Lethbridge School District No. 51
School Board
Regular Meeting

Tuesday, December 15, 2015  Board Room  3:30 P.M.

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 November 23, 2015 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 None at this time

5. Action Items
3:35 p.m.  5.1 2016-17 School Year Calendar  Enclosure 5.1
5.2 Policy Review  Enclosure 5.2
5.3 First Quarter Financial Report  Enclosure 5.3
5.4 Rescinding motion #6364/15 of October 27, 2015 pertaining to New Age Integrated Technology at Chinook High School  Enclosure 5.4
5.5 Amendment to the Xerox Contract  Enclosure 5.5
5.6 Tender for the New West Lethbridge (Waterbridge) Middle School  Enclosure 5.6
5.7 Poverty Intervention Committee Terms of Reference  Enclosure 5.7
5.8 Opportunity Knocks  Enclosure 5.8

4:30 p.m.  Public Forum

4:30 p.m.  6. District Highlights

7. Information Items
4:55p.m.  7.1 Board Chair Report
  7.1.1 Board Donations in Lieu of Christmas Treats  Enclosure 7.1.1
  7.1.2 Breakfast with the Board
    Mike Mountain Horse School – January 13, 2016  Enclosure 7.1.2
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
        Gilbert Paterson Middle School – January 13, 2016  Enclosure 7.2.3
    7.2.4 Donations and Support  Enclosure 7.2.4
    7.2.5 Enrolment Summary – November 30, 2015  Enclosure 7.2.5
    7.2.6 Calendar of Events  Enclosure 7.2.6

8. Reports
5:10 p.m.  8.1 District Student Advisory – November 25, 2015  Enclosure 8.1
    8.2 Poverty Intervention – December 1, 2015  Enclosure 8.2
    8.3 Healthy Schools – December 2, 2015  Enclosure 8.3
    8.4 District School Council – December 7, 2015  Enclosure 8.4
    8.5 Lethbridge Chamber of Commerce
        Education Committee – December 8, 2015  Enclosure 8.5
    8.6 Community Engagement Committee – December 10 2015  Enclosure 8.6

9. Correspondence - Received
5:25 p.m.  9.1 None at this time

10. Correspondence - Sent
5:25 p.m.  10.1 Letter to Minister Eggen – December 7, 2015  Enclosure 10.1

5:30 p.m.  Adjournment
MINUTES FROM THE REGULAR MEETING OF THE BOARD OF TRUSTEES OF
LETHBRIDGE SCHOOL DISTRICT NO. 51 HELD NOVEMBER 23, 2015.

IN ATTENDANCE:

   Trustees:  Jan Foster; Tyler Demers; Keith Fowler;
              Donna Hunt; Don Lacey; Lola Major

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

   Regrets:  Mich Forster

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

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

   CARRIED UNANIMOUSLY

2. Approval of Minutes
   Trustee Jan Foster moved:
   “that the minutes of the Regular Meetings held on October
   27, 2015 be approved and signed by the Chair.”

   CARRIED UNANIMOUSLY

   Trustee Keith Fowler moved:
   “that the minutes of the Organizational Meeting held on
   October 27, 2015 be approved and signed by the Chair.”

   CARRIED UNANIMOUSLY

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

4. Presentations
   No presentations were presented.

5. Action Items
   5.1 Audited Financial Statements
   Director of Finance, Christine Lee along with Will
   Zobell (CA Partner) and Tim Koba of BDO Canada
   LLP attended the meeting to speak to the audited
   financial statements and answer questions of the
   Board. The Board applauded Christine Lee and BDO
   Canada staff members for the great work they have
   done.

   Approval of Agenda
   6371/15

   Approval of Minutes of the
   Regular Meeting
   6372/15

   Approval of Minutes of the
   Regular Meeting
   6373/15

   Audited Financial
   Statements
   6374/15
Trustee Keith Fowler moved:
“that the Board approve the Audited Financial Statements for the 2014-2015 fiscal year and be signed by the Secretary Treasurer, Superintendent and the Board Chair.”

CARRIED UNANIMOUSLY

5.2 Budget Update
Director of Finance, Christine Lee provided an overview of the Budget and responded to questions of the Board.

Trustee Keith Fowler moved:
“that the Board receive the 2015-2016 Budget update as presented.”

CARRIED UNANIMOUSLY

5.3 District Three Year Education Plan and Annual Education Results Report
Teresa Loewen, District Principal was in attendance to highlight both the Three Year Education Plan and Annual Education Results Report.

Trustee Jan Foster moved:
“that the Board approve the Three Year Education Plan and the 2014/2015 Annual Education Results Report as presented.

CARRIED UNANIMOUSLY

5.4 Authorization of Locally Developed Courses
District high schools would like to use Film Studies 15, 25, and 35 for 5 credits acquired from Calgary School District No.19 from February 1st, 2016 to August 31st, 2016 to enhance program offerings to students.

Trustee Jan Foster moved:
“that the Board approve the use of locally developed senior high school courses, Film Studies 15, 25, and 35 for 5 credits from February 1st, 2016 to August 31st, 2016 and any learning resources detailed in the course outline for use in all of our District High Schools.”

CARRIED UNANIMOUSLY
5.5 **Policy Review**
District Principal Teresa Loewen attended the Board meeting and provided an overview of Policy number 502.1, Welcoming, Caring, Respectful and Safe Learning Environments. Teresa also shared feedback that had been received and responded to questions of the Board.

Trustee Lola Major moved:
“that the Board adopt the revisions to Policy number 502.1, Welcoming, Caring, Respectful and Safe Learning Environments as presented by the Policy Advisory Committee for second reading.”

**CARRIED UNANIMOUSLY**

5.6 **Second Language Programs**
Superintendent Cheryl Gilmore shared that the elementary school capital project on the Westside of Lethbridge provides opportunity for examination of second language programming in Lethbridge elementary schools. Potential expansion of opportunities provides choice and increases potential accessibility to second language programming. Principal Carolle Babin from Agnes Davidson and Principal Heather Hadford from Nicholas Sheran were in attendance and shared their enthusiasm with the Board.

Trustee Keith Fowler moved:
“that the Board give approval to engage stakeholders and implement plans for the development of a French Immersion program at Nicholas Sheran Community School on the Westside as well as engage stakeholders to assess if there is sufficient interest for the development of an elementary Spanish Bilingual program for the New Copperwood Elementary School on the Westside.”

**CARRIED UNANIMOUSLY**

6. **District Highlights**

7. **Information Items**
7.1 Board Chair Report
7.1.1 Breakfast with the Board
Breakfast with the Board has been scheduled at G.S. Lakie on Wednesday, December 2, 2015 at 7:45 a.m. and at Immanuel Christian High School on Tuesday, December 9, 2015 at 7:45. Following the breakfast, Principals Doug James and Rob vanSpronsen will provide a tour of the school for trustees.

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

7.2.2 Acknowledgements of Excellence

District students who competed and placed in recent Judo International tournaments are:

Montreal
- U18 Gold – Virginia Nemeth (LCI), Sarah Perks (LCI) and Tanner Sudo (LCI)
- U18 Silver – Taeya Koliaska (WCHS) and Alexandra Gagnon (Chinook)
- U16 Gold – Kiera Westlake (GPMS) and Joel DeMaere (ICHS)
- U16 Bronze – Brady Dixon (GS Lakie)
- Senior Division – Taeya Koliaska (WCHS) and Virginia Nemeth (LCI)

Toronto
- U18 Gold – Alexandra Gagnon (Chinook), Virginia Nemeth (LCI) and Sarah Perks (LCI)
- U18 Silver – Taeya Koliaska (WCHS) and Joel DeMaere (ICHS)
- U16 Gold – Kiera Westlake (GPMS)
- U16 Bronze – Joel DeMaere (ICHS)
- Senior Division – Virginia Nemeth (LCI)

District students awarded by the 2015 Southern Alberta High School Football League are:

Division A
- Most Valuable Player and All Star Linebacker – Mitch Boychuk, LCI
- Most Outstanding Player and All-Star Running Back – Liam Hyland, LCI
• Most Outstanding Player and All Star Offensive Line – **Tyler Lentz**, LCI
• Most Outstanding Player and All Star Defensive Back - **Brady Nelson**, LCI
• Most Outstanding Player and All Star Defensive Line – **Paul Dumont**, LCI
• All Star Receiver – **Tyler Evans**, LCI
• All Star Offensive Line – **Drayton Kary**, LCI

**Division B**

• Most Valuable Player and All Star Linebacker – **Zack Prankard**, Chinook
• Most Outstanding Player, All Star Quarterback and Defensive Back – **Nick Myndio**, Chinook
• Most Outstanding Player and All Star Running Back – **Tim Prankard**, Chinook
• Most Outstanding Player and All Star Offensive Line – **Connor Kopp**, Chinook
• All Star Receiver – **Connor Lozza**, Chinook
• All Star Offensive Line – **Cam Andres**, Chinook
• All Star Defensive Line – **Jack Martin**, Chinook

Winston Churchill High School student, **Brooklyn Fowler** had the privilege of dancing in both the Moscow Ballet’s Great Russian Nutcracker as well as the Jeunesse Ballet Society’s Nutcracker held in Lethbridge.

**Chinook High School boys and girls Volleyball teams** captured 4A Zone Championship banners and head to provincials in Edmonton.

**Immanuel Christian High School boy’s volleyball team** finished second in the 2A Zone Tournament and are heading to Okotoks for provincials.

Congratulations to Churchill grade 11 student **Alexis Iwaasa** for being selected to Canada’s U16 Junior National Racquetball Team. Alexis represented Canada at the Junior World Championships in the Santo Domingo, Dominican Republic November 8-14, 2015.

Congratulations to 3 Churchill students, currently playing with the Lethbridge Hurricanes, on their recent successes representing Canada at the U17 World Championships in Dawson Creek. **Brett Davis** won gold with the Canada White team, and **Jordy Bellerive** and **Nick Watson** were on the
Canada Red team. Teams in the tournament were from Finland, Sweden, the Czech Republic, Russia and the US.

Students from the **WCHS ELL Canadian Studies 25 class** will have their crochet works of art installed at Galt Gardens as part of the "Yarn Bombing" display in collaboration with other District schools. This artwork will become part of the Christmas festivities in downtown Lethbridge.

Churchill recently presented a very successful production of the play *Game of Tiaras*. Approximately 30 students were involved with the production. The play ran for five performances at the Sterndale Bennett theatre and was praised for the high energy and professionalism of the performers.

10 Churchill Biology 30 students are participating in a cross-curricular project with Art under the guidance of Jared Heidinger and Becky Hudson. They are doing *Kids’ Art For a Cause* to raise money to support people in need of wheelchairs due to neurological diseases such as Cerebral Palsy. The project connects to the Biology 30 nervous system unit and the art style of Henri Matisse.

Churchill ELL students, under the direction of teacher Janice Brown, presented and recorded their experiences as immigrants to Canada through a Reader’s Theatre production that was recorded last year at Winston Churchill. Their experiences have become a video feature of the "Changing Places: immigration and Diversity" exhibition at the Galt Museum. The exhibition runs from October 31st 2015 to January 17th 2016.

### 7.2.3 Christmas Celebrations
The 2015 Christmas Celebrations season schedule was provided as information

### 7.2.4 Snacks with the Superintendent
All the staff of Dr. Probe have been invited to have Snacks with the Superintendents on Wednesday, December 9, 2015 beginning at 11:45 am.

### 7.2.5 Enrolment Summary – October 31, 2015
Superintendent, Cheryl Gilmore shared an enrolment summary for District schools, broken

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REGULAR MEETING – NOVEMBER 23, 2015 6
down by grade as of October 31, 2015 for the Board to receive as information.

7.2.6 Calendar of Events
The Calendar of Events was reviewed for the period of November 26, 2014 to January 5, 2015.

8. Reports
8.1 Joint Committee of City of Lethbridge and Lethbridge School Boards – October 21, 2015
Trustees Lola Major and Tyler Demers provided a written report on the Joint Committee of City of Lethbridge and Lethbridge School Boards Meeting held on October 21, 2015.

8.2 District School Council – November 2, 2015
Trustee Keith Fowler provided a written report on the District School Council Meeting held on November 2, 2015.

8.3 ASBA Zone 6 General Meeting – November 4, 2015
Trustee Jan Foster provided a written report on the ASBA Zone 6 General Meeting held on November 4, 2015.

8.4 Policy Advisory Committee – November 4, 2015
Trustee Lola Major provided a written report on the Policy Advisory Committee Meeting held on November 4, 2015.

8.5 ATA Local Council – November 4, 2015
Trustee Keith Fowler provided a written report on the ATA Local Council Meeting held on November 4, 2015.

8.6 Audit Committee – November 18, 2015
Trustee Donna Hunt provided a written report on the Audit Committee Meeting held on November 18, 2015.

9 Correspondence – Received
None at this time

10 Correspondence - Sent
None at the time
Adjournment
Trustee Keith Fowler moved:
“that the meeting be adjourned at 4:54 p.m.”
CARRIED UNANIMOUSLY

________________________     _______________________
Donna Hunt,                                 Don Lussier,
Vice-Chair                                     Associate Superintendent
                                                  Business Affairs
MEMORANDUM

December 15, 2015

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: 2016-17 School Year Calendar

Background
The 2016-2017 school year calendar is attached for Board review and approval. In keeping with last year, an Assessment Day was included to accommodate grade 3 marking of provincial SLA (Student Learning Assessments) exams as well as furthering of assessment strategies across all grades in elementary and middle school. A committee comprised of school administrators structured the calendar in an effort to address concerns expressed about the 2015-16 school calendar (number of short, interrupted weeks in the fall). The draft calendar was taken to the entire administrator group for input as well as the District School Council.

Recommendation:
That the Board approve the 2016-2017 School Year Calendar as presented.

Respectfully submitted,

Cheryl Gilmore
Superintendent
### Lethbridge School District No. 51 2016-2017 Calendar

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**Legend:**
- **Statutory Holiday**
- **No School**
- **Teachers’ Convention**
- **Staff School Year Starts and Ends**
- **Student School Year Starts and Ends**
- **Professional Learning Days/Parent-Teacher Interviews**
- **Semester Change**

**Assessment Days**
- **District Professional Learning Days**

**Staff Days**
- **Sem 1:** 98
- **Sem 2:** 99

**Student Days**
- **HS:** 89

**Total**
- **Sem 1:** 181
- **Sem 2:** 182

Last diploma exams - January 30 (Physics 30) and June 29 (Science 30 & Physics 30)
MEMORANDUM

December 15, 2015

To:   Board of Trustees

From:  Cheryl Gilmore
       Superintendent of Schools

RE:    Policy Review

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

- Finish review of policies in the 600, 800, 900, 1000, 100 sections which were held over from last year.
- Approve new policies in these areas: Learning Commons, Copyright, Use of Technology/Digital Citizenship.
- Ensure that the policy manual is current, according to the 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>
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<td>502.1</td>
<td>Welcoming, Caring, Respectful and Safe Learning Environments</td>
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<td>504.8</td>
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Teresa Loewen will attend the Board meeting and provide an overview of each policy, share any feedback that has been received and respond to questions trustees may have.

Recommendation
It is recommended that the Board adopt the revisions to the policies as presented by the Policy Advisory Committee, or as amended.
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Respectfully submitted,
Cheryl Gilmore
502.1 Welcoming, Caring, Respectful and Safe Learning Environments

Policy

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

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

Regulations

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

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

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

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

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

5.1. Student Safety:

The principal of each school shall develop and implement procedures designed to provide a safe environment for students while at school or participating in school sponsored activities. See procedure 502.1.1.

5.2. Supervision:

The principal shall ensure that students are properly supervised while attending school and/or at school sponsored/authorized activities. See procedure 502.1.2.

5.3. Conduct on Authorized Transit:

Students shall comply with District and school expectations for student conduct while on school authorized transit. See procedure 502.1.3.

5.4. Use of Physical Restraint:

The use of physical restraint, although permitted, must be limited to situations where there is judged to be a threat to personal safety, the safety of others or damage to property. See procedure 502.1.4.

5.5. Searches:

From time to time in order to discharge the duty of maintaining a welcoming, caring, respectful and safe learning environment, it is necessary to conduct student searches. Procedure 502.1.5 outlines the process to use when conducting student searches.

5.6. Vandalism of School Property:

Individuals or groups causing damage to District property shall be held responsible for the payment of costs related to repair or replacement of the property. See procedure 502.1.6.
502.1 Welcoming, Caring, Respectful and Safe Learning Environments, cont’d

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

The following are prohibited on school property and at authorized student activities:
- possession and/or use of alcohol;
- possession and/or use of illicit drugs;
- use of tobacco and/or electronic smoking products;
- inappropriate use of prescription and non-prescription medication; and
- persons under the influence of alcohol or drugs. See Procedure 502.1.7.

5.8. Weapons:

All persons, with the exception of police officers, are prohibited from bringing weapons, or having weapons in their possession at the following: schools, school grounds, school busses, and school-sponsored activities. See procedure 502.1.8.

5.9. Student Discipline:

The principal of each school shall ensure that a Student Code of Conduct is developed or reviewed annually and communicated to students and parents. See procedure 502.1.9.

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

References

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

District Policies: 500.1 Rights and Responsibilities; 501.1 Attendance at School; 502.1 Appendix A-Student Code of Conduct; 502.1 Procedures; 502.3 Suspensions and Expulsions; 504.8 Involvement with Authorized Agencies; 400.3 Whistleblower Protection; 607.1 Fieldtrips, off-campus activities and Student Travel; 607.4 Responsible Use of Technology; 700.6 Emergency Response Planning; 802.2 Student Fees, Fines and Charges; 1003.1 Channels of Communication and Disputes Resolution; 1005.6 School Generated Funds

Other: Alberta Human Rights Act, Section 4; Criminal Code of Canada, Section 43; Canadian Charter of Rights and Freedoms; Narcotics Control Act; Young Offenders Act; Safety Guidelines for Physical Activity in Alberta Schools.
Purpose

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

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

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

Definitions

1. Bullying: The School Act defines bullying as “repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.”

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

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

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

2. Any form of bullying, discrimination or harassment as defined above is unacceptable.

3. The Board encourages compliance with the following behavioural expectation examples, realizing this is not an exhaustive list:
   3.1 respect yourself and the rights of others in the school;
   3.2 make sure your conduct contributes to a welcoming, caring, respectful, and safe learning environment in the school that respects yourself, the rights of others, diversity, and fosters a sense of belonging 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  
3.12 be responsible digital citizens.

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

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

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

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

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

9. Procedures for lodging a complaint or concern.
   9.1 Should a student be subject to or witness of: bullying, harassment, discrimination, unwanted behaviors as described in procedure 4, or conduct that interferes with maintaining a welcoming, caring, respectful, and safe learning environment in the school, that student should contact a classroom teacher, their advisor, school counsellor, or any other staff member with whom they feel comfortable. A parent or guardian may make contact regarding a complaint or concern.
   9.2 Students and parents will follow the communication process outlined in Policy 1003.1 Channels of Communication and Disputes Resolution.
   9.3 A complaint or concern may be communicated informally through oral communication or formally in writing with a professional staff member or principal. Where possible, the complaint should clearly outline the cause for complaint or issue, as well as a description of the specific incident or
incidents, the dates, and names of any witnesses.

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

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

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

10.1 a statement of purpose that provides a rationale for the Code of Conduct, with a focus on welcoming, caring, respectful and safe learning environments.

10.2 definitions of bullying, discrimination (including reference to the Alberta Human Rights Act), and harassment.

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

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

Policy

District staff shall cooperate with personnel from outside agencies who have responsibilities which relate to school-aged children. Such agencies include, but are not limited to, police services, human services, health services, and correctional services.

Regulations

1. The principal or designate shall be notified of all outside agency representatives who come into the school.

2. Prior to an outside agency representative being provided access to a student and/or that student’s personal information, approval must be obtained from the principal or designate.

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

References

Alberta School Act: 60
Other Statutes: Alberta Human Rights Act; Alberta Public Health Act; Criminal Code of Canada; Freedom of Information and Protection of Privacy Act; Child, Youth and Family Enhancement Act
District Policies: 502.4 Harassment and Discrimination of Students; 502.8 Alcohol, Drugs and Tobacco; 502.10 Weapons; 502.11 Student Searches; 504.1 Managing Health Issues in Schools; 805.6 Access to Information; 502.1 Welcoming, Caring, Respectful and Safe Learning Environments
District Forms: 504.8.1 Student Interview Request Form
607.4 Responsible Use of Technology

Policy

The Board is committed to providing and maintaining safe, caring and respectful digital environments conducive to learning and working.

We live and work in a world where people are connected to one another through electronic devices. The Board is committed to preparing students for success in a future infused with technology. Fundamental to such success is the ability to use technology responsibly for the purpose of gathering, evaluating, creating, and sharing knowledge.

Technology Vision Statement

All Lethbridge School District No. 51 learners – students, parents/guardians, community members, staff and trustees – have equitable access to a contemporary, technology-enhanced learning and teaching environment. District standards frame this environment to enable promising practices that engage learners meaningfully, contribute to curricular outcomes, enhance instruction, and further assessment practices.

Regulations

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

1. All users (including volunteers, school councils, and societies conducting business and communication associated with the school) are responsible for:
   1.1. familiarizing themselves with this policy and its procedures and abiding by the expectations and restrictions;
   1.2. respecting District technology through proper use and care of equipment and resources;
   1.3. using technology in a way that does not disrupt other users nor compromise the functionality of the network;
Responsible Use of Technology, cont’d

1.4. using technology in a lawful, respectful, and ethical manner;
1.5. their District-provided network login and password; it should not be shared with anyone other than a parent/guardian; and
1.6. demonstrating digital citizenship through the appropriate use of technology in the forum of social media.

2. Teachers are responsible for:
2.1. the supervision of student use of technology;
2.2. ensuring that use of technology for teaching and learning is in accordance with the Teaching Quality Standard;
2.3. instructing and modeling digital citizenship; and
2.4. determining when and where students are able to access Board technology or personally owned devices.

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

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

5. In keeping with the Freedom of Information and Protection of Privacy (FOIP) Act, unauthorized video or audio recording on school grounds for any purpose is prohibited. Further, the taking of photos, filming or recording while at school or at a school related activity, is prohibited unless approved by Lethbridge School District staff for educational purposes. In particular, taking photos, filming and/or recording is strictly prohibited in washrooms and change rooms. However, this is not intended to prohibit sanctioned recording of activities at events open to the general public.
6. Failure to use technology responsibly as outlined in this policy, may result in consequences as outlined in the District Codes of Conduct and/or loss of privileges.

607.4 Responsible Use of Technology, cont’d

References

Alberta School Act: 31, 33
District Policies: 502.1 Welcoming, Caring, Respectful and Safe Learning Environments,
502.1 Appendix A: Student Code of Conduct
Other: Freedom of Information and Protection of Privacy Act
1002.4 School Councils

1 Policy

The Board shall support individual School Councils which function in accordance with the School Education Act, Alberta Education Regulations and the following regulations. Further, the Board shall establish and support a District School Council for the purpose of providing a forum for the exchange of information and discussion of issues of mutual interest to School Councils.

Regulations

1. Each school shall have a School Council unless exempted by the Minister. The School Council must be established in accordance with the School Council regulations.

2. School Councils shall deal with matters of general concern to the school community.

   2.1 The school community consists of:

      2.1.1 students enrolled in the school and their parents/guardians,
      2.1.2 children enrolled in an early childhood services program at the school and their parents/guardians,
      2.1.3 the school staff, and
      2.1.4 other persons who have an interest in the school.

   2.2 Issues which focus on individual staff, students or parents/guardians shall be re-directed to the appropriate party in accordance with District policies.

3. The School Council shall be accountable to the school community.

   3.1 Each School Council shall develop a procedure for regularly reporting to the school community.

   3.2 The Board recommends that each School Council establish a procedure by which the school community can call an schedule of meetings for public meeting of parents of students enrolled in the school.

2. School Council decisions and actions shall be consistent with School District policy and regulations.
3. School Councils shall deal with matters of general concern to the school community.

3.1 Issues which focus on individual staff, students or parents shall be redirected to the appropriate party in accordance with District policies.

3. A School Council may, at its discretion,

3.1 advise the principal and the Board respecting any matter relating to the school,

3.2 perform any duty or function delegated to it by the Board in accordance with the delegation,

3.3 consult with the principal so that the principal may ensure that students in the school have the opportunity to meet the standards of education set by the Minister,

3.4 consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the Board and the Superintendent, and

3.5 do anything it is take any actions authorized under the School Council regulations to do.

4. School Councils shall be encouraged to make provision for the in-service training of new and executive members.

5. School Councils shall have procedures for dealing with internal disputes.

6. The Board shall establish a dispute resolution process to deal with disputes between the principal and School Council. See Procedure 1002.4 as part of District School Council procedures 1002.4.

6. School Councils shall be requested to send representation to designate a minimum of one representative and one alternate to sit on the District School Council. (move to new policy for District School Council)

6. Principals shall provide the School Council with an opportunity to provide advice on the development of the school’s:

6.1 mission/vision/philosophy;

6.2 policies;

6.3 Annual Education Plan/Annual Results Report; and

6.4 bBudget.

7. The Board and Executive Council liaison, assigned to the school, shall
may be invited to attend School Council meetings and may attend as available.

LETHBRIDGE SCHOOL DISTRICT NO. 51

1002.4 School Councils...

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

2 References

Alberta School Education School Act: 225522

District Policies: 600.2 School-Based Decision Making, 1003.1 Channels of Communication and Disputes Resolution, 1003.2 - Partnerships and Sponsorships

District Procedures: _1002.4 School Councils

Other: Planning Resources for School Administrators, School Councils Regulation 1.8.3, District School Council Handbook
MEMORANDUM

December 15, 2015

To: Board of Trustees

From: Don Lussier
   Associate Superintendent, Business Affairs

RE: First Quarter Financial Statement

Background:
The 2015/16 First Quarter Financial Statement for the District is 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 2015/16 First Quarter Financial Statement as presented.

Respectfully submitted,
Don Lussier
This document is Management’s Discussion and Analysis of the First Quarter for the period September 1, 2015 to November 30, 2015. This financial information contained herein has not been audited.
# Lethbridge School District No. 51

**First Quarter Report**  
*September 1, 2015 to November 30th, 2015*

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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 November 30th, 2015 to provide fiscal accountability within the established guidelines.
**Financial Position**

As at November 30, 2015 Lethbridge School District No. 51 has total financial assets of $22.1 million and liabilities of $97.3 million for net financial debt of $75.1 million. A net debt position is not necessarily an indication that a District is in financial difficulty.

Net financial debt includes $88.2 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 million. Of this $13 million, $10.7 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, $1.2 million of capital reserves and $320,000 of endowment funds.

There is $93.2 million of non-financial assets (tangible capital assets and prepaid expenses) which is represented mostly by Deferred Expended Capital Revenue of $88.2 million as explained above, the District’s investment in capital assets of $5 million, and prepaid expenses of $37,000.

Together the Net Financial Debt (Financial Assets less Liabilities) plus Non-Financial Assets equal the total Accumulated Surplus of $18 million. The chart below compares the financial position of November 30th 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 three months ended November 30th, 2015, $29.6 million of revenues have been recorded which is 26.2% 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 November 30th, 2015

<table>
<thead>
<tr>
<th>Source of Funding</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Province of Alberta</td>
<td>$92.53</td>
</tr>
<tr>
<td>Fees and Fundraising</td>
<td>$5.39</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>$2.08</td>
</tr>
</tbody>
</table>

Expenditures are $29.5 million as of November 30th, 2015 which is 25.46% of the budget. Overall expenditures are as anticipated for the first quarter.
Forecasted Operations to Year End
At November 30th, 2015, forecasted revenues and expenditures have increased to reflect revenues and expenses for seconded personnel, and grant funding for the Making Connections Program. The increased revenues are offset with a corresponding increase in expenditures. The District use of one-time reserve funds to fund operations has not changed with these forecasted changes.

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 November 30th, 2015, 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 November 30th, 2015

<table>
<thead>
<tr>
<th></th>
<th>November 30th, 2015</th>
<th>November 30th, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FINANCIAL ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$19,969,309</td>
<td>$21,807,049</td>
</tr>
<tr>
<td>Accounts receivable (net after allowances)</td>
<td>$1,932,374</td>
<td>$1,094,368</td>
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<tr>
<td>Portfolio investments</td>
<td>$83,395</td>
<td>$83,584</td>
</tr>
<tr>
<td>Other financial assets</td>
<td>$143,871</td>
<td>$126,260</td>
</tr>
<tr>
<td><strong>Total financial assets</strong></td>
<td>$22,128,949</td>
<td>$23,111,261</td>
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<tr>
<td><strong>LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bank indebtedness</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Accounts payable and accrued liabilities</td>
<td>$3,974,456</td>
<td>$3,627,973</td>
</tr>
<tr>
<td>Deferred revenue</td>
<td>$92,903,893</td>
<td>$91,327,645</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>
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<tr>
<td>Long term debt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supported: Debentures and other supported debt</td>
<td>$363,039</td>
<td>$567,973</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>$97,270,354</td>
<td>$95,541,565</td>
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<tr>
<td><strong>Net Financial Assets (Net Debt)</strong></td>
<td>($75,141,405)</td>
<td>($72,430,304)</td>
</tr>
<tr>
<td><strong>NON-FINANCIAL ASSETS</strong></td>
<td></td>
<td></td>
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<tr>
<td>Tangible Capital assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land</td>
<td>$1,715,118</td>
<td>$1,715,118</td>
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<tr>
<td>Construction in progress</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Buildings</td>
<td>$137,741,291</td>
<td></td>
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<tr>
<td>Less: Accumulated amortization</td>
<td>($48,409,509)</td>
<td>$84,873,413</td>
</tr>
<tr>
<td>Equipment</td>
<td>$5,151,816</td>
<td>$89,331,782</td>
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<tr>
<td>Less: Accumulated amortization</td>
<td>($3,594,678)</td>
<td>$1,557,138</td>
</tr>
<tr>
<td>Vehicles</td>
<td>$978,015</td>
<td>$1,767,473</td>
</tr>
<tr>
<td>Less: Accumulated amortization</td>
<td>($421,083)</td>
<td>$556,932</td>
</tr>
<tr>
<td><strong>Total tangible capital assets</strong></td>
<td>$93,160,970</td>
<td>$88,828,810</td>
</tr>
<tr>
<td>Prepaid Expenses</td>
<td>$37,369</td>
<td>$30,369</td>
</tr>
<tr>
<td><strong>Total non-financial assets</strong></td>
<td>$93,198,339</td>
<td>$88,859,179</td>
</tr>
<tr>
<td><strong>ACCUMULATED SURPLUS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted Surplus</td>
<td>$796,416</td>
<td>$802,945</td>
</tr>
<tr>
<td>Operating reserves</td>
<td>$10,727,671</td>
<td>$9,469,640</td>
</tr>
<tr>
<td>Accumulated Surplus from Operations</td>
<td>$11,524,087</td>
<td>$10,272,585</td>
</tr>
<tr>
<td>Investment in capital assets</td>
<td>$4,999,508</td>
<td>$4,851,897</td>
</tr>
<tr>
<td>Capital reserves</td>
<td>$1,213,465</td>
<td>$986,719</td>
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<tr>
<td>Endowments</td>
<td>$319,874</td>
<td>$317,674</td>
</tr>
<tr>
<td><strong>Total Accumulated Surplus (Deficit)</strong></td>
<td>$18,056,934</td>
<td>$16,428,875</td>
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</tbody>
</table>
Lethbridge School District No. 51  
Notes to the Statement of Financial Position  
As at November 30th, 2015

Financial Assets

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

Cash and Cash Equivalents
Cash at November 30th, 2015 includes unspent capital contributions received for capital projects, deferred operating revenue, endowment funds, and Accumulated Surplus from Operations.

Accounts Receivable
Accounts receivable at November 30th, 2015 includes supported debenture debt to be paid by the Province on the District’s behalf, GST rebates receivable, 90% funding owing on 14-15 modular facilities, 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.

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

Total Financial Assets of the District at November 30, 2015 are $22.1 million dollars.
**Liabilities**

**Accounts Payable**
Accounts payable at November 30, 2015 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 November 30, 2015 are $97.3 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 $75.1 million. A net debt position does not necessarily mean the District is in financial difficulty. Net financial debt includes $88.2 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 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 $93.2 million as of November 30, 2015. 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.

Total non-financial assets as of November 30th 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 million. The total of net financial assets (debt) plus total non-financial assets equates to the total accumulated surplus at November 30th, 2015.
<table>
<thead>
<tr>
<th></th>
<th>Budget Information</th>
<th>Actual Results</th>
<th>Forecast</th>
<th>Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Preliminary</td>
<td>Revised</td>
<td>Actual</td>
<td>Forecast</td>
</tr>
<tr>
<td></td>
<td>Budget</td>
<td>Budget</td>
<td>Three</td>
<td>To</td>
</tr>
<tr>
<td></td>
<td>$106,237,306</td>
<td>$107,703,761</td>
<td>$27,338,547</td>
<td>$107,703,761</td>
</tr>
<tr>
<td>Alberta Education</td>
<td>$63,490</td>
<td>$43,771</td>
<td>$114,927</td>
<td>$443,771</td>
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<tr>
<td>Other - Government of Alberta</td>
<td>$286,192</td>
<td>$240,312</td>
<td>$185,330</td>
<td>$240,312</td>
</tr>
<tr>
<td>Federal Government and First Nations</td>
<td>$2,076,815</td>
<td>$2,100,815</td>
<td>$1,043,929</td>
<td>$2,100,815</td>
</tr>
<tr>
<td>Fees (Note 17)</td>
<td>$163,802</td>
<td>$163,802</td>
<td>$379,648</td>
<td>$457,802</td>
</tr>
<tr>
<td>Other sales and services</td>
<td>$143,000</td>
<td>$143,000</td>
<td>$44,754</td>
<td>$430,000</td>
</tr>
<tr>
<td>Gifts and donations</td>
<td>$360,000</td>
<td>$360,000</td>
<td>$191,904</td>
<td>$360,000</td>
</tr>
<tr>
<td>Rental of facilities</td>
<td>$35,900</td>
<td>$35,900</td>
<td>$8,976</td>
<td>$35,900</td>
</tr>
<tr>
<td>Fundraising</td>
<td>$2,461,000</td>
<td>$2,461,000</td>
<td>$362,191</td>
<td>$2,461,000</td>
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<tr>
<td>Total Revenues</td>
<td>$111,827,505</td>
<td>$113,252,361</td>
<td>$29,670,206</td>
<td>$113,946,361</td>
</tr>
<tr>
<td>EXPENSES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>$93,632,921</td>
<td>$96,720,629</td>
<td>$24,460,794</td>
<td>$97,414,629</td>
</tr>
<tr>
<td>Plant operations and maintenance</td>
<td>$12,484,298</td>
<td>$12,705,670</td>
<td>$3,310,558</td>
<td>$12,705,670</td>
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<tr>
<td>Transportation</td>
<td>$2,449,095</td>
<td>$2,503,400</td>
<td>$562,494</td>
<td>$2,503,400</td>
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<tr>
<td>Administration</td>
<td>$3,780,773</td>
<td>$3,827,119</td>
<td>$1,084,357</td>
<td>$3,827,119</td>
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<tr>
<td>External services [International Services]</td>
<td>$253,000</td>
<td>$253,000</td>
<td>$57,002</td>
<td>$253,000</td>
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<tr>
<td>Total Expenses</td>
<td>$112,600,087</td>
<td>$116,009,818</td>
<td>$29,537,205</td>
<td>$116,703,818</td>
</tr>
<tr>
<td>Operating surplus (deficit)</td>
<td>($772,582)</td>
<td>($2,757,457)</td>
<td>$133,001</td>
<td>($2,757,457)</td>
</tr>
<tr>
<td>Accumulated Surplus from Operations beginning of Year</td>
<td>$8,595,511</td>
<td>$11,391,086</td>
<td>$11,391,086</td>
<td>$11,391,086</td>
</tr>
<tr>
<td>Accumulated operating surplus (deficit) at end of period</td>
<td>$7,822,929</td>
<td>$8,633,629</td>
<td>$11,524,087</td>
<td>$8,633,629</td>
</tr>
<tr>
<td>AOS as a % of Expenditures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 first quarter.

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 first quarter.
**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 25% at the first 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 first 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 November 30, 2015 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 first quarter. The forecast has been revised to reflect increased 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.

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 higher at the first quarter due to IMR spending on the Galbraith Elementary School third floor renovation.

Transportation
Transportation expenditures represent mainly 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 as planned for Transportation.

**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 higher at the first 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 slightly higher than 25% of budgeted figures at the first 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 Three Months Ended November 30th, 2015

<table>
<thead>
<tr>
<th></th>
<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>
<td></td>
</tr>
<tr>
<td><strong>EXPENSES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificated salaries and benefits</td>
<td>$17,205,303</td>
<td>$1,079,801</td>
<td>$24,431</td>
<td>$180,081</td>
<td>$13,052</td>
<td>$17,398,436</td>
<td>$66,642,873</td>
<td>26.11%</td>
</tr>
<tr>
<td>Non-certificated salaries and benefits</td>
<td>$4,391,620</td>
<td>$600,063</td>
<td>$539,469</td>
<td>$719,550</td>
<td>$13,052</td>
<td>$6,035,321</td>
<td>$24,797,603</td>
<td>24.34%</td>
</tr>
<tr>
<td>SUB - TOTAL</td>
<td>$21,596,923</td>
<td>$1,679,864</td>
<td>$24,431</td>
<td>$539,469</td>
<td>$13,052</td>
<td>$23,433,757</td>
<td>$91,440,476</td>
<td>25.63%</td>
</tr>
<tr>
<td>Services, contracts and supplies</td>
<td>$2,755,289</td>
<td>$1,436,877</td>
<td>$600,063</td>
<td>$330,912</td>
<td>$43,950</td>
<td>$5,167,091</td>
<td>$20,893,944</td>
<td>24.73%</td>
</tr>
<tr>
<td>Amortization of capital assets</td>
<td>$99,064</td>
<td>$777,441</td>
<td>$33,895</td>
<td>$910,400</td>
<td>$3,631,627</td>
<td>25.07%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest and charges</td>
<td>$8,518</td>
<td>$24,494</td>
<td>$1,084,357</td>
<td>$57,002</td>
<td>$29,537,205</td>
<td>$116,009,818</td>
<td>25.46%</td>
<td></td>
</tr>
<tr>
<td>TOTAL EXPENSES</td>
<td>$24,460,794</td>
<td>$3,310,558</td>
<td>$624,494</td>
<td>$1,084,357</td>
<td>$57,002</td>
<td>$29,537,205</td>
<td>$116,009,818</td>
<td>25.07%</td>
</tr>
<tr>
<td>Total unexpended funds period to date</td>
<td>$72,259,835</td>
<td>$9,395,112</td>
<td>$1,878,906</td>
<td>$2,742,762</td>
<td>$195,998</td>
<td>$86,472,613</td>
<td>$116,009,818</td>
<td>74.54%</td>
</tr>
<tr>
<td>% Expended of Budget</td>
<td>25.29%</td>
<td>26.06%</td>
<td>24.95%</td>
<td>28.33%</td>
<td>22.53%</td>
<td>25.46%</td>
<td>100.00%</td>
<td>25.46%</td>
</tr>
</tbody>
</table>
Lethbridge School District No. 51
Notes to the Schedule of Program Operations
For the three months ended November 30th, 2015

About The Statement
The Schedule of Program Operations shows the type of expenditure by each functional area of the 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 higher than 25% 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 slightly lower than budgeted at the first quarter, but is within anticipated spending.
Services, Contracts and Supplies
Overall at the first quarter, services, supplies and contracts reflect the September 30th budget.

Amortization of Tangible Capital Assets
The amortization of capital assets reflects the September 30th budget at the first 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. Charges are as anticipated for the period to November 30th, 2015.

Canoe construction project
at Victoria Park High School
## Schedule of Instructional Program Expenditures

For the Three Months Ended November 30th, 2015

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>Revised Budget 2015-2016 (Sept 30th 2015)</th>
<th>Actual Three Months November 30th, 2015</th>
<th>% Expended Revised Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Based Instruction</td>
<td>$64,613,183</td>
<td>$15,630,352</td>
<td>24.19%</td>
</tr>
<tr>
<td>Student Services *</td>
<td>$15,906,721</td>
<td>$3,738,958</td>
<td>23.51%</td>
</tr>
<tr>
<td>Shared Instructional Services</td>
<td>$4,040,478</td>
<td>$2,132,126</td>
<td>52.77%</td>
</tr>
<tr>
<td>School Generated Funds Activities</td>
<td>$4,050,000</td>
<td>$1,366,089</td>
<td>33.73%</td>
</tr>
<tr>
<td>Technology</td>
<td>$2,987,156</td>
<td>$474,935</td>
<td>15.90%</td>
</tr>
<tr>
<td>Institutional Programs</td>
<td>$980,145</td>
<td>$245,036</td>
<td>25.00%</td>
</tr>
<tr>
<td>Division of Instructional Services</td>
<td>$1,357,506</td>
<td>$270,207</td>
<td>19.90%</td>
</tr>
<tr>
<td>FNMI Programming</td>
<td>$793,021</td>
<td>$147,854</td>
<td>18.64%</td>
</tr>
<tr>
<td>Counselling Program</td>
<td>$1,992,419</td>
<td>$455,237</td>
<td>22.85%</td>
</tr>
<tr>
<td><strong>Total Instructional Program Expenditures</strong></td>
<td><strong>$96,720,629</strong></td>
<td><strong>$24,460,794</strong></td>
<td><strong>25.29%</strong></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 are within budget at the first quarter.

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 within budget at the first quarter.

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 slightly 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 overspend is also attributed to teacher replacement costs exceeding budget at November 30th.

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 first quarter due to the amount of activities taking place early in the school year.

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 first 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 first 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 first quarter, due to planned staffing to address new initiatives not occurring in first 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 first quarter due to planned staffing additions not occurring in the first 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 first quarter.
### Lethbridge School District No. 51

**SCHEDULE OF CAPITAL REVENUE**

(EXTERNALLY RESTRICTED CAPITAL REVENUE ONLY)

for the Period Ended November 30th, 2015 (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>$3,266,252</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$86,915,467</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>$3,266,252</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$86,915,467</td>
</tr>
</tbody>
</table>

Add:

- **Unexpended capital revenue received from**:
  - Alberta Education school building & modular projects (excl. IMR) $481,609
  - Infrastructure Maintenance & Renewal capital related to school facilities $0
  - Other Government of Alberta $0
  - Federal Government and First Nations $0
  - Other sources $0

- **Unexpended capital revenue receivable from**:
  - Alberta Education school building & modular $0
  - 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** ($2,075,676) $0 $0 $0 $0 $2,075,676

- **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** $829,680

| Balance at November 30th, 2015 | $1,672,185 | $0 | $0 | $0 | $88,161,463 |

| Balance of Unexpended Deferred Capital Revenue at February 28th, 2015 (A) + (B) + (C) + (D) | $1,672,185 |

---

**Unexpended Deferred Capital Revenue**

(A) - Represents funding received from the Government of Alberta to be used toward the acquisition of new approved tangible capital assets with restricted uses only.

(B) - Represents any surplus of funding over costs from column (A) approved by Minister for future capital expenditures with restricted uses only.

(C) - Represents proceeds on disposal of provincially funded restricted-use capital assets to be expended on approved tangible capital assets per 10 (2) (a) of Disposition of Property Reg. 181/2010.

(D) - Represents capital revenue received from entities OTHER THAN the Government of Alberta for the acquisition of restricted-use tangible capital assets.

*Infrastructure Maintenance Renewal (IMR) Program allocations are excluded from this Statement, since those allocations are not externally restricted to capital.*
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 November 30, 2015, the district received $481,600 of funding related to the new Westside elementary school construction.

Unexpended Capital Revenue Receivable
No amounts receivable at the end of the quarter.

Building the Foundations

Construction of the new elementary school in the community of Copperwood in West Lethbridge
**Expended Capital Revenue**
In the period September 1, 2015 to November 30, 2015, the District expended $2 million on capital projects. These funds were expended on planning costs for the new West Lethbridge middle school, 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 November 30, 2015 is $829,680. 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.
MEMORANDUM

December 15, 2015

To:   Board of Trustees

From:  Don Lussier
       Associate Superintendent, Business Affairs

Re:   New Age Integrated Technology for Chinook High School Gymnasium

Background:
At the October 27th, 2015 Board meeting the Board was informed that only one company (Digital Edge Media) could provide the equipment and installation of the New Age Integrated Technology for Chinook High School. Kevin Wood, Rik Jesse and myself were lead to believe that was so.

Since that time and before we let out the contract, we discovered that there is at least one other company that could provide the equipment and installation.

Therefore, in the interest of fairness and to be perceived to be fair we will be opening this project to competitive bid.

We are asking the Board to rescind its motion #6364/15 of October 27, 2015 which reads:

“that the Board approve the New Age Integrated Technology at Chinook High School and award the contract to Digital Edge Media in the amount of $244,452.27 from School Generated Funds and Operating Funds.”

Recommendation:
That the Board rescind its approval to award the contract for the New Age Technology at Chinook High School to Digital Edge Media in the amount of $244,452.27.

Respectfully submitted,
Don Lussier
MEMORANDUM

December 15, 2015

To: Board of Trustees

From: Don Lussier
Associate Superintendent, Business Affairs

RE: Amendment to the Xerox Contract

Background
The District has negotiated an amendment to the current contract with Xerox with three objectives in mind. The first is to obtain new equipment with better functions and greater capabilities. The second is to control cost and have cost certainty over a long period of time and the final objective is to ensure that our two new schools would have the same lease and per copy benefits as our current schools when they come on stream in 2017 and 2018.

Our current contract went to 2018 and we have amended it to take us to 2021. In the amended contract we accomplished the following for the District:

1. All new copiers (total of 40) except the one in DIS that was upgraded a short while ago.
2. A reduction in our total annual cost from $258,499 to $256,142 until the end of the contract (2021) not counting equipment for the new schools.
3. A clause that states, "Xerox agrees to provide customer with additional equipment for two new schools in 2017 and 2018 at equivalent lease payments, cost per copy rate and lease term to the equipment included in this agreement by signing a new agreement at those times (2017 & 2018). If the Xerox model is no longer available, a new model with equivalent specifications and features will be used instead".
4. The new devices will enhance productivity and provide enhanced capabilities, for example:
   - Mobile print capabilities
   - On-site training options
   - Scanning capabilities that allow for hard copy documents to be converted to editable documents (Scan to Word or Excel)
   - Access to Work Flow Analysis
   - Automatic supply replenishment
   - Access to Accounting applications, designed to lower copy counts
   - Dual head scanners to provide twice the productivity
   - Scan to and print from USB (thumb drive) to improve flexibility of printing
• Connect Key Technology and software will allow staff to connect multifunctional devices to simplify the way work gets done
• Embedded McAfee security for additional security
• All devices have equivalent speed to current copiers or greater speed (copies per minute)
• All devices have equivalent or greater DADC (sheet capacity)
• All devices have greater predictabilities (greater memory and processing)

5. Machine replacement if necessary

**Recommendation:**
That the Board approve the amended contract with Xerox as presented.

Respectfully submitted,

Don Lussier
Associate Superintendent
MEMORANDUM

December 15, 2015

To: Board of Trustees

From: Don Lussier
       Associate Superintendent, Business Affairs

Re: Tender for the New West Lethbridge (Waterbridge) Middle School

Background:
The Tender for the new West Lethbridge (Waterbridge) Middle School was opened at 2:00 p.m. on December 10, 2015.

The Tender process was in accordance with the School Buildings and Tendering Regulation (Alberta Regulation 383/88) and Alberta Infrastructure granted permission to go to tender on November 19, 2015.

Funding support will come from an Alberta Education Grant Agreement.

The following bids were received:
   - Dawson Wallace Construction Ltd. $20,358,773 + G.S.T.
   - Ward Brothers Construction $21,350,000 + G.S.T.
   - Leer Construction $21,800,000 + G.S.T.
   - Graham Construction $21,495,000 + G.S.T.
   - Wright Construction $22,975,000 + G.S.T.

Recommendation:
That the Board award the contract for the building construction in the amount of $20,358,773 + G.S.T. for the West Lethbridge (Waterbridge) Middle School to Dawson Wallace Construction Ltd. and further, that the Board approves the contingency the District will carry on the project of $654,881.

Respectfully submitted,

Don Lussier
MEMORANDUM

December 15, 2015

To: Board of Trustees

From: Cheryl Gilmore
       Superintendent of Schools

RE: Poverty Intervention Committee Terms of Reference

Background:
The Poverty Intervention made some changes to the Terms of Reference that were approved in September 2015.

The changes were supported by the Poverty Intervention Committee because they provide clarity with respect to roles and responsibilities.

Recommendation:
It is recommended that the Board approve amended Poverty Intervention Committee Terms of Reference.

Respectfully submitted,

Cheryl Gilmore
Poverty Intervention Committee

TYPE OF COMMITTEE
This is a standing committee of the Board of Trustees.

GENERAL PURPOSE
- To improve educational opportunities and achievement of students (children and youth) affected by poverty
- To determine the District’s progress in addressing poverty and make recommendations to the Board where deemed appropriate
- To heighten staff awareness and promote action on issues related to poverty.

KEY DUTIES AND RESPONSIBILITIES
- Annually assess the District’s growth toward implementation of poverty interventions
- Facilitate update existing services and programs that address poverty
- Facilitate funding opportunities for poverty intervention – i.e., Kiwanis, Green Acres, Food for Thought, 100-Mile Bike Race, organization and private donations
- Conduct internal and external public relations to promote the Poverty Intervention Committee
- Share poverty interventions and best practices annually through facilitators’ reports
- Support the implementation of the Poverty Intervention Policy
- Continue to communicate with stakeholders and Poverty Intervention Facilitators to promote and facilitate PD opportunities
- Support district schools in developing and implementing Poverty Intervention practices
- Recognize that poverty interventions are effective strategies that impact the students and their learning.

This committee’s authority would be limited to Lethbridge School District No. 51 and would be advisory in capacity.
COMPOSITION AND APPOINTMENTS (FOR LIFE OF THE COMMITTEE)

- 1 Trustee – chair
- Education Centre staff member assigned lead responsibilities for poverty intervention
- 1 principal and 1 assistant principal
- 2 parents
- FNMI Education Coordinator
- 3 teachers – elementary, middle and high school
- 1 counselling representative
- 1 CUPE 2843 representative
- 1 CUPE 290 representative
- 1 community member
- Representatives from Alberta Health Services
- 1 Making Connections representative
  - Board appoints the Trustee whereas CUPE and ATA will each appoint their representative
  - Guests will be invited to assist the Committee as needed.

MEETINGS

- There will be 3-4 per year (December, March, May)
- They will be organized by the Chair with assistance of the Education Centre lead person for poverty intervention

RESOURCES

- Board contribution for food programs
- Community grants and donations to support the work of the committee
- Central Office lead person for poverty intervention will administer the funds
- The budget will be reviewed quarterly and at the final meeting each year
- Support from secretarial staff will be required
TERMS OF REFERENCE

SPECIFIC ANNUAL OBJECTIVES

- Review Board funded projects
- Investigate new ways to provide support to needy students
- Continued development of communication and feedback from schools
- Provide support for schools to work collaboratively to meet the needs of district students
- Explore best practices for internal and external delegation of inventory
- Continue to provide information in school and district newsletters on the work of the Poverty Committee to raise the profile of the work of the Poverty Committee
- Post a link on the District website for the Poverty Committee
- Survey schools to determine the value of goods and services donated to the District to support students living in poverty
- Continue to encourage healthier food donations from the community
- Seek ways to work collaboratively with other District Committees with similar responsibilities (Making Connections, Healthy Schools)

REPORTS AND TARGET DATES

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

REVIEW AND EVALUATION

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

December 15, 2015

To:   Board of Trustees

From:  Cheryl Gilmore
       Superintendent of Schools

RE:    Opportunity Knocks

Background:
Chinook Regional Foundation for Career Transitions is hosting their 4th annual Opportunity Knocks on March 9, 2016. This Job and Career Fair is an initiative of the Lethbridge Chamber of Commerce, who has once again contracted with Career Transitions to assist with the coordination of the event.

Lethbridge School District No. 51 has participated each year. In recent years, the event drew almost 1100 attendees and 50 exhibitors.

Lethbridge School District students are active participants in the event. As well, Lethbridge School District No. 51 Human Resources Department has traditionally set up an employment opportunity booth highlighting the career opportunities within the district.

Recommendation:
That the Board support Opportunity Knocks Job and Career Fair at the Apprentice level ($1,000) which includes a booth.

Respectfully submitted,

Cheryl Gilmore
Superintendent
MEMORANDUM

December 15, 2015

To: Board of Trustees

From: Cheryl Gilmore, Superintendent of Schools

RE: Board Donations in Lieu of Christmas Treats

Background
For the past few years the Board has made donations on behalf of each staff to charities identified by each school. This practice was put into place in lieu of some form of token of appreciation from the Board such as chocolate to acknowledge the efforts of staff. The Board will continue with this practice, making a $50 donation on behalf of each staff to a charitable organization identified by the staff.

Below is a list of the charitable organizations that the Board will make donations to on behalf of the respective staff groups:

<table>
<thead>
<tr>
<th>Chinook</th>
<th>Lethbridge Food Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immanuel Christian High</td>
<td>Streets Alive</td>
</tr>
<tr>
<td>LCI</td>
<td>Victoria Park Christmas hampers</td>
</tr>
<tr>
<td>Victoria Park / LASP</td>
<td>Canadian Diabetes</td>
</tr>
<tr>
<td>WCHS</td>
<td>Churchill Students in Need</td>
</tr>
<tr>
<td>Gilbert Paterson Middle School</td>
<td>Alberta Guide Dogs</td>
</tr>
<tr>
<td>G S Lakie Middle School</td>
<td>Lethbridge Soup Kitchen</td>
</tr>
<tr>
<td>Lethbridge Christian School</td>
<td>World Vision</td>
</tr>
<tr>
<td>Wilson Middle School</td>
<td>Alberta Children’s Hospital</td>
</tr>
<tr>
<td>Dr. Probe</td>
<td>United Way</td>
</tr>
<tr>
<td>Ecole Agnes Davidson</td>
<td>Women’s Shelter</td>
</tr>
<tr>
<td>Fleetwood Bawden</td>
<td>Taber Area &amp; District Food Bank</td>
</tr>
<tr>
<td>Galbraith</td>
<td>Children’s Hospital</td>
</tr>
<tr>
<td>General Stewart</td>
<td>Boys &amp; Girls Club of Lethbridge</td>
</tr>
<tr>
<td>Immanuel Christian Elementary</td>
<td>Amazing Kids</td>
</tr>
<tr>
<td>Lakeview</td>
<td>Toys For Tots</td>
</tr>
<tr>
<td>Mike Mountain Horse</td>
<td>KidSport</td>
</tr>
<tr>
<td>Nicholas Sheran</td>
<td>United Way</td>
</tr>
<tr>
<td>Park Meadows</td>
<td>Muscular Dystrophy Canada</td>
</tr>
<tr>
<td>Senator Buchanan</td>
<td>United Way</td>
</tr>
<tr>
<td>Westminster</td>
<td>Kids Art for a Cause</td>
</tr>
<tr>
<td>Education Centre / Attwell</td>
<td>Fast Forward</td>
</tr>
</tbody>
</table>

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

Respectfully submitted,

Cheryl Gilmore, Superintendent
MEMORANDUM

December 15, 2015

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Breakfast with the Board – Mike Mountain Horse School – January 13, 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 Mike Mountain Horse School on Wednesday, January 13, 2016 from 7.30 – 8.00 a.m. Following the breakfast, Principal Erin Hurkett 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

December 15, 2015

To: Board of Trustees

From: Cheryl Gilmore
       Superintendent of Schools

RE: Board Priorities Report

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

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

Respectfully submitted,

Cheryl Gilmore
Superintendent
### PRIORITY ONE

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

#### Literacy/ Numeracy (Karen)
- Lenee Fyfe’s “Math Outcome Assessment” (MOA) tool has been the highlight of four workshops this month for teachers in Kindergarten through Grade 6. Teachers came for two-part sessions where they first learned about the tool and then used it in their classrooms before coming back with data to learn how to analyse.

#### District Collaborative Communities (Karen)
- Numerous Collaborative Communities (CC) have accessed the extra time we offered (i.e., half or full days) to meet together since the District-wide Professional Learning Day on November 2. Garrett Simmons has created a video that features one of the CCs and will be meeting with four or five other CCs to feature their work throughout the rest of the year. These videos will be shared with all teachers through email and will then be stored on the District Portal for future reference.

#### Teacher Induction Support for Quality Teaching (Sharon/ Teresa)
- Sharon and Teresa have begun their visits to the classrooms of teachers on temporary and probationary contracts. These visits are followed up by discussions with principals about next steps, areas to celebrate, and things to work on.
- The 51-5 Mentorship program in November was centred on the theme of using a team approach with Learning Support Teachers, Classroom Teachers, and Educational Assistants to meet the needs of all students. This year, we are often drawing upon the expertise of people within the District in order to build leadership capacity within our staff.

#### Supporting Students (e.g. counselling/ ELL) (Wendy/Cynthia/Lisa)
- The Administrators’ Positive Spaces Committee hosted a successful meeting with students from the GSA’s at LCI, WCHS and CHS. Students shared their thoughts and responded to questions posed by the Committee.

#### FNMI (Sarah/Wendy)
- The District FNMI Strategic Plan was finalized and shared with Alberta Education.
- The Career Quest Program, funded by Community Futures Treaty 7 has begun in CHS, LCI WCHS and LCI.

#### Other School Improvement Initiatives:
- Executive Council met with all schools to review their Annual Results Report and Education Plan. This review was very inspiring for the executive council given the sustained effort on improving practice, addressing gaps in student learning, and ensuring schools are positive places with opportunity for growth and achievement.

### PRIORITY TWO

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

#### Regulations and policy
- Technology “Acceptable Use Policy” developed for further consultation. Procedures that address the use of social media are in draft form for review.

#### Curriculum Development (formerly called curriculum re-design and curriculum modernization) (Karen)
A meeting was held with all schools’ Curriculum Representatives to share updates in the areas of Curriculum Development, Math, Social Studies, and Literacy/Numeracy Progressions (formerly referred to as, “Benchmarks”) so that this information could then be shared with all teachers at the January staff meetings.

Assessment (Karen/ Cynthia)

The “Literacy Assessment Committee”, comprised of administrators at the elementary and middle school levels, has met and created a number of recommendations for a district-wide literacy assessment tool and process for grades 1-8. These recommendations will be presented to the Leadership Team and then to administrators in January.

PRIORITY THREE

Supporting seamless integration of technology.

Digital Citizenship (Rik)
Amin. Presentation January 21, 2016
Topic: Digital Citizenship (Digital Resource) EverFi offers learning courses that cover topics including digital citizenship, math and science, financial literacy, and entrepreneurship. Florence Tewson from EverFi, will highlight the Digital Literacy and Responsibility course. Target Audience Grades 6-9.

Instructional Integration of Technology (Rik)
Superintendent Cheryl Gilmore has requested that all schools complete and submit an audit of all Social Media account currently being used by schools. The purpose of the Audit is to get structures in place for a Social Media Procedure (it will be a procedure for the Responsible Use of Technology policy that was recently reviewed by Admin, the Policy Committee, and will go to the Board). The Responsible Use Policy does not provide procedural details for social media because it is such a dynamic tool and subject to constant change.

Technology Infrastructure (Rik)
• RFI - *** Student Information System. Lethbridge School District No. 51 currently uses the SchoolLogic, TeacherLogic, and HomeLogic suite of software from SRB Education Solution. Lethbridge School District No. 51 will investigate the potential of a single vendor to replace the current Student Information Software with a commercial off the shelf software that meets the current and future needs of the Division. Interested parties are invited to provide a written response describing their ability to provide a comprehensive, integrated and efficient Student Information System

PRIORITY FOUR

Supporting population growth and change.

Strategies for growth and changing demographics (Exec Council)
• The addition of an elementary French Immersion Program at Nicholas Sheran in the fall of 2017 was announced, along with the Board’s intent to investigate the possibility of a Spanish Bilingual Program at the new Copperwood area elementary school.

Parent and Community Engagement (All)
• Meeting scheduled for January 13 at Chinook High School regarding boundaries and second language programming at the new elementary school in the Copperwood area on the Westside. Boundaries relative to the Middle School will also part of discussion.
# 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

December 15, 2015

To: Board of Trustees

From: Cheryl Gilmore
    Superintendent of Schools

RE: Acknowledgements of Excellence

Park Meadows School teacher Megan Cummins won the $1,000 grant from The Awesome Foundation for her “Welcome to Canada Project”. Prompted by a new family arriving from East Africa, the project will have the students and parents shop for two families brand new to Canada, buying household items, toiletries, clothing and even some toys.

Michelle Wengel (substitute) cut off her long hair to donate it to the Canadian Cancer Society.

The Fleetwood Bawden Choir performed with the Chinook bands and choir in October. They performed Do-Re-Me, Where is Love, Close Every Door, Song of the King and Any Dream Will Do. On the 25th of November the choir performed with the Lethbridge Symphony at Southminster United Church. The choir performed Dona Nobis Pacem and Reindeer on the Roof. The choir is Directed by Christine Slomp and continues in the new year with many other great performances.

The following district students received recognition at the Canada Music Week Recital and Student Awards Presentation recently:

- Roshan Bidarian (GS Lakie)
- Jerry Wang (Nicholas Sheran)
- Zitong Wu (Lakeview)
- Steven Yang (Mike Mountain Horse)
- Anna Jeong (LCI)
- Kimberlie Crowe (LCI)
- Hudson Renaud (LCI)
- Gabriel Conrad (Chinook)
- Mina Akbary-Zheng (Gilbert Paterson)
- Janelle Bykowsi (Chinook)
- Amanda Visser (ICHIS)
- Emily Huynh (WCHS)
- Julia Pham (WCHS)
- Oliva Earl (Chinook)
- Reuben Peters (ICES)
- Jason Cheng (LCI) – RCM Gold Medalist
- Kristen Lea (GS Lakie)
- Michelle Wu (GS Lakie)
- Tina Liu (WCHS)
- Mia Lahiji (LCI)
- Tracey Liu (WCHS)
- Frances Reid (WCHS)
- Candace Chan (WCHS)
- Ashley Na (GS Lakie)
- Wenyu Chen (GS Lakie)
- Brigitt Morton (Chinook)
- Emily Han (WCHS)
- Katherine Van Tol (WCHS)

Respectfully submitted,
Cheryl Gilmore
Superintendent
MEMORANDUM

December 15, 2015

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Snacks with the Superintendents – Gilbert Paterson Middle School – January 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 meet 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 Gilbert Paterson Middle School have been invited to have Snacks with the Superintendents on Wednesday, January 13, 2016 beginning at 11:35 a.m.

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

Respectfully submitted,

Cheryl Gilmore
MEMORANDUM

December 15, 2015

To: Board of Trustees

From: Cheryl Gilmore
        Superintendent of Schools

RE: Donations and Support

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

- Community Foundation of Lethbridge awarded $9,000 to Park Meadows School for the Snoezelen Room Project.

- Communication Foundation of Lethbridge awarded $15,000 to Galbraith School for the Digital Sound System Upgrade Project.

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

Respectfully submitted,

Cheryl Gilmore
Superintendent
MEMORANDUM

December 15, 2015

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Enrolment Summary – November 30, 2015

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

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

Respectfully submitted,

Cheryl Gilmore
Superintendent
### ALL SCHOOLS ENROLLMENT BY GRADE: November 30, 2015

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TOTAL STUDENTS / FTE ENROLLED AS OF NOVEMBER 30, 2015: 10709 / 10010.0

TOTAL STUDENTS / FTE ENROLLED AS OF SEPTEMBER 30, 2015: 10639 / 8663.5
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<td>December</td>
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<td>12 Board Community Engagement Committee</td>
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<td>12 1:15 – 2:45 in Education Centre 2nd floor Conference Room</td>
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<td>Board Committee of the Whole Meeting</td>
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<td>13 Education Centre Leadership Team Meeting</td>
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<td>13 9:00 a.m. Education Centre Conference Room</td>
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<td>21 Administrators Committee Meeting</td>
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<td>21 1:15 p.m. Education Centre Board Room</td>
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<td>26 Board Meeting</td>
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MEMORANDUM

December 15, 2015

To: Board of Trustees

From: Jan Foster, Trustees

RE: District Student Advisory Council – November 25, 2015

District Student Advisory Council Meeting was held on November 25, 2015 at the Board Office. After welcome and introductions from Ian Lowe, Tara Orser and Jeni Halowski facilitated the Get to Know You activity.

Teresa Loewen lead the group in a visioning activity – “What does a Safe, Caring, Welcoming, Respectful Learning Environment look, sound, feel like?”

The Student Code of Conduct under the new “Safe, Caring, Welcoming, Respectful Learning Environments” policy was reviewed with feedback from the students.

Reminder of Town Hall meeting on February 2, 2016.

Respectfully submitted,

Jan Foster, Board Representative.
MEMORANDUM

December 15, 2015

To: Board of Trustees

From: Jan Foster, Trustee

RE: Poverty Intervention – December 1, 2015

After welcome and introductions, the Terms of Reference were reviewed by the committee and suggestions for revisions were made. Jan will take the revised Terms to the Board.

Karen Rancier reviewed the Budget with the committee and advised that the total budget for this year is $45,582.00. Expenditures for food requests from schools amount to $14,310.00 to date. A discussion ensued regarding financial projections for the needs of schools in food, essentials such as winter clothing and hygiene items and bus passes over the next months.

Karen presented the Poverty Project Proposals as submitted by 9 schools. In view of the pressing needs and diminishing amount of funds on hand a discussion ensued around funding of these projects. The Committee decided that food needs are always the priority and therefore it was recommended to wait until the end of January or beginning of February before funding any projects.

Karen will contact a possible donor to determine if they could contribute funds for essentials such as food, clothing, transportation and basic supplies. Also, perhaps the Chamber of Commerce Business Education Committee Partnerships will be able to get more business partnerships with schools that do not already have one.

The members discussed the need for increased public awareness of the needs and increasing costs. Jan will contact Garrett Simmons regarding this.

Next meeting will be held on March 8, 2016.

Respectfully submitted,
Jan Foster, Chair of Poverty Intervention Committee
MEMORANDUM

December 15, 2015

To: Board of Trustees

From: Mich Forster, Board Chair

RE: Healthy Schools – December 2, 2015

Several items were presented and discussed:
1. After welcomes, introductions were made and a short wellness video was shown.

2. Wendy Fox then gave a brief update on recent work toward District Health Priorities: Parent Education, Coordination of student leadership/advisory among secondary schools, and Guidelines for middle and elementary schools re: hot lunches and food vendors.

3. The majority of the meeting time was then spent on a discussion of what the HSC function might be into the future. Specifically, there was introduction of the possibility of the HSC becoming more of a steering committee, where its main focus would be on broad general directions for continued wellness improvement in the district and providing guidance for schools at the grassroots level. Related to this possible movement, there was discussion of the new role for the HSC, what its composition and operation might look like, and meeting frequency.

4. From this discussion it was decided to plan and hold a ‘wellness forum’ early in the new year, where from each district school the Health Champion, a member of the administration and possibly one staff member would come together to discuss how their school might move forward re: total school wellness. To this end, a small subcommittee comprised of Wendy, Lyndsey Spring from AHS, and volunteers from the HSC was organized to plan the forum. The subcommittee will meet early in January and the wellness forum will be held mid-to-late February.

5. Lyndsey Robinson reminded the members of the Shaping the Futures Conference that will be held in Kananaskis January 29-30. Two or three committee members will be attending.

The meeting adjourned at 3:00 p.m.

Report submitted by Mich Forster, committee chair
MEMORANDUM

December 15, 2015

To:   Board of Trustees

From: Keith Fowler

RE:   District School Council – December 7, 2015

Keith will provide a report at the meeting.
MEMORANDUM

December 15, 2015

To: Board of Trustees

From: Don Lacey

RE: Lethbridge Chamber of Commerce Education Committee – December 8, 2015

Don will provide a report at the meeting.
MEMORANDUM

December 15, 2015

To: Board of Trustees

From: Jan Foster

RE: Community Engagement Committee – December 10, 2015

See attached.
Lethbridge School District #51
COMMUNITY ENGAGEMENT COMMITTEE
Minutes
Date: December 10, 2015
Time: 3:30 p.m.

Agenda Topics

1. Review Communications Plan and progress to date
   • Actions connected to the Communication Plan
     • Monthly Board Report to School Councils
     • Strong promotion of school events/celebrations
     • Strong promotion of social media; social media audit underway; social media Procedure close to completion to go with the revised Responsible Use Policy. Will provide for school, School Council, and school related extra-curricular groups to use social media with guidelines
   • Further Ideas for Action
     • “How to Get Involved” button on website
     • School level, District level, Provincial level
     • Staff communication – monthly – gathering feedback re: content
     • On-line poll
       • January – Westside boundaries and second language programs
       • February – Town Hall results and feedback loop

2. Town Hall Process
   • Ensure process is clear in that vision/mission is re-imagining not re-freshing current vision/mission
   • Process – start with values (Wordle);
     • brainstorm ideas – vision;
     • develop strategies (mission) – voting
     • use website for a thought stream process to get feedback from broader community

3. Engagement Plans outside of Communications Plan
   • Resource Support: Create a Foundation for fundraising
   • Determine where gaps are – Locate ASBA Communication/Engagement survey (Garrett)
   • Under-represented groups – develop strategies to engage parents that are disengaged (new immigrants, FNMI)

4. Next meeting: January 12 (1:15 – 2:45)
December 7, 2015

Honourable David Eggen, Minister of Education
228 Legislature Building
10800 – 97 Avenue
Edmonton AB T5K 2B6

Dear Honourable Minister Eggen:

Re: Request for consideration of expanding support for nutrition to support for comprehensive health in low SES schools

Lethbridge School District No. 51 would like to extend our appreciation for your focus on the health and well-being of students and acknowledgement that many factors, such as nutrition, effect student learning. We have had a nutrition policy with Healthy Schools’ guidelines for a number of years and breakfast/lunch programs have also been in place to ensure students have the nutrition they need to engage in school. That being said, the purpose of this letter is to advocate for a broadening of purpose with the targeted nutrition program spending commencing 2016-17 as announced with the budget. We will provide context and a rationale below in an effort to develop an understanding as to why we think the purpose should be expanded to targeted programming under the umbrella of Comprehensive School Health for low SES schools. Basically, we believe that some jurisdictions, such as Lethbridge school District No. 51 have worked over the years to develop a strong network of support with business and industry to establish breakfast and lunch programs for our schools in need. Business and industry are inclined to support visible programs such as this, yet we increasingly struggle to find support in other significant areas of health needs, such as mental health. We have increasing demand for support in this area from students across the grades and believe that some targeted funding to support counsellors and family liaison workers would have a significant impact. Healthy bodies and healthy minds go hand in hand, and at this time we are very challenged to meet the need for healthy minds.

Background
Food security has long been a concern of Lethbridge School District, as we know from the research on the importance of food security, that nutrition and student achievement are closely linked. In response to the need to address food security concerns with our students, the Board of Trustees established a Poverty Intervention Committee more than fifteen years ago. The Committee began its work by providing support to targeted schools in their efforts to ensure that their students had access to nutritious breakfast, lunch and snack programs.
In addition to the initiatives supported by the Poverty Intervention Committee, schools have cultivated excellent relationships with community partners to address food security challenges. In fact, the school with the highest incidence of poverty has had a nutritious universal breakfast program in place for several years. The level of community engagement in the school is exceptional and the partners have become an integral part of the school community. Their benevolence has extended further than the universal food program to supporting other school projects, including volunteer reading programs. This high level of community engagement is also experienced by other schools around the provision of food programs.

The Poverty Intervention Committee acts as the distribution point for many donations related to the provision of nutritious foods in schools. For example, the Committee benefits from the contributions of service clubs, local businesses, and individual community members. An extension of the Committee work is the partnership that exists between the Lethbridge Food Bank and the District. The Food Bank supplies the District with food items that are housed in the alternate high school, Victoria Park High School. With the assistance of the school staff, students develop their skills in warehousing and product distribution. Schools submit their requests for food items to Victoria Park High School and the items are delivered to schools as needed. A number of strategies to address food security have been put in place and, although not anticipated, the work has mobilized the community towards a common goal in support of children and youth in our schools. Individuals, businesses, service clubs, and community organizations have found their calling and have been motivated through their experiences in schools. Not only has the community engagement been sustained, it has continued to grow. Student wellness has been a priority in the District over the past several years and the five dimensions of wellness for both students and staff are addressed through specific annual objectives. The Early Development Instrument data gathered by the kindergarten teachers, and the results from the Tell Them From Me surveys have identified a significant area of concern: student mental health. This is not unlike the results reported by Alberta Health Services in this region. The issues facing children and youth require a comprehensive intervention strategy from kindergarten to grade 12. Although there have been a variety of supports implemented to address mental health issues, there is still much to accomplish.

As you continue to identify the needs of students in the province, we would ask that consideration be given to expanding the focus on the physical or nutritional well-being of students to encompass social-emotional wellness. These two dimensions are inextricably linked and both contribute to the success of students both now and into the future.

Regards,

Mich Forster
Board Chair

BOARD OF TRUSTEES

Mich Forster
Lola Major

Jan Foster
Donna Hunt
Don Lacey

Keith Fowler
Tyler Demers