hotel • 3310 50 Avenue Red Deer, Alberta

MANY OUTSTANDING PRESENTATIONS INCLUDING:

Honourable David Eggen, Minister of Education
Brian Woodland, Facilitator
Dan Johnstone, Guest Speaker
Amber Skyrpan, Guest Speaker
Sandra Woitas, Inspirational Keynote
Tyler Waye, Student Voice Facilitator

BREAKOUT SESSIONS:

Hour Zero
Buffalo Trail Public Schools
Prairie Land Regional Division
Fort Vermilion School Division
Student Voice Program
Chloe Kemeni, President, Ontario School Trustees’ Association

REGISTRATION NOW OPEN AT:

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