1. Approval of Agenda

2. Approval of Minutes
   If there are no errors or omissions in the minutes of the Regular Meeting of September 27, 2016 it is recommended that the minutes be approved by the Board and signed by the Chairman.

3. Business Arising from the Minutes

4. Presentations
   4.1 Update on Inclusive Education

5. Action Items
   5.1 Policy Review
      Policy 400.1.1 Sexual Orientation, Gender Identity and Gender Expression (Staff Policy)
   5.2 Voluntary Retirement – Alberta Teachers’ Retirement Fund Members and Local Authorities Pension Plan Members

5:30 p.m. Public Forum

6. District Highlights

7. Information Items
   7.1 Board Chair Report
      7.1.1 Breakfast with the Board – November 8, 2016

   7.2 Superintendent Report
      7.2.1 Fast Forward Year-end Report
      7.2.2 51-25 Club Banquet
      7.2.3 Director of Finance earns School Finance and Operations® (SFO®) designation
      7.2.4 Acknowledgements of Excellence
7.2.5 Board Priorities Report  Enclosure 7.2.5
7.2.6 Donations and Support  Enclosure 7.2.6
7.2.7 Snacks with the Superintendents
   – November 16, 2016 Attwell Building  Enclosure 7.2.7
7.2.8 Enrolment Summary, September 30, 2016  Enclosure 7.2.8
7.2.9 Calendar of Events  Enclosure 7.2.9

8. Reports
5:10 p.m.  8.1 District School Council – October 3, 2016  Enclosure 8.1
           8.2 Superintendent Evaluation Committee
           – October 3, 2016  Enclosure 8.2
           8.3 Community Engagement Committee
           – October 6, 2016  Enclosure 8.3
           8.4 Policy Advisory Committee – October 12, 2016  Enclosure 8.4
           8.5 District Student Advisory Council
           – October 18, 2016  Enclosure 8.5

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

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

5:30 p.m.  Adjournment

IN ATTENDANCE:

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

Administrators: Cheryl Gilmore; Morag Asquith; Don Lussier; Michelle Loxton (Recorder)

Regrets: Keith Fowler; Sharon Mezei

The Chair called the meeting to order at 3:35 p.m.

1. Approval of Agenda
   Additions to the Agenda:
   5.3 Trustee Remuneration
   7.1.7 Literacy Resource Announcement
   8.6 Healthy Schools Report
   Trustee Jan Foster moved:
   “that the agenda be approved as amended.”
   CARRIED UNANIMOUSLY

2. Approval of Minutes
   Trustee Donna Hunt moved:
   “that the minutes of the Regular Meeting held on June 28, 2016 be approved and signed by the Chair.”
   CARRIED UNANIMOUSLY

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

4. Presentations
   No Presentations

5. Action Items
   5.1 School Board Annual Work Plan
   Every September the Board reviews the Annual Work Plan which outlines major events and tasks and makes adjustments accordingly. The Board reviewed the Annual Work Plan, provided feedback with no revisions.
Trustee Don Lacey moved: “that the Board approve the Annual Work Plan for the 2016-2017 School Year.”

CARRIED UNANIMOUSLY

5.2 Policy Review

District policies are reviewed on a continuous basis to ensure they reflect the position of the Board. The Policy Advisory Committee 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 as needed.
- Ensure that the policy manual is current, according to the new Education Act.

District Principal Teresa Loewen was in attendance to provide an overview, share any feedback received and respond to questions of the Board for the policies listed below:

- 400.1.1 – Sexual Orientation, Gender Identity and Gender Expression
- 400.2 – Employee Code of Conduct
- 501.3.1 – School Choice

Trustee Lola Major moved: “that the Board approve 1st Reading of Policy 400.1.1 Sexual Orientation, Gender Identity and Gender Expression as presented.”

CARRIED UNANIMOUSLY

Trustee Lola Major moved: “that the Board approve the deletion of Policy 400.2 Employee Code of Conduct.”

CARRIED UNANIMOUSLY

Trustee Lola Major moved: “that the Board approve the amendments of Policy 501.3.1 School Choice as amended”.

CARRIED UNANIMOUSLY
5.3 Trustee Remuneration
Trustee Jan Foster moved:
“that the Board approved that Trustee remuneration be brought into line with the provincial average for districts of comparable size to Lethbridge School District No. 51
For: Forster; Foster; Fowler; Hunt; Lacey; Major
Opposed: Demers
CARRIED

6. District Highlights
• Many Board members attended many school breakfasts and barbeques and shared how wonderful they were.

7. Information Items
7.1 Board Chair Report
7.1.1 Board Standing Committees Annual Reports and Terms of Reference Review

Facilities Committee
Trustee Tyler Demers moved:
“that the Facilities Committee Year End Report be received as presented for 2015-2016.”
CARRIED UNANIMOUSLY

Trustee Tyler Demers moved:
“that the Facilities Committee Terms of Reference be approved for the 2016-2017.”
CARRIED UNANIMOUSLY

Policy Advisory Committee
Trustee Lola Major moved:
“that the Policy Advisory Committee Year End Report be received as presented for 2015-2016.”
CARRIED UNANIMOUSLY

Trustee Lola Major moved:
“that the Policy Advisory Committee Terms of Reference be approved for the 2016-2017 as amended.”
CARRIED UNANIMOUSLY

Spirit of 51 Committee
Trustee Tyler Demers moved:
“that the Spirit of 51 Committee Year End Report be received as amended for 2015-2016.”
Trustee Tyler Demers moved: “that the Spirit of 51 Committee Terms of Reference be approved for the 2016-2017.”

CARRIED UNANIMOUSLY

Trustee Donna Hunt moved: “that the Board Budget Committee Year End Report be received as presented for 2015-2016.”

CARRIED UNANIMOUSLY

Trustee Donna Hunt moved: “that the Board Budget Committee Terms of Reference be received as presented for 2016-2017.”

CARRIED UNANIMOUSLY

Trustee Jan Foster moved: “that the Poverty Intervention Committee Year End Report be received as presented for 2016-2016.”

CARRIED UNANIMOUSLY

Trustee Jan Foster moved: “that the Poverty Intervention Committee Terms of Reference be accepted as amended for 2016-2017.”

CARRIED UNANIMOUSLY

Trustee Donna Hunt moved: “that the Board Audit Committee Year End Report be received as presented for 2015-2016.”

CARRIED UNANIMOUSLY

Trustee Donna Hunt moved: “that the Board Audit Committee Terms of Reference be approved for 2016-2017.”

CARRIED UNANIMOUSLY

Healthy Schools Committee
Trustee Mich Forster moved:

CARRIED UNANIMOUSLY
“that the Healthy Schools Committee Year End Report be received as presented for 2015-2016.”

CARRIED UNANIMOUSLY

Trustee Mich Forster moved:
“that the Healthy Schools Committee Terms of Reference be approved as amended for 2016-2017.”

CARRIED UNANIMOUSLY

Community Engagement Committee
Trustee Jan Foster moved:
“that the Community Engagement Committee Year End Report be received as presented for 2015-2016.”

CARRIED UNANIMOUSLY

Trustee Jan Foster moved:
“that the Community Engagement Committee Terms of Reference be approved as amended for 2016-2017.”

CARRIED UNANIMOUSLY

Superintendent Evaluation Committee
Trustee Mich Forster moved:
“that the Superintendent Evaluation Committee Terms of Reference along with the relevant Policy be approved as presented for 2016-2017.”

CARRIED UNANIMOUSLY

7.1.2 October Organizational Meeting
The School Board Annual Organizational meeting will be held on October 25, 2016.

Keith Fowler joined the meeting at 4:25 p.m.

Public Forum

7.1.3 District School Council Meetings
The following are the dates for the District School Council Meetings which are held in the Board room at the Education Centre starting at 6:30 pm:
October 3, 2016
November 7, 2016
January 16, 2017
February 1, 2017 – Town Hall
March 6, 2017
April 3, 2017
May 1, 2017
June 5, 2017

7.1.4 **ATA Local Council Meeting Dates**
The meeting dates for the balance of the year are as follows:
- October 5 – General Stewart School – Annual General Meeting – no trustee needed
- November 2 - Attwell Building – Donna Hunt
- December 7 - Christmas Dinner Meeting – Lethbridge Lodge – Keith Fowler
- January 11 – Attwell Building – Tyler Demers
- February 1 - Attwell Building – Don Lacey
- March 1 - Attwell Building – Lola Major
- April 5 - Attwell Building – Mich Forster
- May 3 - Attwell Building – Jan Foster
- June 7 – Luigi’s Dinner Meeting – Don Lacey

7.1.5 **Breakfast with the Board**
The schedule for 2016/17 is as follows:
- October 13, 2016 – Fleetwood Bawden
- November 8, 2016 – Westminster
- December 14, 2016 – Education Centre
- January 12, 2017 – Lakeview
- February 16, 2017 – Nicholas Sheran
- March 7, 2017 – Attwell Building
- April 11, 2017 – LCI
- May 2, 2017 – Dr. Probe

7.1.6 **Sock It To ‘Em Campaign**
Retired District employee Gail Petrie initiated the Sock It to ‘Em campaign in 2003. Although retired, Ms. Petrie still coordinates the program. The initiative asks for donations of new socks, which are then distributed to community support agencies. This year marks the 14th Sock it to ‘Em campaign, which has resulted in over 99,000 pairs of socks being collected and distributed.

District caretakers and maintenance staff, representing CUPE 290, have taken a lead role in supporting and managing the Sock It To ‘Em campaign. The campaign is also supported by CUPE 290 members of Palliser Regional Division No. 26 and Holy Spirit Roman Catholic Separate
Division No. 4. The Sock it to ‘Em Campaign will run from November 1, 2016 – December 14, 2016.

Trustee Donna Hunt moved: “that the Board contribute $100.00 to the Sock It To ‘Em campaign and extend their thanks and congratulations to Ms. Petrie and the CUPE 290 members for their efforts.”

CARRIED UNANIMOUSLY

7.1.7 Literacy Resource Announcement
Superintendent Cheryl Gilmore shared that the Board is committed to Literacy as it’s number one priority and have allocated $350,000.00 to the purchase of Literacy Resources targeting literacy in Grade 1 through Grade 6.

7.2 Superintendent Report

7.2.1 Acknowledgements of Excellence

District Director of Finance, Christine Lee, received the ASBO International 2016 Distinguished Eagle Award. Christine was given the award for her vision, leadership, and service which has had a positive impact on not only our students and district, but the school business profession as a whole.

Congratulations to District music teachers who are executive members of the Lethbridge Chapter of Carl Orff Canada. The Lethbridge Chapter of Carl Orff Canada hosted Bridges 2016 – the National Conference of Carl Orff Canada held in Saskatoon, Saskatchewan. The conference was co-chaired and organized by Saskatoon Chapter, Calgary Chapter and Elizabeth Nevels as Lethbridge Chapter Representative. The Conference brought together exceptional national and international clinicians, children's performing groups and delegates from across Canada and further abroad in a joyful celebration of song, dance and music play.

Congratulations to those District elementary and middle school students who joined together as an interschool choral / ensemble group (Lethbridge Children’s Orff Ensemble) and performed with the Lethbridge Symphony on May 24th and 25th. Under the direction of Stacy Skretting these 38 students came together from six different District schools and performed her arrangements of 10 Canadian Folk Songs. They also had the opportunity to join other local choirs.

Park Meadows School grade 4 student, Ava Fletcher, has been busy making an impact on our environment. She joined Earth Rangers and chose to work towards gathering donations to help save wolverines, which have become endangered in parts of Canada. She has raised $94.10 on a lemonade stand recently, working toward her goal of $500.

Senator Buchanan support staff member, Julie Matthews, qualified to participate in next summer’s International Triathlon World Series. She was the champion in her age grouping upon qualifying.

Senator Buchanan grade 5 student, Lexi Petrik, finished with a 2nd place in her age group in the Alberta Series of BMX racing.

GS Lakie Grade 8 student Josh Dublanko competes in BMX as a 13 year old expert Male and earned a gold medal for his races as well as a bronze for his time trial at the Alberta Summer Games. His biggest accomplishments over the season was that he attended BMX Nationals in Calgary (alongside Olympian Tory Hyhaug) and placed 3rd receiving a Bronze medal and qualifying for worlds next year in South Carolina.

LCI Grade 12 student, Jordan Calladine has been named to the Rugby Canada U18 long list and will start training this fall.

Congratulations to Churchill student Logan King who was a member of the Lethbridge Giants Junior Baseball team that participated in the Junior Little League World Series in Taylor Michigan this summer.

Congratulations to Churchill students Arnond Avila (grade 12) and Zoey Courchesne (grade 11) on participating with internships at the City of Lethbridge. Arnand worked with Lethbridge Transit as a
Heavy Equipment Technician and Zoey worked in a carpentry apprenticeship where she is continuing to work part time.

Churchill teacher **Elise Lee** was granted $1250 for French resources in her classroom by La Fondation Franco-Albertaine. This grant will allow her to purchase additional resources (books, games, e-books, movies, etc.) to enhance learning and promote an appreciation for French. She will be receiving the check on Friday September 30th during the Foundation’s annual gala.

Fleetwood Bawden student, **Bella Beck** will be honoured at a luncheon with a “Inspiring Philanthropy Award”, presented by the Association of Fundraising Professionals Southern Alberta Chapter for fundraising efforts for the Fort McMurray wildfires.

7.2.2 **School Opening and Enrolment – Preliminary Report**
Superintendent Cheryl Gilmore provided an update on the enrolment to date.

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

7.2.4 **World Teacher’s Day**
World Teachers’ Day is held annually on October 5th since 1994 to celebrate the essential role of teachers in providing quality education at all levels. As outlined on the UNESCO website, the aim of World Teachers’ Day is to ensure that the needs of future generations will continue to be met by teachers. It also commemorates the anniversary of the 1966 signature of the UNESCO/ILO Recommendation Concerning the Status of Teachers. The Board will publicly acknowledge the commitment to excellence that teachers, and all staff members demonstrate for the benefit of students.

7.2.5 **Snacks with the Superintendents**
The schedule for 2016/176 is as follows:

October 12 – Wilson Middle School
November 9 – Attwell Building
December 7 – Agnes Davidson
January 11 – Immaneul Christian Elementary
February 15 – Mike Mountain Horse
March 8 – Chinook High
April 12 – Galbraith
May 3 – Park Meadows

7.2.6 Calendar of Events
The Board reviewed the Calendar of Events for the period October 3 – 25, 2016.

8. Reports
8.1 Board Budget Committee – September 12, 2016
Trustee Keith Fowler provided a verbal report on the Budget Committee Meeting held September 12, 2016.

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

8.3 Alberta School Boards Association – September 14, 2016
Trustee Jan Foster provided a written report on the ASBA Meeting held on September 14, 2016.

8.4 Facilities Committee – September 14, 2016
Trustee Tyler Demers provided a written report on the Facilities Committee Meeting held September 14, 2016. Bob McMann also provided information with regard to the Construction Updates.

8.5 Audit Committee – September 20, 2016
Trustee Donna Hunt provided a written report on the Audit Committee Meeting held September 20, 2016.

8.6 Healthy Schools Report – September 14, 2016
Trustee Mich Forster provided a written report on the Healthy Schools Meeting held September 14, 2016.

9. Correspondence – Received
9.1 Holy Spirit School Division
9.2 Anyang China Delegation
9.3 Parents as Teachers Certificate of Appreciation
9.4 Alberta Education – Provincial Dual Credit Strategy

10. Correspondence - Sent
10.1 Alberta Education re: Provincial Targeted School Nutrition Pilot Program
Adjournment
Trustee Donna Hunt moved: “that the meeting be adjourned at 5:31 p.m.”

CARRIED UNANIMOUSLY

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

October 25, 2016

To: Board of Trustees

From: Cheryl Gilmore
      Superintendent of Schools

RE: Update on Inclusive Education

Background
Cynthia Parr, Director of Student Services, will be present to provide an update on Inclusive Education for the current school year.

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

Respectfully submitted,

Cheryl Gilmore
Superintendent
MEMORANDUM

October 25, 2016

To: Board of Trustees

From: Cheryl Gilmore
       Superintendent of Schools

RE: Policy Review

Background
District policies are reviewed on a continuous basis to ensure they reflect the position of the Board. The Policy Advisory Committee 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.
- Ensure that the policy manual is current, according to the impending Education Act.

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

<table>
<thead>
<tr>
<th>Policy #</th>
<th>Policy Name</th>
<th>Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>400.1.1</td>
<td>Sexual Orientation, Gender Identity and Gender Expression</td>
<td>2nd reading</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Policy #</th>
<th>Policy Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>400.1.1</td>
<td>Sexual Orientation, Gender Identity and Gender Expression</td>
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</tbody>
</table>

Respectfully submitted,
Cheryl Gilmore
400.1.1 Sexual Orientation, Gender Identity and Gender Expression

Policy

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

Regulations

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

2. The Board is committed to measures that will:
   2.1. define appropriate expectations, behaviours, language, and actions in order to prevent discrimination, prejudice, and harassment through greater awareness of, and responsiveness to, their harmful effects;
   2.2. ensure that all such discriminatory behaviours and complaints will be taken seriously, documented, and dealt with expeditiously and effectively;
   2.3. improve the understanding of gender identity, sexual orientation and gender expression;
   2.4. support the safety and health needs of staff with a diversity of sexual orientations, gender identities and gender expressions;
   2.5. develop, implement, and evaluate inclusive educational strategies, professional learning opportunities, and administrative guidelines to
ensure that staff with a diversity of sexual orientations, gender identities and gender expressions are welcomed and treated with respect and dignity;

2.6. provide for all staff, including transgender staff, the right to privacy and safety when using facilities.

References

Alberta School Act: School Act, sections 16, 45.1
District Policies: Policy 400.1 Welcoming, Caring, Respectful, and Safe Work Environments
Other: Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Alberta Freedom of Information and Protection of Privacy Act
Alberta Teachers’ Association Code of Professional Conduct
Alberta Bill of Rights
Employment Standards Act
MEMORANDUM

October 25, 2016

To: Board of Trustees

From: Sharon Mezei
Associate Superintendent, Human Resources

RE: Voluntary Retirement – Alberta Teaches’ Retirement Fund Members and Local Authorities Pension Plan Members

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

This plan allows staff members of the Alberta Teachers’ Association Retirement Fund Members and Local Authorities Pension Plan to retire as of January 31, 2017 and then begin a temporary contract with the Board effective February 1, 2017 – June 30, 2017.

Recommendation:
That the Board extend the Voluntary Retirement Package to all employees who are members of the Teacher Retirement Fund and Local Authorities Pension Plan (CUPE 290, CUPE 2843 and non-union employees) who, by December 23, 2016, submit a letter of resignation effective January 31, 2017. Such employees will be offered a temporary contract effective February 1, 2017 – June 30, 2017.

Respectfully submitted,

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

At its regular meeting of October 25, 2016, the Board passed the following motion:

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

The Board extended the Voluntary Retirement Package to all members of the Local Authorities Pension Plan (CUPE 290, CUPE 2843 and Non-Union Staff) employed by Lethbridge School District No. 51 who, by December 23, 2016, submit a letter of resignation effective January 31st, 2017. Such employees will be offered up to a five month temporary contract.

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

The Board extended the Voluntary Retirement Package to any ATA Staff members who, by December 23, 2016, submit a letter of resignation effective January 31st, 2016. Such employees will be offered a temporary contract effective February 1st, 2017 to June 30, 2017.

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

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

October 25, 2016

To: Board of Trustees

From: Cheryl Gilmore
    Superintendent of Schools

RE: Breakfast with the Board – November 8, 2016 – Westminster School

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

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

Breakfast with the Board has been scheduled at Westminster School on Tuesday, November 8, 2016 from 7:45 – 8:15 a.m. Following the breakfast, Principal Angela Wilde 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

October 25, 2016

To: Board of Trustees

From: Morag Asquith
   Associate Superintendent, Division of Instructional Services

RE: FAST FORWARD High School Completion Initiative

Background
The FAST FORWARD High School Completion Initiative began in 2010 and has provided service to 579 students since that time. As a result, a total of 5260 credits earned by the youth participating in the program. Referrals to the program come from more than 15 agencies and post-secondary institutions. As students enrolled in the program have diverse needs, the Student Support Advisors assist them in accessing services from more than 20 city agencies. The two Student Support Advisors, Stephanie Martin and Nikki Cale, work diligently with Victoria Park High School to provide the support and educational program that best fits each student. The program has consistently demonstrated that it is meeting the needs of youth who, with encouragement and a fresh start, can achieve their goals.

Details regarding the program are contained in the 2015 – 2016 Final Report enclosed.

Recommendation
That the Trustees receive this report as information.

Respectfully submitted,

Morag Asquith
Year-End Report
2015 - 2016

FASTFORWARD
Lethbridge School District No. 51
High School Completion Initiative
Introduction

The 2015-2016 academic year is the seventh year of operation for the FASTFORWARD High School Completion Initiative in Lethbridge School District #51. As the following data demonstrates, this initiative continues to serve the needs and hopes of young people in our community as they create brighter futures for themselves and in some cases, their young families.

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

As the same authors state, "...the 'completion rate' is a key marker of the efficiency of the formal K-12 school system". The statistics presented in this report substantiate and confirm the value of FASTFORWARD's work in credit recovery, re-engaging students and assisting students in completing their academic goals.

Research suggests that young people who are returning to school after leaving early “…need respect, not judgement. They need resources – bus passes, a ride to school, a meal, a job, a chance. They need people to show care through actions, not advice. They need an anchor, not a hero. And they need a web of support, a healthy, supportive community of their own.” (Center for Promise, 2014). Our interaction and communication with FASTFORWARD students over the past 7 years testifies to this and this is what we strive to provide.

We are pleased to present the following information regarding the 2015-2016 academic year.
FASTFORWARD Student Data

The chart below summarizes the broad scope of the FASTFORWARD student make-up. **One hundred three students** were registered in the FASTFORWARD Initiative for 2015-2016. For the purpose of this report, the age designation refers to the age of student on September 1st, 2015.

<table>
<thead>
<tr>
<th>19 years &amp; under</th>
<th>20 years &amp; over</th>
<th>Male/Female</th>
<th>FNMI</th>
<th>ESL</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td>48</td>
<td>38/65</td>
<td>21</td>
<td>15</td>
<td>24</td>
</tr>
</tbody>
</table>

Even though this is year seven, it is still not possible to define a “typical” FASTFORWARD student. Each student presents a unique profile and circumstance.

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

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

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

- Some students simply need required pre-requisite courses in order to enter a training program or trade apprenticeship.

- For some students, upgrading or completing high school courses at Lethbridge College does NOT work. For example, because of the time during the school year (it is not continuous registration), the cost (if they are under 20 years old), the lack of flexible timetabling because students may also be working full time or most commonly because they want to earn an official Alberta High School Diploma and cannot do this in a college setting. Another important consideration is that some students, even though they are chronologically old enough, may not be emotionally ready for a post-secondary setting at this point in their lives. In order to be successful they often need more focused individual support in a smaller setting. FASTFORWARD provides this for many.
FNMI Students

FNMI registrations in the FASTFORWARD Initiative remain constant from 2014-2015. We continue to be committed to meeting the unique needs of these students. The Student Support Advisors work closely with the district FNMI Consultant, the Career Quest worker, and the Victoria Park High School FNMI Liaison Worker to ensure best practices for inclusion and support of our FNMI students. We have participated in the following events and programs geared to FNMI students and their families.

- Career Quest Program
- FNMI binders are provided for FNMI students. Contents include specific FNMI information about LSD 51 district information, post-secondary programs, scholarships, community services and agencies.
- Ongoing contact with FNMI Advisors from Lethbridge College and the University of Lethbridge
- The FASTFORWARD Initiative makes it a priority to give more directed and focused support and assistance to FNMI students, as their high school completion rates are traditionally lower than the norm.
- It is important to develop trust relationships with students and even more crucial with FNMI students.
- The Student Support Advisors continue to identify and incorporate cultural perspectives into joint decision-making with FNMI students.
- Maintaining ongoing connections with FNMI students is often challenging because phones are often disconnected and internet usage is sporadic. However, it is even more important to persevere as these students who have interrupted enrolment, will often resurface at a later date if they are received with a genuine and non-judgmental welcome.
- FNMI students respond positively if you seek them out, work closely with the FNMI Student Liaison staff, and have some knowledge and openness to their culture and the unique issues they may face.
- With any students who experience interrupted enrolment, it is crucial to be positive and flexible, while holding them accountable for jointly-set goals.

ESL Students

- There was a slight decrease in the number of ESL students registered in this initiative. Many ESL students need an extra year to complete high school and they are often over the age of 18 as of September 1st and therefore cannot, or do not wish to, attend their community high school. If it is unlikely that they will achieve a High School Diploma, ESL students often take courses required for college admission to specific programs.
- We met with college personnel concerning their ESL programs and hoped there would be a return to the “Youth in Transition” program which was geared to older high school students, who could then return to our high school setting with higher literacy skills. The college decided that they are continuing solely with the adult learning model.
• There is a strong collaborative relationship between the FASTFORWARD Initiative and Lethbridge Immigrant Services.
• It is important that Student Support Advisors are respectful and open to the values and customs of different cultures and address the needs of ESL students within that context. The educational liaison staff at Immigrant Services greatly assists this process by meeting monthly with Student Support Advisors to discuss the progress and needs of individual ESL students.

FASTFORWARD Statistics (2015-2016)

Credit Summary for 2015 – 2016

<table>
<thead>
<tr>
<th>Age as of September 1st, 2015</th>
<th>Number of Students</th>
<th>Credits Earned to August 31st, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 years of age &amp; under</td>
<td>55 students</td>
<td>508</td>
</tr>
<tr>
<td>20 years of age &amp; over</td>
<td>48 students</td>
<td>510</td>
</tr>
<tr>
<td>Total</td>
<td><strong>103 Students</strong></td>
<td><strong>1018 Credits</strong></td>
</tr>
</tbody>
</table>

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

The seventh year of the FASTFORWARD Initiative has been successful for many students. Each year presents particular challenges and successes depending on the profiles of individual students and the responses of staff and schools in how their particular needs are met.

- 32 students graduated from the FASTFORWARD Initiative;
- 24 completed requirements for an Alberta High School Diploma,
- 2 earned an Alberta Certificate of Achievement, while
- 6 students fulfilled admission requirements for a post-secondary program.

### Additional Participant Data for 2015-2016

- 12 FASTFORWARD students moved out of the Lethbridge School District #51.
- 22 Students were hospitalized or under mental health care professional assistance and/or part of AB Children and Youth Services.
- 4 Students were dealing with acute health issues and this limited their ability to complete some coursework.
• The adjusted screening process at the school level “streamlined” the types and number of students who registered in the FASTFORWARD Initiative.
• As with previous years, there was an influx of registrations in this program during May and June. Some who were registered in Summer School are continuing their studies in Fall 2016.

Below is a snapshot of how the FASTFORWARD Initiative has evolved since its inception in January 2010

Numbers show a decline in certain areas and an increase in others.

• The total number of FASTFORWARD students dropped from 124 in 2014-2015 to 103 this past year.
• The number of students 19 years of age and under showed a decrease of 25, while the number of students 20 years and older increased by 4 students.
• Even though FASTFORWARD registration dropped by 21 students, the number of credits earned dropped by only 173.
• Screening and selection requirements were changed at the school level, and therefore a larger number of students did not become VPHS students nor FASTFORWARD students. The screening criteria had an impact on FASTFORWARD registration totals for the 2015-2016 school year.

**Community Awareness and the FASTFORWARD Initiative**

There were many opportunities to inform the educational community, potential students, and the general public about the FASTFORWARD Initiative during the 2015-2016 academic year. This has resulted in more student referrals, more collaborative sharing between the Student Support Advisors, community agencies and post-secondary institutions.

• Participation in Counsellor Update Sessions at Lethbridge College and the University of Lethbridge
• Regular meetings with Lethbridge Immigrant Services concerning current and potential shared students
• Consultative meetings (as required) with the Lethbridge Quest Support concerning shared students
• Lethbridge Public Library initiated discussions about how our programs could be mutually beneficial for some young people in the community. As a result of this meeting, more students were referred to the FASTFORWARD Initiative.
• Presentation at the Southern Alberta Teachers Convention in conjunction with Victoria Park High School
• Presentation at a Sunrise Rotary Meeting
• Sharing FASTFORWARD updates and participating in District High School Case Consult and Career Practitioner Meetings
• Regular consultative meetings with AHS Mental Health and Addictions Transitions Teams, McMann Services, and AB Childrens’ Services about individual student updates and forward planning

**Referrals to the FASTFORWARD Initiative**

FASTFORWARD maintains strong recognition and collaboration within the Lethbridge community. Over the past year referrals have been made from the following agencies and post-secondary institutions:

• 5th on 5th Youth Services
• Advising Office – Lethbridge College
• Alberta Health Services – Mental Health and Addictions – Child and Adult Teams
• Alberta Health Services – Mental Health and Addictions – Transition Team
• Alberta Southwest Child and Family Services
• Saamis Aboriginal Employment Centre
• Canadian Mental Health
• Community Corrections Branch

August 2016
Referrals from the FASTFORWARD Initiative to Agencies and Post-Secondary Institutions

- 5th on 5th Youth Services & the Forward Life Impact Program
- “Abide” Program of Parent Support – River of Life Church
- Alberta Government – Employment and Immigration Services
- Alberta Health Services – Better Beginnings (for expecting and new moms)
- Alberta Health Services – Mental Health and Addictions
- Alberta Health Services – Sexual Health Centre
- Career Transitions
- Immigrant Services – Lethbridge Family Services
- Lethbridge College
- Lethbridge Family Centre
- Lethbridge Food Bank
- Lethbridge Home Base
- Lethbridge Housing
- LSD #51 Making Connections Program
- LSD #51 Poverty Intervention Committee
- Opokaa’sin Child Development Centre
- Training Inc. Vocational School
- University of Lethbridge
- Womanspace Resource Centre
- Youth Hub
- LINC - ESL Program – Lethbridge College
- YWCA Harbour House & Hestia Homes

Community Donations and Support for the FASTFORWARD Initiative

Many students 19 years of age and under find it difficult to pay the $150 school fee because they are supporting themselves (and possibly families) on one or two low-paying jobs. Financial difficulty is even more evident for those who are 20 years and older who must pay approximately $100 per credit. For example; English 30-2 and Social Studies 30-2 would amount to $1000.
Therefore, several service clubs, groups, and individuals have generously donated various amounts to help subsidize student tuition costs. We appreciate these donations, which brighten the future possibilities for our students. Donations qualify for a tax-deductible receipt. Donors were acknowledged at the June Victoria Park High School Recognition Assembly.

- Kinette Club of Lethbridge       2000.00
- Lethbridge Sunrise Rotary Service Club     1000.00
- Lethbridge Community Foundation     2000.00
- Individual Donor          300.00
- Education Centre (on behalf of Wendy Fox)        50.00
- Board of Trustees (on behalf of Wendy Fox)      100.00
  TOTAL                                 $ 5450.00

**Post-Secondary Connections**

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

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

**Types of Support and Promising Practices**

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

- **Relationship, Relationship, Relationship** - It is crucial that students feel welcomed, respected, understood, and supported. Student Support Advisors are attuned to the diversity and individual nature and needs of our student population.

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

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

- **Reach Out** – Often students who have experienced interrupted enrolment have also experienced intermittent support, which may result in a despairing trust in their current support system (**FastForward**). It is very important that advisors constantly initiate and maintain communication with students.

2. Informational Support

- **Academic & Practical Support** - Students are assisted in re-engaging in school, getting registered, choosing classes, accessing tutorials and extra assistance with courses, and gaining information about post-secondary programs. Practical support also includes help in acquiring a bus pass, exploring housing and the Food Bank if necessary, getting a job, and/or applying for financial assistance with school fees, and at times knowing who to contact about counseling, justice and family court issues.

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

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

- **Positive Feedback** – Most students who experience an interrupted enrolment, do not have confidence in their own abilities. They need positive feedback about their strengths or daily accomplishments; and the encouragement to self-reflect and discuss their choices. As a result, they often make positive changes to their lives that can then influence their academic goals.

- **Tracking Progress** – Student Support Advisors keep continuous records of goals set and met each time a student and the Student Support Advisor meet. This helps students to stay focused and goals are jointly celebrated when they are completed. Student notes are also entered on the Victoria Park High School’s Student Management System (OSIMS). Beginning September 2016, this data will be entered on Power School. Student Support Advisors also write traditional school progress reports that are mailed to students and parents (if applicable).

- **Celebrating Accomplishments** – Even seemingly small accomplishments (completing a difficult module or quiz, or attending classes for a consecutive week) are celebrated. This gives students an added motivation to continue. Ongoing acknowledgements act as building blocks for larger educational and career goals.

4. Instrumental Support

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

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

- **Supporting Transitions** – Many students who register in the FASTFORWARD Initiative have been out of school for long periods of time and are extremely nervous about returning. Past school experiences often represented failure, stress, and judgement; and yet they show the courage to return and ask to be admitted, knowing it is the key to a better future. How we as adults respond to these young adults can assist in a positive transition to becoming a successful student and thus a contributing member of society.

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

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

**Recommendations**

Based on the included data and our experience with FastForward students over the past several years, we put forth the following recommendations.

1. **Continue to recognize that every student who applies to FF has their own story, and that the past is not always an indicator of future success.**

   **Rationale**
   In his recent book, *Medicine Walk*, 2014 FNMI author Richard Wagamese states: “Man’s past ain’t his measure.” Caring educators (such as many in LSD #51) who want the best for young people keep this in mind and provide rich and accepting opportunities for them to learn. Adolescents often make poor choices for a variety of reasons; but then mature and are then ready to focus more readily on an academic path with appropriate supports in place.

   **Example**
   A 17 year old student, with a 3 month old baby and only 16 credits on her transcript - with support that included housing, food, baby holding, lots of positive reinforcement and a consistent and reliable relationship with her advisor – celebrated her achievement of a High School diploma and went onto post-secondary studies.

2. **Recognize and take into account at initial student inquiry meetings that FASTFORWARD Initiative is seen as the “last viable chance” for some Lethbridge students to earn a diploma from a recognized AB high school.**

   **Rationale**
   Students are told they can earn credits through ADLC and this is true. However, for many students we have worked with, ADLC is not a learning model that would
support many (alternative) students’ need for ongoing face-to-face contact and tutorial assistance.

Although some students may have the opportunity to enter post-secondary programs as mature students; there are just as many who want to be directly employed rather than pursuing further education at this point. Many employment positions require a high school diploma.

For many students who have limited experiences of success, obtaining a high school diploma can give them a major sense of accomplishment and boosts their self-confidence.

**Example**
An overage student who has been estranged and unsupported from an abusive family – is on AISH, so career goal is part time employment - has a lifelong dream of being the first in her family to receive a High School diploma. With regular face to face meetings with her advisor for goal setting and celebration, and often times help on her assignments, she is within 5 credits of achieving this goal and is filled with hope for a purposeful future.

3. **Revisit the practice of also supporting students at all district high schools since FASTFORWARD is a district initiative.**

   **Rationale**
   FASTFORWARD hours have been increased for the upcoming school year and this may be an opportunity to visit other campuses weekly. This was done in the early years of the initiative and may be worth having discussions again with high school administration and counseling staff to ascertain the need.

4. **Keep records of student inquiries and circumstances for not registering (by students and/or FF staff) or refusals of acceptance into FASTFORWARD by registering schools. Record the action taken either by the student, FF Student Support Advisor, and/or the district high school.**

   **Rationale**
   This information may be used in future years for reviewing the FF Initiative and whether or not the needs of young people in our community are being met in a compassionate and timely manner. This may include (but not limited to) K & E and ESL students who by their nature may not fit into a traditional high school, but yet still deserve an opportunity to gain an AB HS Diploma or Certificate of Achievement or post-secondary program pre-requisites.
### Example

<table>
<thead>
<tr>
<th>Name</th>
<th>Circumstances</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>17 years old 0 credits Has a 4 month old baby K &amp; E</td>
<td>Referred to SPARC (Career Transitions)</td>
</tr>
<tr>
<td>Student B</td>
<td>17 years old 57 credits previously Chinook (and VP) issues around drug use, lying non-attender code 54/58</td>
<td>Referred to ADLC, complete a course, show evidence of life change and meet with VP or Chinook again to reconsider</td>
</tr>
<tr>
<td>Student C</td>
<td>19 years old 62 credits Previous FF student Medical (mental health) instability</td>
<td>Facilitate a goal planning meeting with advisor, student and therapist</td>
</tr>
</tbody>
</table>

5. Maintain connections and collaboration with district counseling teams and career counselors.

6. Maintain ongoing contact with our district ESL Lead Teacher and the FNMI Co-ordinator.

**Rationale**
Ongoing discussions and information sharing will foster greater understanding and improve educational practice for ESL and FNMI students who are also part of the FASTFORWARD Initiative.

**Example**
FNMI student, registered with FastForward half-heartedly and under pressure from his girlfriend. Advisor connected student with Career Quest. Girlfriend left the program and the boyfriend, but Career Quest had excited and engaged the student enough to successfully drive him to achieving his High School diploma and exploring post-secondary options. He is the first in his family to graduate.
FASTFORWARD is needed in Lethbridge, as evidenced by this report. Young people want to create new futures for themselves (and sometimes their children), and often do not know how to go about it. FASTFORWARD continues to provide Direction, Hope, Possibility, and Support to many young people.

This initiative is continually expanding and evolving to meet the needs of students and will continue to move in this direction with district support.

On behalf of our students who were given the opportunity to make positive changes in their lives, we wish to thank the Lethbridge School District #51 Board of Trustees, Superintendent Cheryl Gilmore, and Wendy Fox, Associate Superintendent of Instructional Services for their belief and support of the FASTFORWARD Initiative.

Submitted by: JoAnn St. John
Nikki Cale
Student Support Advisors
FASTFORWARD High School Completion Initiative
References

Alberta Education. (2010) High School Completion Strategic Framework

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

MEMORANDUM

October 25, 2016

To: Board of Trustees

From: Cheryl Gilmore
Superintendent

Re: 51-25 Celebration Banquet held October 19, 2016

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

The 51-25 celebration was held on October 19, 2016 at the Lethbridge Lodge.

The new members of the 51-25 club are:
Francine Desjardins     Lynn Elliott     Don Hood
Alex Knorr              Neil Langevin    Wendy McDonald
Shelley Ledgerwood      Karen Morden-Babick Dale Norlin
Warren Rowntree         Stephen Thibault

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

Respectfully submitted,

Cheryl Gilmore
Superintendent
MEMORANDUM

October 25, 2016

To: Board of Trustees

From: Cheryl Gilmore
Superintendent

Re: Director of Finance earns School Finance and Operations® (SFO®) designation

Background:
District Director of Finance, Christine Lee, was honored with the designation of Certified Administrator of School Finance and Operations® (SFO®) by the Association of School Business Officials International (ASBO). Christine joins nine others in Alberta holding this designation. This designation takes many years of experience being a school business official, as well as passing two exams.

Recommendation
It is recommended that the Board Chair, Mich Forster, present Christine with the certificate in honor of this hard earned designation.

Respectfully submitted,

Cheryl Gilmore
Superintendent
MEMORANDUM

October 25, 2016

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Acknowledgements of Excellence

Background:
The Board has a long standing practice of acknowledging the efforts of students and staff whose commitment to excellence has resulted in outstanding achievement. Details of accomplishments of note are provided as information. Congratulations to the following District staff and students:

District students and staff performed or worked backstage on the recent production of Jesus Christ Superstar: Chris Klassen (substitute teacher), Jordana Kohn (Nicholas Sheran teacher), Dave Mikuljak (Chinook teacher), Jennifer Dosso (substitute teacher), Karly Lewis (Gilbert Paterson teacher), Darian Bagnall (WCHS student), Zachary Bruce (LCI student), Brandon deGorter (LCI student), Kelly Frewin (LCI teacher), Nicole Deys (GS Lakie student), Max Klassen (ICES student), Halle Orr (Agnes Davidson student), Ken Rogers (LCI teacher), Karen Hudson (LCI teacher), Patti deGorter (WCHS teacher), and Courtney deGorter (LCI student).

Winston Churchill High School Skill Development Program is working through a swimming marathon and pursuing healthy lifestyles. For every 10 laps completed, the students get their name added for a monthly prize draw that includes monthly family swim passes and Movie Mill gift cards. Thanks to Educational Assistant, Dianne Mandel, for coordinating this endeavour!

Congratulations to Churchill Career Practitioner Lettie Croskery for coordinating the onsite hosting of this year’s District Post-Secondary Education Fair held on October 12. The popular event offered annually by the Chinook Regional Foundation for Career Transitions attracted approximately 250 students and parents to meet in person with 40 institution representatives from across Canada, as well as the opportunity to attend two ‘virtual’ presentations made by McGill University and the University of Toronto. Assisting Lettie as volunteer hosts were Churchill students Caleb Sciorino, Madison Clermont, Alyk Vander Linden, Trinity Alles, Hailey Mueller, Wade Zhang and Kaitlyn Whillans.

Thank you to the Churchill Class of ’86 for their generous donation to Churchill following their 30 Year reunion this past summer. Proceeds from a cabaret featuring The Chevelles and a silent auction raised over $1200 for the school with funds being allocated to Students in Need, Music, Academic Awards and Learning Commons development. Three of the four members of the Chevelles are Churchill grads.

Respectfully submitted, Cheryl Gilmore
MEMORANDUM

October 25, 2016

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
### 2016-17 DISTRICT PRIORITIES
**REPORT TO THE BOARD**

**PRIORITY ONE**

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

**Literacy/ Numeracy (Karen, Cynthia, Morag)**
- The Literacy Work Plan has provided the framework for making literacy an ongoing priority. Grade One Parent Information Nights have occurred as has ongoing training of teachers with assessing and using data to inform their literacy instruction. Resource requests for grades 1-6 are due to Karen by November 1 so that we can start to purchase the necessary items for teachers to best meet the literacy needs of their students, using the $350,000.00 the Board has allocated for this purpose.
- Initiate conversations with administrators about class/schedule structure and numeracy instruction/practices involving the PAT and Diploma results. Speak with middle schools (7, 8 and transition to 9 discussion).

**Middle School Re-Visioning (Cheryl)**
- Middle School learning symposium October 11: Understanding and engaging the teenage brain. Hosted at the G. S. Lakie Middle School site, presenter Gary Anaka spent the morning with all District middle school staff. The afternoon was spent applying what was learned to strategies at the school level.

**Administrator Mentorship Program (Teresa)**
- The Administrator Mentorship program has met twice this year. First, as an orientation to the program and to get acquainted with their mentors and Education Centre supports. Secondly, to explore the topics of Vision and School Culture with Cheryl Gilmore and Inclusive Learning with Morag Asquith.

**District Professional Learning and District Collaborative Communities (Karen/ Rhonda/ All)**
- Administrator professional learning: Admin retreat was held September 29 and 30th. The learning sessions focused on developing a common understanding of success, innovation and inclusion.
- Collaborative Communities will be created by teachers during the week of October 17th in preparation for the first District-wide Professional Learning Day on November 10th.

**Parent Education (all)**
- Parent session with Gary Anaka: Understanding and Engaging the Teenage Brain held the evening of October 11

**Teacher Induction Support for Quality Teaching (Sharon/ Teresa)**
- The Teacher Induction Program is well underway, having had three sessions already. Each session covers areas of the Teacher Quality Standard document.

**FNMI (Jackie/Morag)**
- “Capturing our power” Literacy Program every Wednesday p.m. at the Public Library for targeted FNMI Learners partnership with Public Library, RCMP, Lethbridge College, and Lethbridge School District
- Identifying FNMI rich resources that learning community will use within our classrooms
- Continue to provide opportunities for FNMI education and information for all (TRC)- professional development day November 10th
## PRIORITY TWO

### Supporting the implementation of initiatives designed to develop innovative thinkers.

#### High School re-design (Cheryl)
- School representatives attended the fall High School Re-design learning sessions in Red Deer October 6.
- This is Winston Churchill's first year under the umbrella of high school re-design.

#### Engagement in provincial curriculum development (Karen)
- Alberta Education is releasing a survey for stakeholders to provide input into future curriculum. The survey opens October 18th and closes November 18th.

#### Build the capacity of teachers and administrators: technology, online learning and digital learning (Rik)
- In August of 2016 Lethbridge School District No. 51 committed to a full time Education Technology Lead Teacher (Jesse Sadlowsk) to work collaboratively with staff and students to support student learning through the seamless integration of technology. This includes partnering with staff in the learning design process to make the best uses of available teaching methods and in the best uses of technology to enhance student learning.
- In the coming months Jesse will be asked to work with the 6 – 12 community to:
  - Coordinate innovative technology-infused projects within schools and classrooms.
  - Build and maintain close working relationships with grades 6-12 school personnel.
  - Act as liaison between Division of Instructional Services and Technology Services.
  - Work directly with, and provide presentations to administrators, teachers, educational assistants and parents.
  - Provide teachers with support and guidance in the use of technologies in their classrooms to increase pathways for students to access curriculum. Knowledge of a variety of assistive technologies would be an asset for this position.
  - Facilitate the use of technology for divisional collaboration
  - Coordinate professional learning and support Collaborative Communities for teachers.

## PRIORITY THREE

### Supporting Student Diversity

#### Wellness for All program (Morag)
- Establish a unified direction for entire DIS department through Wellness lens (Visioning Day with entire DIS Team)

#### Healthy Lifestyles (Morag)
- Facilitate 2 Healthy Schools Forums- World Café process in November to determine three-year priority(ies) for our Healthy Schools Committee for 2017-2020
- Health inspector conversation and school breakfast program structures
- Promotion of positive culture in our schools-communication about diversity / racism (Recent social media - FNMI, Islamic)
### 2016-17 DISTRICT PRIORITIES

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

**OUTCOMES:**
1. Students achieve student learning outcomes with strong foundational skills in literacy and numeracy.
2. Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
3. Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing or the world of work.
4. First Nations, Metis and Inuit (FNMI) student achievement will meet or exceed provincial standards.
5. Teachers are highly skilled in all areas of the Teaching Quality Standard.
6. Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.

**PRIORITY TWO:** Supporting the implementation of initiatives designed to develop innovative thinkers.

**OUTCOMES:**
1. Students demonstrate the attributes of innovation, creativity and critical thinking.
2. Learning is process-based supported by instructional practices that engage students in creative and critical thinking.
3. All learners effectively use technology as creative and critical thinkers capable of understanding digital information and creating knowledge.
4. All learners are responsible digital citizens.
5. A breadth of high quality programs within and outside the classroom foster innovative thinking.
6. The education system demonstrates collaboration and engagement.

**PRIORITY THREE:** Supporting Student Diversity

**OUTCOMES:**
1. Schools are welcoming, caring, respectful and safe learning environments.
2. Schools are inclusive learning environments.
3. Schools are learning environments that promote healthy lifestyles.
4. Students with diverse learning and social needs are supported.
MEMORANDUM

October 25, 2016

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Donations and Support

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

- LCI received a Government of Alberta Ministry of Culture and Tourism Community Initiatives Program grant for $10,900 for the purchase of band instruments. They will combine this grant with the $5,000 grant received from the Community Foundation of Southwestern Alberta and LCI funds to purchase approximately $21,000 worth of band instruments for LCI.

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

Respectfully submitted,

Cheryl Gilmore
MEMORANDUM

October 25, 2016

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Snacks with the Superintendents – November 16, 2016 – Attwell Building

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

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

All the staff of Westminster School have been invited to have Snacks with the Superintendents on Wednesday, November 16, 2016 beginning at 8:00 a.m.

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

Respectfully submitted,
Cheryl Gilmore
MEMORANDUM

October 25, 2016

To: Board of Trustees

From: Cheryl Gilmore
    Superintendent of Schools


Background
Included with this memo is an enrolment summary for District schools, broken down by grade, as of September 30, 2016.

Enrolment in the District continues to increase. Total enrollment for 2016/17 is 10732. This is an increase of 93 students. Total enrolment for 2015/16 is 10639.

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

Respectfully submitted,
Cheryl Gilmore
<table>
<thead>
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| Harbour House                        |             |             |      |      |      |      |      |      |      |      |      |      |       |       |   10       |   10.0     |      |
| Pitawani                             |             |             |      |      |      |      |      |      |      |      |      |      |       |       |   1        |   1.0       |      |
| CAMP                                 |             |             |      |      |      |      |      |      |      |      |      |      |       |       |   17       |   17.0     |      |

<p>| TOTAL STUDENTS / FTE ENROLLED AS OF SEPTEMBER 30, 2016 | 10732 | 10132.0 |</p>
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<td>Take Your Child to Work Day Grade 9 students</td>
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<td>November 7</td>
<td>District School Council 6:30 pm, Education Centre Board Room</td>
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<td>November 8</td>
<td>Breakfast with the Board 7:45 am, Westminster School</td>
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<td>District Professional Learning Day NO SCHOOL for students</td>
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<td>November 11</td>
<td>Remembrance Day – NO SCHOOL</td>
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<td>November 16</td>
<td>Administrators’ Banquet 6:00 pm, Lethbridge Lodge</td>
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<td>November 17</td>
<td>Administrators’ Committee Meeting 1:15 pm, Education Centre Board Room</td>
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<td>November 20-22</td>
<td>Alberta School Boards Association (ASBA) Fall General Meeting</td>
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<td>No Kindergarten – Parent Teacher Interviews</td>
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<td>NO SCHOOL for students in the AFTERNOON Elementary – Parent Teacher Interviews Middle / High – School based Professional Learning</td>
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<td>November 25</td>
<td>NO SCHOOL for students Elementary – Parent Teacher Interviews Middle / High – School based Professional Learning</td>
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<td>November 29</td>
<td>Board Meeting 3:30 pm Education Centre Board Room</td>
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MEMORANDUM

October 25, 2016

To: Board of Trustees

From: Keith Fowler, Trustee

RE: District School Council – October 3, 2016

This was one of the best attended DSC meetings in a long time, very happy to see so many parents out.

After introductions the elections for executive and committee reps were conducted with the following results. NOTE: There was more than one candidate for the chair and vice-chair positions and elections were required. There was also a motion to have one school one vote but it was decided that one vote per person in attendance would be the method. (Note: There is nothing in the guidelines for this but this has been the practise for as long as I've been going to these meetings)

- Chair - Allison Pike
- Vice Chair – Brooke Culley
- Recording secretary – shared by Lyvia and Joy
- Policy Advisory Committee – Joy and Laura
- Healthy Schools Committee – Janene and Laura
- SAPDC – Hollie and Amanda
- Community Engagement Committee – Pauline, Hollie, Shelly, and Carlye

There has been one meeting of a subcommittee to investigate topics for possible resolutions to the AGM of the Alberta School Council Association, some of the topics being considered are Ratio of bathrooms to students, advocacy for Mental Health, Knowledge and Employability curriculum, Inclusion and Special Ed, Truth and Reconciliation commission recommendations (interested to see how education can support this), Speech Therapist and research that could be shared with school jurisdictions to guide practice.

There was a discussion about the proposal submitted by the Lethbridge Muslim Association for an Islamic Alternative Program with a potential site part of the south wing of Wilson Middle School (designated for a health centre at the time the modernization was approved).

Cheryl informed the group of the Alberta Excellence in Teaching Awards, there was some experience from members in attendance that gave their perspective. Also gave an update on the provincial curriculum development, funding for mental health (making connections), there was a discussion around the school council membership list, a concern was raised that a parent
was bringing home a bundle of names and e-mail addresses to enter into the e-mail program for the school council contact list and they were concerned about having that information however this is what parents have checked off on the forms otherwise they would not get the information. Cheryl indicated that to have staff do this data entry would be too time consuming and it would not get a high priority with the daily activities of the school taking precedence. There were some suggestions for topics for presentations this year which the group was going to do a survey on which topics to prioritize or present others that weren’t listed. Brooke also suggested that the group look into planning a public forum for the trustee election next year that was well received by the group.

Seems like a very engaged group this year.

Respectfully submitted,
Keith Fowler
MEMORANDUM

October 25, 2016

To: Board of Trustees

From: Mich Forster, Trustee

RE: Superintendent Evaluation Committee - October 3, 2016

In attendance: Lola Major, Don Lacey and Mich Forster

At the meeting the committee

• reviewed the timeline for the Superintendent Evaluation Survey, which will be administered in January, 2017. The survey will go out electronically to two groups, the Trustees, and the school principals/Admin Centre leadership group, as was the procedure when the last summative evaluation was done in 2014. The survey will go out on January 9 and will be returned by the end of January. Data will then be collated by the end of February and a draft of the report will be done by the committee by the end of March. The final report and recommendations will be presented to the Board at the April Board Meeting.

• went over the drafts of the surveys that will go to each group. The two surveys are virtually identical, with only the headers differing. The surveys were approved and LeeAnne Tedder will now work with Rik Jesse and the tech people to prepare for their online delivery and return.

Submitted by Mich Forster, Committee Chair
MEMORANDUM

October 25, 2016

To: Board of Trustees

From: Jan Foster, Trustee

RE: Community Engagement Committee – October 6, 2016

The committee met on October 6, 2016 to discuss details of the Scholarship Breakfast.

The following has been decided:

- The date will be Tuesday, February 14, 2017 from 7:00 AM to 8:30 AM.
- The location is the Coast Hotel Ballroom
- Keynote speaker is Vik Maraj from Edmonton, an internationally renowned speaker who will speak on Innovation.
- All 4 high schools are invited to have a display highlighting their school, particularly in the area of innovation. Each school is also being asked to have 2-3 students present as greeters with an opportunity of promoting their school.
- Chinook High School Robotics has been invited to provide a display.
- The LCI Jazz Band will entertain at start of the morning.
- The Promotion sub-committee is responsible for the promotion of the event with the purpose of attracting partnerships within the business community.
- The Scholarship sub-committee is responsible for developing the description and criteria for the scholarship applications as well as developing a short list of applicants to present to the award committee.
- The Speaker sub-committee is responsible for choosing and making arrangements with the keynote speaker.
- The Event sub-committee is responsible for the entertainment, decorations, facility, meals and student participation.

The next meeting is set for Thursday, October 27, 2016.

Respectfully submitted,

Jan Foster, Committee Chair
MEMORANDUM

October 25, 2016

To: Board of Trustees

From: Lola Major, Trustee

RE: Policy Advisory Committee – October 12, 2016

Lola Major will provide an oral report.
MEMORANDUM

October 25, 2016

To: Board of Trustees

From: Jan Foster and Lola Major, Trustees

RE: District Student Advisory Council – October 18, 2016

After welcome and introductions by Teresa Loewen, Ard Biesheuvel and students from Chinook High School led an ice-breaking activity.

The students were introduced to the new District vision statement, “Learners are innovative thinkers who are successful, respectful and caring.” Jeff Hirsche led a group brainstorming activity asking, “What is an Innovative Thinker?” Doing several different activities, students were asked to come up with plans using innovative methods. Leanne Sanderson then led the group in an activity to define success. What does it mean to be successful at school?

After a short health break, Ard Biesheuvel led the group in a discussion of what changes they would like to see in the District and how much difference they can make by speaking out.

Teresa Loewen concluded by thanking those present and encouraged students to think about putting their names forward to attend the Town Hall Meeting in February.

Respectfully submitted,

Jan Foster
Lola Major