1. Approval of Agenda

2. Approval of Minutes
   If there are no errors or omissions in the minutes of the Regular Meeting of January 23, 2018 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 Edwin Parr Nomination Enclosure 4.1
   4.2 Fleetwood Bawden Nutrition Enclosure 4.2
   4.3 One District, One Book Enclosure 4.3

5. Action Items
   5.1 Approval of International Trips Enclosure 5.1
   5.2 Policy Review:
      504.9 Response to Crisis or Emergency Situations
      609.3 Placement, Promotion, and Retention
      700.6 Workplace Health and Safety – Emergency Response Planning
      902.3 Audio Video

6. District Highlights

7. Information Items
   7.1 Board Chair Report
      7.1.1 Breakfast with the Board
           March 6, 2018 – Winston Churchill Enclosure 7.1.1
   7.2 Associate Superintendent Reports
      7.2.1 Business Affairs Enclosure 7.2.1
      7.2.2 Human Resources Enclosure 7.2.2
      Enrolment Summary, January 31, 2018
7.2.3 Instructional Services

5:00 p.m.  7.3 Superintendent Report
7.3.1 Board Priorities Report
7.3.2 Acknowledgements of Excellence
7.3.3 Snacks with the Superintendents
March 7, 2018 – Westminster
7.3.4 Calendar of Events
7.3.5 Registration processes – EEP

8. Reports
5:20 p.m.  8.1 District Wellness Committee – January 22, 218
8.2 Community and Social Development Committee – January 26, 2018
8.3 FNMI Advisory Committee – February 1, 2018
8.4 Policy Advisory Committee – February 14, 2018

9. Correspondence - Received
5:30 p.m.  9.1 Opportunity Knocks – Chamber of Commerce

10. Correspondence - Sent
5:35 p.m.  None at this time.

5:35 p.m.  Adjournment

IN ATTENDANCE:

Trustees: Clark Bosch; Tyler Demers; Jan Foster; Donna Hunt; Doug James; Christine Light; Lola Major

Administrators: Cheryl Gilmore; Morag Asquith; Rik Jesse; Christine Lee; LeeAnne Tedder (Recorder)

The Chair called the meeting to order at 3:51 p.m.

1. Approval of Agenda
   Addition to the agenda:
   8.7 ATA Local meeting Report from Tyler Demers.

   Trustee Tyler Demers 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 of December 19, 2017 be approved and signed by the Chair.”
   CARRIED UNANIMOUSLY

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

4. Presentations
   4.1 New Westside Middle School Progress Report
   Principal Bill Bartlett provided an update on the progress of the new Westside Middle School. Partial occupancy expected by June 1, 2018.

   4.2 Technology: Evergreening, Trends & Challenges
   Technology Director, Jesse Sadlowski, provided an overview of evergreening, trends and challenges for technology. The Innovators Corner on the website was shared with Trustees.

5. Action Items
   5.1 Approval of International Trips
   Leanne Sanderson, Laura Murphy-Burke, Tiffany Kiist, and Rebecca Adamson shared details and responded to questions from the Board regarding the LCI request to travel to Italy in April of 2019.

   Trustee Donna Hunt moved:
   “that the approve the LCI tour of Italy in April of 2019, on the condition that
   
   Approval of Agenda
   Approval of Minutes
   Business Arising from the Minutes
   Presentations
   Action Items

   Approval of International Trip – LCI
all district policies and procedures are strictly followed.”

CARRIED UNANIMOUSLY

Public Forum

5.2 School Name Change
Nicholas Sheran Community School has requested a name change to reflect their student population. The new school name requested would be École Nicholas Sheran School. Principal Deborah Constable and vice-principal Kathy Mundell responded to questions from the Board.

Trustee Jan Foster moved:
“that the Board accept the school name change to École Nicholas Sheran School and notify Alberta Education of the change effective the 2018-19 school year.”

CARRIED UNANIMOUSLY

5.3 First Quarter Financial Report
The 2017/18 First Quarter Financial Report for the District was reviewed. Director of Finance, Mark DeBoer, responded to questions from the Board.

Trustee Donna Hunt moved:
“that the Board receive the 2017/18 First Quarter Financial Report as presented.”

CARRIED UNANIMOUSLY

6. District Highlights
- Doug James enjoyed the programs going on at schools and felt positive about the implementation of the Chamber program, CLIPS, targeting innovative projects in elementary schools.
- Clark Bosch enjoyed Breakfast with the Board at Agnes Davidson.
- Christine Light attended ICS advent chapels and LCI Anne of Green Gables.
- Christine Light - Chinook Blackfoot class / Tea and Berry soup.

7. Information Items
7.1 Board Chair Report
7.1.1 Breakfast with the Board – February 7, 2018 – General Stewart
All staff at General Stewart will be invited to attend Breakfast with the Board on Wednesday, February 7, 2018 at 7:45 a.m. followed by a tour of the school by Principal Dieter Witzke.

7.2 Associate Superintendent Reports
7.2.1 Business Affairs
Associate Superintendent Christine Lee provided a Business Affairs report. Amendment to report – ICE Scholarship Breakfast is sold out.

7.2.2 Human Resources
Associate Superintendent Rik Jesse provided a Human Resources report including an enrolment summary.

7.2.3 **Instructional Services**
Associate Superintendent Morag Asquith provided an Instructional Services report.

7.3 **Superintendent Reports**

7.3.1 **Board Priorities Report**
Superintendent Cheryl Gilmore provided the Board with a report and shared highlights on the progress in Board priority areas. Purpose of the report is to keep Board members apprised of the actions that have been implemented targeting strategic priorities between board meetings.

7.3.2 **Acknowledgements of Excellence**
Student and staff acknowledgements of excellence were shared with the Board. Board members were encouraged to congratulate the staff and students listed when visiting schools.

7.3.3 **Snacks with the Superintendents – February 13, 2018 – Fleetwood Bawden**
All staff of Fleetwood Bawden will be invited to have Snacks with the Superintendents on Tuesday, February 13, 2018 beginning at 10:30 a.m.

7.3.4 **Donations and Support**
Victoria Park High School students received gifts (laptops, etc.) from Daytona Homes on Daytona Cares Day.

Lethbridge Oldtimers Sports Association donated $1,000 to each city high school for their athletic programs.

7.2.8 **Calendar of Events**
The Calendar of Events was reviewed for the period January 30 to February 27, 2018.

8. **Reports**

8.1 **Poverty Intervention Committee – December 11, 2017**
Trustee Christine Light provided a written report from the Poverty Intervention Committee meeting held December 11, 2017.

8.2 **Policy Advisory Committee – January 10, 2018**
Trustee Lola Major provided a written report from the Policy Advisory Committee meeting held January 10, 2018.

8.3 A.S.B.A. Zone 6 General Meeting – January 10, 2018
Trustee Donna Hunt provided a written report from the A.S.B.A. Zone 6 General Meeting held January 10, 2018.

8.4 District School Council – January 15, 2018
Trustee Doug James provided a written report from the District School Council meeting held January 15, 2018.

8.5 Community Engagement Committee – January 15, 2018
Trustee Christine Light provided a written report from the Community Engagement Committee meeting held January 15, 2018.

8.6 Joint City of Lethbridge / School Boards – January 17, 2018
Vice Chair Jan Foster provided a written report from the Joint City of Lethbridge / School Boards meeting held January 17, 2018.

8.7 ATA Local Council – January 17, 2018
Trustee Tyler Demers provided an verbal report from the ATA Local Council meeting held January 17, 2018.

9 Correspondence – Received:
9.1 Ever Active Schools invitation.

10 Correspondence – Sent – none.

The meeting adjourned at 5:35 p.m.

_____________________________      _______________________________
Clark Bosch,                                  Christine Lee,
Chair                                       Associate Superintendent Business Affairs
MEMORANDUM

February 27, 2018

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Edwin Parr Nomination

Background
On an annual basis, each school jurisdiction is invited to submit the name of one first year teacher as its nomination for the Edwin Parr Award, which is sponsored by the Alberta School Boards Association. Nominees from Zone 6 jurisdictions will be recognized at the May 9, 2018 Zone 6 ASBA meeting in Taber. One nominee from the zone will then be selected as the zone nominee for the Fall General Meeting of the ASBA.

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

The Lethbridge School District No. 51 nominee for the 2018 Edwin Parr Award Sarah Williamson, who teaches at G.S. Lakie Middle School.

Some highlights from Sarah are as follows:

My name is Sarah Williamson and I am beyond excited to be kicking off my teaching career as a Gator! I am very fortunate to be teaching a wide range of subjects and students over the course of this year. I am on the Grade 7 team as an advisor, science and literacy teacher. In addition I teach a range of additional courses that allow me to connect with students at the Grade 6 and 8 level as well. These include; physical education, strength and conditioning, leadership and sports enrichment. It is a pleasure to be a part of such a lively community here at Lakie.

I am also coaching the Rep Girls Basketball and Badminton teams this year. Physical activity and living a healthy balanced lifestyle has been a passion of mine for many years. It is a privilege to get to share my experience and enthusiasm for athletics with such talented young athletes. When I am not at the school or involved with a school related event you could find me enjoying the outdoors, painting or spending quality time with family and friends.
Sarah, accompanied by G.S. Lakie Middle School principal Sharon Mezei will attend the Board Meeting. Sharon will provide a brief summary highlighting Sarah’s accomplishments in her first year of teaching.

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

Respectfully submitted,
Cheryl Gilmore
MEMORANDUM

February 27, 2018

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Fleetwood Bawden Nutrition

Background
Alberta Education allocated funds to School Districts to support Nutrition Programs for the 17/18 school year. Lethbridge School District received $141,000. The parameters of the funds required the District to support one K-6 school for the provision of a universal meal to all students in the school. The District was allowed to allocate the remaining funds to other schools to support breakfast or lunch programming. Schools submitted surveys that identified needs (current support and demographic need). Fleetwood Bawden was selected for the universal meal program for this year.

Principal Craig DeLong and Vice-principal Lenee Fyfe will give a presentation regarding the progress that has been made at Fleetwood Bawden Elementary School with the universal meal program implemented this year.

Recommendation:
It is recommended the Board receive the presentation as information and take the opportunity to have Fleetwood Bawden administration share their experience with the delivery of the Nutrition Program so far this year.

Respectfully submitted,
Cheryl Gilmore
MEMORANDUM

February 27, 2018

To: Board of Trustees

From: Cheryl Gilmore
      Superintendent of Schools

RE: One District, One Book

Background
A number of schools in Lethbridge School District No. 51 have participated in a literacy initiative called “One School, One Book” over the course of a number of years. A grassroots concept framed by a group of staff from different levels (elementary, middle and high school), “One District, One Book” would see an entire School District community engaged in exploring one book. If the initiative moves forward, Lethbridge School District would be the first Canadian school district to organize the initiative at this level.

Morgan Day, Catherine Thorsen, Michelle Dimnik, and Ruth McMahon presented the concept to the school administrators and elicited full support for the concept. The group is now excited to present the concept to the Board with the goal of garnering support for the initiative at the Board level.

Recommendation
It is recommended that the Board receive the presentation as information. Discussion regarding Board support for the initiative may occur at a different time when the Board has had opportunity for seeking any further information and discussing the concept fully.

Respectfully submitted,
Cheryl Gilmore
MEMORANDUM

February 27, 2018

To: Board of Trustees

From: Morag Asquith,
      Associate Superintendent, Division of Instructional Services

Re: Approval of International Trips

Background
Chinook High School (CHS) is requesting approval to take a group of students on a tour of Japan in April of 2019. The trip would be organized through EF Tours, known worldwide as the most dependable student travel company. Information regarding the educational benefits of the trip and the proposed itinerary are attached. The estimated cost per student is $4,474.00. Fundraising opportunities will be available to students to offset the cost of the trip.

CHS is also requesting approval to take a group of students on a Grecian Odyssey Tour in the Spring of 2019. This trip would also be organized through EF Tours, known worldwide as the most dependable student travel company. Information regarding the educational benefits of the trip and the proposed itinerary are attached. The estimated cost per student is $4,110.00. Fundraising opportunities will be available to students to offset the cost of the trip.

Recommendation
That the CHS tour of Japan and the tour of Greece in the spring of 2019 be approved, on the condition that all district policies and procedures are strictly followed.

Respectfully submitted,
Morag Asquith
Chinook High School International Travel Application

Proposed Destination: Japan – specifically Tokyo, Kyoto, Osaka, Kanazawa and Takayama

Dates of Trip: Proposed departure date in Thursday, April 18, 2019 returning on Saturday, April 27, 2019. We anticipate that students will not miss any school.

Tour Provider: The tour would be arranged through EF Tours Canada. All accommodations, travel, food and guides are provided.

Approximate Cost of the Trip:

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
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<tbody>
<tr>
<td>$4245</td>
<td>Program cost / student</td>
</tr>
<tr>
<td>$ 80</td>
<td>Weekend Travel Supplement</td>
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<tr>
<td>$ 99</td>
<td>Osaka City Experience – Optional Evening River Cruise</td>
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<td>Roundtrip Transportation Calgary Airport</td>
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<td>$ 375</td>
<td>Basic Cost</td>
</tr>
<tr>
<td>$ 474</td>
<td>Including Osaka Experience</td>
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</tbody>
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The following fundraising opportunities would be available to the group:

- Sobeys, Safeway and Superstore gift cards can be purchased through Chinook. Approximately 5% commission that is reimbursed to the student.

- Alternative fundraising venture may be taken on by students determined by the students.

Educational Benefits

Students who travel internationally gain an increased sense of globalization and a greater intercultural knowledge and understanding. Students who are presented with unique cultural experiences often fair far better in future employment and service as they are exposed to thinking critically and learning to react and problem solve quickly. Educational travel presents opportunities for growth around every corner, as students navigate their way through unexpected obstacles such as adapting to culture shock. Every new experience, even learning how to order a dinner in Japanese or learning the proper way to eat with chopsticks, is an opportunity to expand their mind.

Proposed Itinerary

Day 1: Fly overnight to Japan

Day 2: Osaka – Tour Osaka’s Dotonbori area get the first taste of Japanese cuisine and perhaps take an evening river cruise along the Tonbori River through the heart of Osaka.
Day 3: Kyoto – Travel to Kyoto, a city that conjures up images of sunlit walks around tiered pagodas and quiet lakes lined with cherry blossom trees. – Take an expertly guided tour of Kyoto. As the national capital for over a millennium, Kyoto offers a unique glimpse into the history of Imperial Japan. – Visit the tranquil Golden Pavilion, a Zen Buddhist temple painted in delicate gold leaf. – Visit Kiyomizu Temple, a Buddhist temple and UNESCO World Heritage Site. Visit Fushimi Inari Shrine, located near the base of the Inari mountain.

Day 4: Kyoto – Learn about the history of animation and manga in Japan at the International Manga Museum. – Enjoy free time to explore Kyoto. – Enjoy an evening reflection on the banks of the Kamo River.

Day 5: Takayama – Travel to the small mountain town of Takayama. – Enjoy free time for lunch. – Take a deep breath and relax during a guided Zen meditation experience.

Day 5: Takayama | Shirakawa-go | Kanazawa – Visit the Takayama morning market, a market that has occurred every day for centuries. – Travel to Kanazawa. – Learn about Samurai-style mountain architecture at the Minkaen Outdoor Museum.

Day 7: Kanazawa – Visit Kanazawa Castle for a look at feudal Japanese life and architecture. – Learn the six qualities of the perfect landscape garden at Kenroku-en Garden. – Discover how gold-leaf is created, then make your own gold-leaf chopsticks to take home.

Day 8: Tokyo – Travel to Tokyo via bullet train. – Visit the Imperial Palace Plaza with your Tour Director. – Tour Harajuku Fashion Street and Meiji Shrine with your Tour Director. – Time to see more of Tokyo or enjoy an evening of karaoke.


Day 10: Depart for home
Dear members of the Lethbridge School District #51 Board,

My name is Kevin Schenk, and I teach Science and Social Studies at Chinook High School. I am hoping to take a group of students on a trip to Greece over spring break 2019. The educational benefits of this trip would be huge! I would frame the trip as a “classical era” history tour, and would be approaching it from a Social Studies & English perspective. The majority of the stops on the tour would be historical and cultural sites, including the Acropolis Museum and the Temple of Athena in Athens, the Corinth Canal and Temple of Poseidon, Argolida, the theatre of Epidaurus, the original site of the Olympics in Olympia, the temple of Apollo and the Oracle of Delphi, and culminating with a tour of the Greek Islands of Mykonos, Samos, Patmos, Crete, and Santorini.

The specific proposed itinerary for the trip is attached, though the dates on the attached itinerary are preliminary and are incorrect. We would take a bus to the Calgary airport on the morning of Friday, April 19, 2019, and return by bus from the Calgary airport to Chinook on Monday, April 29th, 2019.

I really believe that the classical era, and Greek history in particular, are critically important in understanding the development of human civilization, including democracy, philosophy, theatre, literature, mythology, architecture, and so much more. A hands-on, in-person opportunity such as this tour would be a once-in-a-lifetime experience for people interested in culture or history.

Prior to the trip, I would do a series of “Greek history” flex-hour workshops with the tour participants to give them some context for the people, places, and things we would be seeing. Students would be expected to demonstrate that they’ve completed the required reading/research prior to embarking on the tour.

The trip would be organized through EF Tours, known worldwide as the most dependable student travel company. The approximate cost of the tour (based on number of participants) is $4,110/student, including flights, ground travel expenses, entrance fees, nine overnight hotel stays, daily breakfast and dinner, and a dedicated tour director; not included in the price are spending money, travel insurance, or baggage handling fees. In order to offset the cost, students at Chinook would have the ability to sell grocery coupons from local retailers as a means of raising funds. There would be one chaperone for every six student travellers; our aim would be to recruit between 24-30 students, and therefore bring 4-5 chaperones. I personally have experience chaperoning both national and international tours, including a California tour involving over 100 students, and would ensure that the other chaperones are individuals with similar or greater experience than myself.

Thank you very much for your consideration of this incredible opportunity!

Kevin Schenk
Social Studies, Science, and Psychology Teacher
Chinook High School
ADVENTURE IN GREECE

Designed by Kevin Schenk | 8 days | Thursday 28 March - Thursday 4 April 2019
ADVENTURE IN GREECE

Included on tour

Round-trip flights on major carriers; full-time Tour Director; weShare, EF’s personalized learning experience; hotels with private bathrooms; breakfast and dinner daily.

Sightseeing: Athens; Cape Sounion; Epidaurus; Mycenae; Olympia; Delphi.

Entrances: Acropolis Museum; Temple of Poseidon; Epidaurus Historic Site; Mycenae; Pottery Workshop; Olympia Site and Museum; Delphi Historic Site; Delphi Museum; Museum of Archimedes.

Optional Excursions:
Greek Evening $89 (pre-tour)

Optional excursion prices are based on 20 paying participants and may be purchased until 50 days prior to departure or on tour at an increased price. The prices of optional excursions are subject to change.

Overnight stays:
Athens (2)
Tolo (1)
Olympia (1)
Delphi (1)
Athens (1)
Greek Island Cruise (3)

Not Included on tour
Optional excursions; Insurance coverage; Beverages and lunches; Transportation to free-time activities; Customary gratuities (for your Tour Director, bus driver and local guide); Portarage; Adult supplement (if applicable); Weekend supplement; Any applicable baggage-handing fee imposed by the airlines (see eftours.ca/baggage for details); Expenses caused by airline rescheduling, cancellations or delays caused by the airlines, bad weather or events beyond EF’s control; Passports, visa and reciprocity fees.

Sign up today eftours.ca/enroll
Your itinerary

Day 1: Board your overnight flight to Athens!

Day 2: Athens

Arrive in Athens
Nestled among mountains on the Attic plain, Athens is the Cradle of Democracy and birthplace of Western civilization. A modern city with a strong connection to its ancient history, Athens has been a center of culture, politics, and history for thousands of years. The great philosopher Socrates lived here, offering to fellow Athenians his views on virtue and knowledge.

Walking tour of Athens
Our walking tour takes you through the endearing Plaka district, home to some of the city’s finest tavernas as well as a plethora of shops all vying for your attention. Stroll past Hadrian’s Arch and the Temple of Olympian Zeus, built to honor the most powerful of all Greek gods.

Overnight in Athens

Day 3: Athens

Guided sightseeing of Athens
An expert local guide introduces you to the antiquities of Athens. Climb the Acropolis to view the majestic Parthenon, perhaps the world’s greatest architectural feat. See the Temple of Athena Nike, which once housed a gold statue of the goddess (her wings were clipped to keep her from ever deserting the city). Athens is named after Athena, the goddess of war and wisdom. After seeing the Presidential Guard in their traditional costumes, pass the stadium, where the first modern Olympics were held in 1896, as well as lively Omonia and Syntagma Squares.

Visit the Acropolis Museum
Visit this archaeological museum that houses nearly 4,000 artifacts from the acropolis and surrounding site. This museum opened in 2009 and is built on the southeastern slope that was once the route of the ancient road that led up to the “sacred rock”.

Overnight in Athens

Day 4: Athens | Corinth | Argolida

Transfer via the Corinth Canal
Journey by way of the Corinth Canal (Oedipus spent his childhood in Corinth) en route to Athens. The views of the adjacent mountains reflected in the water are some of the most impressive in Greece.

Guided sightseeing in Cape Sounion
Journey to Cape Sounion and visit the Temple of Poseidon overlooking the Aegean Sea. The temple’s great Doric columns were a welcoming sight for sailors in ancient times, signifying the imminent arrival at nearby Athens.

Visit the Temple of Poseidon at Cape Sounion
At the southern tip of the Attic Peninsula, view one of the most imposing sights in the ancient world. High above the sparkling Aegean, the 5th century B.C. Temple of Poseidon, one of Greece’s most evocative ruins, dominates the landscape. Sixteen elegant Doric pillars remain, and from this lofty cliffside location, you can see five Aegean islands on a clear day.

Transfer to Argolida
Continue to Argolida. Home to Greece’s first capital, the peninsula is dotted with orange and olive groves. Together with the Isthmus of Corinth, Argolida forms the Saronic Gulf, known for its sailing and charters due to its proximity to Athens.

Overnight in Tolo

Day 5: Argolida | Epidaurus | Mycenae | Olympia

Transfer to Epidaurus
Visit the ancient site of Epidaurus, famous for its open-air theater, dating from the 4th century AD. The best-preserved theater in all of Greece, its acoustics are world-renowned—a person whispering in the round orchestra can be heard from the top row of seats. Test the practice during your visit here today.

Guided sightseeing of Epidaurus and Mycenae
Visit the ancient site of Epidaurus, famous for its open-air theater, dating from the 4th century BC. The best-preserved theater in all of Greece, its acoustics are world-renowned— a person whispering in the round orchestra can be heard from the top row of seats. Test the practice during your visit here today. Continue on to Mycenae where excavations began in 1874 under the leadership of German archaeologist Heinrich Schliemann. The site is perched on a hilltop, overlooking valleys, mountains and the sea, and in ancient times “golden Mycenae” was one of Greece’s greatest cities. According to Homer’s epic, it was in Mycenae that Agamemnon began his legendary campaign against Troy.

Visit to Mycenae Site
Excavations of Mycenae began in 1874 under the leadership of German archaeologist Heinrich Schliemann. The site is perched on a hilltop, overlooking valleys, mountains and the sea, and in ancient times “golden Mycenae” was one of Greece’s greatest cities. According to Homer’s epic, it was in Mycenae that Agamemnon began his legendary campaign against Troy.

Participate in a Pottery Workshop in Mycenae
After your visit to Mycenae, travel a few kilometers outside the city to the a Pottery workshop. Here, a master craftsman will explain how to make the traditional Greek Clay pots, called Amforeas, and will then give you a chance to make your own! If you’d like to have the craftsman bake and finish your creation, you can arrange to have it shipped backed home for a small cost.

Overnight in Olympia

Day 6: Olympia | Delphi

Transfer to Olympia

Guided Sightseeing of Olympia
Visit Olympia, site of the first Olympic Games almost 2,800 years ago. According to legend, Hercules proposed the idea of the Olympics, which were intended as a means of honoring Zeus. Back then the games were held every four years—a tradition that the modern-day Olympics upheld until 1994, when the summer and winter games were first split into different years.

Visit the Olympia Site and Museum
The museum houses some very impressive artifacts in its collection including sculptured ornaments for the Temple of Zeus, Hermes of Praxiteles, and Nike of Paionios. The museum reopened in 2004 after extensive renovations by architect Patroklos Karadinos and is now a main attraction in Olympia.
Transfer to Delphi
On the slopes of Mount Parnassus lies Delphi, home of the mystical Oracle. For centuries, ancient Greeks would communicate with the gods here, seeking advice and answers at this magical site where the heavens and the earth were said to meet. Delphi was considered not only the center of worship for the god Apollo, but also the center of the world.

Overnight in Delphi

Day 7: Delphi | Athens

Guided sightseeing of Delphi
As you tour Delphi, ponder the mysteries of what lies in your future, as did Greece’s ancient military leaders, who left gifts for the Oracle in hopes of good fortune in battle. Then visit the Temple of Apollo where, according to legend, the gods communicated with mortals. Your visit concludes with a stop at the Delphi Museum, whose collection boasts many artifacts dating back to 550 B.C., reminiscent of the mythical past of ancient Greece.

Transfer to Athens
Nestled among mountains on the Attic plain, Athens is the Cradle of Democracy and birthplace of Western civilization. A modern city with a strong connection to its ancient history, Athens has been a center of culture, politics, and history for thousands of years. The great philosopher Socrates lived here, offering to fellow Athenians his views on virtue and knowledge.

Optional: Greek Evening ($89 pre-tour)
Tonight, opt to experience Greece’s unique and colorful culture during an evening of traditional entertainment and cuisine. Enjoy an authentic meal composed of typical dishes at a specially selected taverna in or near the famous old Plaka district of Athens. Watch an enthralling belly-dance performance, and witness the fancy footwork and twirling bravado of traditional Greek dancing while musicians perform on bouzoukis, stringed instruments unique to Greece. Musical instruments, which date from the Bronze Age in Greece, have long played a central role in Greek tradition, as have regional dances. Experience firsthand this thrilling element of Greek culture!

Overnight in Athens

Days 8-11: Board your 3-night Greek Island Cruise!
Visit Mykonos, Samos, Patmos, Crete and Santorini.

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

Itinerary is subject to change.

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

ENROLL BY PHONE
1-800-263-2806

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80 Bloor Street West, 16th Floor
Toronto, ON M5S 2V1

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- We always offer the lowest prices guaranteed so more students can travel.
- All of our educational tours feature experiential learning activities and visits to the best sites.
- We’re completely committed to your safety. We have 500 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- Your full-time Tour Director is with your group every step of the way on tour, providing insight about your destinations as well as great local tips.

“My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan, and knowledgeable tour guides.”

–CHARLOTTE, PARENT
MEMORANDUM

February 27, 2018

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 sections which were held over from previous years.
- Approve new policies in the 100 and 200 sections to ensure they reflect the new vision and mission statements as well as the 300 sections if the Principal Leadership Quality Standard and the Superintendent Quality Standard Documents are finalized by Alberta Education.
- Assist in the orientation of new members to the policy development process.

Superintendent Cheryl Gilmore will 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>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>504.9</td>
<td>Response to Crisis or Emergency Situations</td>
<td>Amended</td>
</tr>
<tr>
<td>609.3</td>
<td>Placement, Promotion, and Retention</td>
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<td>700.6</td>
<td>Workplace Health and Safety – Emergency Response Planning</td>
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<tr>
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Respectfully submitted,
Cheryl Gilmore
504.9  **Response to Crisis or Emergency Situations**

**Policy**

Teachers and principals have an obligation under the *School Act* to maintain order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in school sponsored/authorized activities. The Board believes that this obligation extends to all employees.

The *School Act* prohibits individuals from disturbing or interrupting the proceedings of a school and its related meetings, as well as loitering and trespassing in a school building or on property owned by a board.

The Criminal Code of Canada indicates that “…uttering, conveying, or causing any person to receive a threat . . . to cause death or bodily harm to any person… (or) to burn, destroy, or damage real or personal property…” is an offence. In this respect, an assault is committed when a person “…attempts or threatens, by an act or a gesture, to apply force to another person, if he has, or causes that other person to believe on reasonable grounds that he has present ability to effect his purpose…”.

The Board is committed to preventing acts of violence in our schools. It is the intention of the Board to assess the risk of all threats made against students, employees and property and implement appropriate interventions. For the purposes of this policy, a threat is an expression of intent to do harm, or act out violently against oneself, someone, or something – whether in spoken, written or symbolic form. **Such threats may be direct, indirect, conditional, or veiled.**

The Board believes that schools should be well prepared for crisis or emergency situations that may endanger the health and well-being of students and employees. The Board expects that each school shall have crisis and emergency procedures in place and shall have employees trained in their application in a crisis or emergency situation. The Board also expects that in the event of a crisis or emergency situation, emergency procedures shall be followed as closely as possible given the unique features of each incident.
**Response to Crisis or Emergency Situations, cont’d**

**Regulations**

**Students:**
1. All students are expected to abide by the District and School Student Codes of Conduct, established by the School Act and School Board or local school policy.
2. All threats against District students, employees or property that are made by students shall be assessed for risk, and appropriate action taken.

**Parents/Visitors:**
3. Adults visiting District schools should understand the importance of modelling appropriate behavior for students. Guests should also respect the school’s primary task of delivering the most effective instruction possible for all students.
4. Any visitor who makes threats against District students, employees or property shall be required to leave District properties immediately and the local police services may be requested to lay charges. Additionally, the VTRA Protocol may be activated.

**Employees:**
5. All employees at District and school levels are expected to work together to achieve a safe and caring, welcoming, caring, respectful, and safe learning and work environment.
6. Any threats made by or against District employees shall not be tolerated. All complaints/concerns in this regard shall be acted upon, with the appropriate police/legal services and/or professional organizations involved as necessary. Additionally, the VTRA Protocol may be activated.

**Threat/Risk Violence Threat Risk Assessment (VTRA):**
7. It is the duty of any student or employee who becomes aware of a threat against District students, employees or property to notify the school principal.
8. Where the principal has reason to believe, and/or believes, that such a threat has been made, the principal shall confer with the VTRA lead, and call a meeting of the Threat/Risk Assessment Team if deemed appropriate.
9. The Threat Assessment Team shall adhere to the Southwest Regional Collaborative Service Delivery VTRA Protocol District Terms of Reference for the Threat/Risk Assessment Team.
504.9  Response to Crisis Situations, cont’d

Crisis Response:

2. The District shall develop crisis response procedures that all District sites shall abide by the District Crisis Response Manual which:
   2.1. clearly defines the roles and responsibilities of employees during a crisis or emergency; and
   2.2. are shared with employees, practiced, and posted in each administrative and instructional area for ready reference.

3. District crisis response in the case of armed intruders shall be developed in consultation with the Lethbridge Police Service and other city school jurisdictions.

4. The District shall develop procedures for a school lockdown process. Such a process shall define how students can be placed in a safe location as quickly as possible.
   4.1. Each school shall train employees in the lockdown process.
   4.2. Each school shall practice lockdown procedures at least once a year, and it shall occur in the first semester.

5. The District shall have a communication protocol in place for use during a crisis. Included in this process will be a command centre and notification procedures.

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

References

Alberta School Act:  13, 15, 27, 44
Other Statutes:  Criminal Code of Canada (264.1), (265.1)
District Policies:  502.1 Welcoming, Caring, Respectful and Safe Learning Environments; 502.1 Appendix A Student Code of Conduct, 503.5 Student Activities, 607.1 Field Trips, Off-Campus Activities and Student Travel, 700.6 Emergency Response Planning
Other:  District Crisis Response Manual
609.3 Placement, Promotion and Retention

Policy

Student placement, promotion, and retention decisions shall be made in the best educational interests of the student, in a fair and just manner.

Regulations

1. Promotion shall be based on performance as measured against established standards.
   1.1. Achievement of the minimum acceptable standard shall normally be required to gain promotion to the next grade or course.
   1.2.1.1 Placement, promotion and retention decisions shall be communicated in writing and recorded in the Student Record.

2.1. For students in grades 1-9, decisions related to student placement, promotion, and retention shall rest with the Principal following consultation with the student's teacher(s) and parent(s)/guardian(s).
   2.1.1.1 Promotion and retention shall be on a grade by grade basis.
   2.2.1.2 No student shall be retained more than once per division.
   2.3.1.3 Whenever possible, students and parents shall be apprised of the potential for retention well in advance of the end of the school year.

3.2. For students in grades 10-12, placement, promotion and retention decisions shall be made on a course basis.
   3.1.2.1 Responsibility and authority for decisions with respect to repetition of a course or transfer to a less difficult course sequence shall rest with the student and parent/guardian.

4.3. Program modification is preferable to repetition of an entire grade.

5.4. Teachers who work with the student on a regular basis are in the best position to determine the appropriate placement for that student, however, consultation with the student's parent/guardian(s) with respect to placement, promotion, or retention is essential.
5. Placement, promotion and retention decisions may be appealed in accordance with District policy.
6. Placement, promotion and retention decisions shall be communicated in writing and recorded in the Student Record.

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

References
Alberta School Act: 18, 20
District Policies: 609.1 Assessment of Student Achievement, 609.2 Report Cards, 505.9 Appeals
700.6 Workplace Health and Safety – Emergency Response Planning

Policy

An emergency response plan designed to ensure efficient and appropriate action in an emergency or disaster situation shall be developed.

Regulations

1. The emergency response plan shall include:
   1.1. communication procedures;
   1.2. emergency phone numbers;
   1.3. list of emergency response personnel;
   1.4. evacuation procedures;
   1.5. temporary building closure procedures;
   1.6. roles and responsibilities of employees during a crisis;
   1.7. emergency response training for employees where appropriate;
   1.8. emergency response practice and drills where appropriate;
   1.9. input and feedback from appropriate out-of-District resources such as the Lethbridge Fire Department and Lethbridge Regional Police Service; and
   1.10. a review of District emergency procedures as needed.

2. The communication plan for responding to an emergency shall include:
   2.1. established protocols for the communication required to manage a crisis, including the establishment of a command centre, a communication officer (usually the Superintendent) and notification procedures;
   2.2. development and distribution to all District employees of a quick reference Crisis Response Manual, a copy of which shall be posted in each administrative and instructional area;
   2.3. development and regular updating of a phone fan-out system for rapid dissemination of information to all employees assigned to a building site; and
   2.4. posting a list of employees trained in first aid at each building site.

3. Evacuation procedures appropriate for each building site shall be developed by the building’s administrator/supervisor and shall include:
   3.1. the posting of procedures and designated exits in each room;
   3.2. ensuring that all emergency exits are clearly marked;
   3.3. a drill or practice schedule that requires:
      3.3.1. a minimum of 6 building evacuation drills per school year such that there are 3 in the fall term and 3 in the spring term; and
      3.3.2. that at least one of those 6 drills occurs at a time when students are at school but not in regular classes.
   3.4. annual reporting of the evacuation drills.
LETHBRIDGE SCHOOL DISTRICT NO. 51

700.6 Workplace Health and Safety – Emergency Response Planning, cont’d

4. Lockdown procedures appropriate for each building-site shall be developed by the building’s administrator/supervisor and shall include:
   4.1. a process to ensure that all individuals are in a safe location as quickly as possible;
   4.2. a drill or practice schedule that requires at least two lockdown rehearsals each school year, at least one during the fall term and at least one during the spring term; and
   4.3. annual reporting of lockdown drills.

5. Following the first priority call to 911, the Superintendent shall be immediately notified of any situation that requires the evacuation or lockdown of a building.

6. Bomb threat procedures shall be developed including instructions for:
   6.1. how to respond when receiving a bomb threat;
   6.2. completing a building search;
   6.3. when to initiate a building evacuation; and
   6.4. notification to parents.

7. Any student or employee who becomes aware of a threat against District students, employees or property shall call 911 if the threat is deemed to be serious and imminent.

8. Any student or employee who becomes aware of a threat against District students, employees, or property shall immediately notify the administrator/supervisor for the building, who shall:
   7.1. call 911 if the threat is deemed to be serious and imminent;
   7.2. investigate all such reports to determine the extent to which they are accurate;
   7.3. determine if and which disciplinary actions are required;
   7.4. initiate District Threat Risk Assessment protocol Violence Threat Risk Assessment Protocol, where appropriate;
   7.5. involve Lethbridge Regional Police Service, other out-of-District agencies, and District personnel, where appropriate; and
   7.6. document the details of the threat and the response to the threat.

9. Any visitor who disrupts the normal functions of the District, or who makes threats against District students, employees or property shall be required to leave the District property immediately and local police services may be requested to lay charges or assist with his/her removal.

9.10. A District building or program shall be temporarily closed if it is determined by
the Superintendent to be required for the safety of employees and students such as when:

9.1.10.1. circumstances within the building pose a serious threat to the health or safety of students and employees and the threat cannot be eliminated or controlled through the application of emergency procedures; or
9.2.10.2. travelling to or from the building poses a threat to the health and safety of students and employees.

700.6 Workplace Health and Safety – Emergency Response Planning, cont’d

10.11. In the event of the temporary closure of a building or program:
10.1.11.1. the Board shall be informed as soon as possible;
10.2.11.2. if it is determined that a school site will be inoperable for more than one school week, arrangements will be made for alternate instructional delivery;
10.3.11.3. the District shall notify parents and staff, through a public announcement, of the temporary building or program closure;
10.4.11.4. elementary and middle school students will not be dismissed until their parents or emergency contacts have been contacted; and
10.5.11.5. it may be necessary to schedule caretaking/maintenance personnel to monitor building status.

11.12. If a District building is destroyed, or rendered unusable for an extended period of time, an emergency meeting of the Board shall be called.

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

References

School Act: 24, 25, 27, 45, 57
Other Acts: Occupational Health and Safety Act
District Publications: Crisis Response Manual
Lockdown Procedures
Other: Southwest Regional Collaborative Service Delivery VTRA

700 – Workplace Health and Safety
902.3 Audio and Video Surveillance

STATEMENT

The board expects that District property will be monitored to maintain a safe and secure environment for schools and district property. When using video and audio surveillance systems the District must balance the benefits of the surveillance systems against the privacy of the individual.

REGULATION

1. In accordance with the Freedom of Information and Protection of Privacy Act, the District may only use personal information collected by a surveillance system to support the safety and security of the District’s schools and facilities, for disciplinary, legal, legislative or law enforcement purposes, for enforcement of administrative regulations, or for a use consistent with those purposes, or in accordance with a court order.

2. An individual whose personal information has been collected and recorded by a surveillance system may request access to the information, in accordance with the Freedom of Information and Protection of Privacy Act.

3. Surveillance systems may only be used where conventional measures for achieving law enforcement or public safety objectives such as increased supervision is substantially less effective or not feasible.

4. Video surveillance cameras must not be directed towards property or buildings adjacent to District owned or operated property.

5. Video surveillance cameras must not be used to monitor areas where individuals have a reasonable expectation of privacy, including but not limited to, change rooms and washrooms.

6. If video surveillance systems are in use, visible signing must be posted in the area of the surveillance, notifying people that the property is under surveillance.

7. Only authorized employees of the District may review and/or monitor surveillance information when they are required and authorized to do so in the performance of their duties.

8. The Principal of a school or the Director responsible for the District owned or operated property may delegate real-time viewing of monitors to a police officer including a school resource officer for law enforcement purposes, or to other District employees who may need the information for the performance of their duties.

9. Video surveillance information that has not been viewed for law enforcement or school safety purposes, may not be retained for longer than ninety (90) calendar days. After 90 calendar days all video surveillance information will be disposed of in such a way that the personal information cannot be reconstructed or retrieved.
10. Audio recording combined with video recording for the purpose of surveillance is not permitted and video recording devices that have the ability to record audio must be disabled.

11. Audio recording from district phones may be recorded for the safety and security of the District staff. A disclaimer at the beginning of each call must be provided to the public when District phones have the recording feature activated.

References

- Freedom of Information and Protection of Privacy Act, R.S.A. 2000, c. F-25, ss. 32, 33, 34, 35, 38, 39, 40, 41
- School Act R.S.A. 2000, c. S-3, ss 45(8), 60(3)(c)
MEMORANDUM

February 27, 2018

To: Board of Trustees

From: Cheryl Gilmore
    Superintendent of Schools

RE: Breakfast with the Board – March 6, 2018 - WCHS

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 the WCHS on Tuesday, March 6, 2018 from 7:30 – 8:00 a.m.

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

Respectfully submitted,

Cheryl Gilmore
Superintendent
MEMORANDUM

February 27, 2018

To: Board of Trustees

From: Christine Lee
       Associate Superintendent, Business Affairs

RE: Business Affairs Report

Background
The February 2018 report of the Associate Superintendent Business Affairs is attached.

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

Respectfully submitted,
Christine Lee
Community Engagement Committee

- Happy to have been involved in very successful 2nd Annual ICE Scholarship Breakfast that was SOLD OUT. 220 tickets sold which was 40 more than last year.
- Sent out Survey to many of the table sponsors to gather feedback and potential support for the 2019 Breakfast. Survey results received to date rated the event as 4.5 stars out of 5.
- Prepared thank-you letters for sponsors and supporters of the Breakfast.

Facilities

- Work continues on the design for the South East Lethbridge Elementary School site at the Canals at Fairmont. Construction documents are at 80% completion.
- West Lethbridge Middle School construction is at 77% complete and on target for school opening September 2018. There will be a progressive turnover planned for beginning of June to access the school for purposes of fitting up furniture and equipment.
- The Three-Year Capital Plan is 90% complete. A draft plan will be provided to the Facilities Committee in March for approval by the Board at the March Board meeting. The plan will be submitted by March 31st to Alberta Education.
- Facilities department has been busy addressing the significant amounts of snow this month along with addressing drifting due to windy conditions.
- Attended with Director of Facilities Capital Planning Session hosted by Alberta Education and Alberta Infrastructure on February 21st in Calgary.

Technology

- Technology department working on revised Disaster Recovery Plan including Cyber Security matters.
- Working on a variety of innovative initiatives, such as Dual Credit, unified laptop initiative and communication mechanisms for parents.
- Currently reviewing security systems at LCI for potential upgrade.
- Technology department has been working with Facilities department on a new work ticket system for maintenance work tickets. Training and pilot project of new system are currently in progress.
Finance

- Work continues on reviewing information in preparation of the 2018-2019 budget. The first Instructional Budget Committee meeting will be held February 27 and the Board Budget Committee will meet on February 28th. The provincial budget announcement is not expected until late March.
- Finance department is working on survey request by TEBA to help inform central bargaining matters.
- Finance department has begun school site internal control reviews. Each year a number of schools are selected for review to assess compliance with financial internal control practices and district financial procedures. Some reviews are for training of new financial staff and new administration and some based on rotation or follow-up of outstanding concerns.
- Director of Finance has prepared the 2016-2017 Annual Financial Report for the GFOA (Government Financial Officers of Alberta) Financial Reporting Award to be submitted to GFOA. (This is similar in scope to submitting for the Meritorious Budget Award each year, but for financial results rather than the budget)
- At the end of January, the district financial revenues and expenditures are progressing as anticipated for 5 months into the school year and there are no concerns noted.

Transportation

- Snowfall and cold weather in late January and February resulted in a few delays, and a few minor school bus accidents. The District and City Transit has a School Bus Accident protocol that is followed. When there is an accident students will not be released until checked and cleared by EMT’s. None of the incidents resulted in any injuries to students.

Other matters

- Work related to Insurance, legal, and labour relations matters.
- Preparation for CUPE negotiations starting March.
- Completed 2 month School Law Course presented by U of C law professor Kent Donlevy.
- Attended Executive Leadership Forum hosted by ASBO International. Session included Cyber Security, leadership, site visit and operations review of Circuit Track of Americas (COTA), and an amazing experiential learning experience (Promises, Promises) about eliminating silos, communication, team work and seeing the bigger picture to meet each other’s needs (presented by Eagles Flight).
- Work with leadership team on strategic planning including trend analysis and impacts on organization to provide information for future decision-making.
- Work with leadership team and schools through generative dialogue process.
- Attended USIC (Urban Schools Insurance Consortia) quarterly meeting in Calgary on February 23rd.

Kids are our Business
MEMORANDUM

February 27, 2018

To: Board of Trustees

From: Rik Jesse
    Associate Superintendent, Human Resources

RE: Human Resources Report

Background
The February 2018 report of the Associate Superintendent Human Resources is attached.

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

Respectfully submitted,
Rik Jesse
Recruitment: Lethbridge School District No. 51 is committed to recruiting, hiring and retaining a staff focused on providing high quality education for all public school students in the city of Lethbridge.

Hires at a Glance: January / February

- Teachers:
  - 6 new hires as the result of medical leaves
  - 2 new hire for the second semester (programming/enrollment)
  - 4 contract extensions as the result of personal leaves

- Support Staff:
  - February = 11 new to the District (Educational Assistants, AES, Career Practitioner, EA Subs)
  - January = 14 new to the District (Educational Assistants, AES, Career Practitioner, EA Subs)

Recruitment:

Lethbridge College, CYC Student’s Practicum Seminar ~ Rhonda Aos

- The Child and Youth Care diploma program provides students with the foundational skills necessary to work with children, youth and families on a daily basis.
- This panel discussion focused on job preparation, including an opportunity for students to ask questions of potential employers.

Substitute Teacher / Educational Assistant List:

- Substitute Teacher List: 178 (+3) Active Substitutes
  - 8 new Teachers (Pending Reference Checks) could be added to the Sub List

February 13, 2018 Orientation: 24 Attendees including Teachers, Substitute Teachers, Educational Assistants, Substitute Educational Assistants and non-union personnel. (January = 37)

REVISED: 2018 / 2019 Staffing Timelines at a Glance:

Teacher / Administrator (Tentative)

- March 6, 2018: School completes internal staffing assignments
- March 7, 2018: Schools declare openings and surpluses to Human Resources
- March 8, 2018: Personal Leave Round (Placements) There is the possibility of 16 teachers on continuing contract who are eligible to return from leave.
- March 9, 2018: Schools to provide Human Resources with posting criteria
March 12, 2018  Round 1 postings open for competition
March 15, 2018  Round 1 closes
April 11, 2018  Schools declare openings and surpluses to Human Resources (Round 2)
April 13, 2018  Round 2 postings open for competition

**Please note timelines may change in accordance with the provincial budget release**

**Support Staffing Timelines**

- **February 2, 2018**  Communication Day for all impacted CUPE 290 staff
- **February 5, 2018**  Posting: Caretakers (various hours and locations)
- **March 5, 2018**  Staffing Visits with Human Resources/DIS: support staff placements and allocations.
- **March 19, 2018**  Administrators must provide specific posting information to Human Resources regarding vacancies for Educational Assistants and Advanced Educational Support.
- **March 19, 2018**  Communication Day for all impacted Administrative Support and Learning Commons/Library Facilitators
- **March 20, 2018**  Posting: Administrative Support, Learning Commons/Library Facilitator
- **March 20, 2018**  Administrators with vacancies will meet with Director, Human Resources to place surplus seniority EAs and AES Staff
- **March 21, 2018**  Administrators will communicate EA and AES assignments with staff
- **March 22, 2018**  Posting Round #1: Educational Assistant and Advanced Educational Support at Various Locations and FTE’s
- **April 20, 2018**  Administrators will communicate Student Support assignments with staff
  Staff are notified in writing by their Administrator
- **May 7, 2018**  Posting Round #2: Educational Assistant and Advanced Educational Support at Various Locations

**Events:**

**Teacher Induction Program (TIP):** Next TIP session, for all protégés, is Monday, March 5th (First Year) and Wednesday March 7th (Second Year). Topic to be covered include FOIP, FNMI Resources, Mental Health Strategies and Programming.

**Spirit of 51 - Employee Recognition Luncheon** - Wednesday March 7th, 2018
- This event is to acknowledge the amazing contributions that our non-teaching staff members make to Lethbridge School District 51.

**CASS Alberta Education Annual Learning Conference (Edmonton)** – March 21st – March 23rd
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<td>Nicholas Sheran - Total Students</td>
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**TOTAL STUDENTS / FTE ENROLLED AS OF JANUARY 31, 2018**

11330 10262.0

**TOTAL STUDENTS / FTE ENROLLED AS OF SEPTEMBER 30, 2017**

11274 8663.5
MEMORANDUM

February 27, 2018

To: Board of Trustees

From: Morag Asquith
   Associate Superintendent, Instructional Services

RE: Instructional Services Report

Background
The February 2018 report of the Associate Superintendent Instructional Services is attached.

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

Respectfully submitted,
Morag Asquith
“Two highlights this month”

**Kindergarten Registrations**

A part of my portfolio is staffing and supporting kindergarten in our elementary schools. Based on our current numbers we would be operating 31 programs (546 students) in our elementary schools but as we know, many students register between now and the end of the year for kindergarten. This current school year we have 863 students and 41 programs at this time last year we had 617 students. At Westminster and Senator Buchanan 9 students and 21 students enrolled respectively and we will continue to monitor numbers as we continue to offer full time kindergarten at these sites for the 2018-19 school year.

**Self Regulation work**

Laura Paiement (Pediatric Therapist and Self Regulation Guru) spent last week (February 6-9\(^\text{th}\)) in our District. She visited schools where teachers have been working closely with this Wellness Grant initiative, she presented PL at Galbraith and Senator Buchanan and also did a session for our EA’s (90+ attended) on Friday February 9\(^{th}\) in the afternoon. She did one evening/dinner event for teachers and 35 attended (on a very snowy night). She will likely make one last visit to the District in May. Laura spent a lot of time with teachers this visit moving beyond “Basic Self Regulation” to “Cognitive Self Regulation” and how teachers can structure their classrooms to support students who struggle with executive functioning through a UDL approach.

**Other noteworthy topics:**

- Wellness Policy –subcommittee now drafting a “Wellness Policy”
- FNMI Committee
- Substance Misuse Policy (Cannabis, paraphernalia and “controlled substance” language)
- Dual credit- Reid Findlay presenter- February 26\(^{th}\)
- Grant writing- FNMI Innovation, Automotive Dual Credit
- Work stations downstairs in Ed Centre- creating additional office space and meeting space
- Starting to explore “model policies” throughout the province for FNMI Policy work
MEMORANDUM

February 27, 2018

To: Board of Trustees

From: Cheryl Gilmore
       Superintendent of Schools

RE: Board Priorities

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

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

Respectfully submitted,

Cheryl Gilmore
Superintendent
2017-18 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. School Leaders are highly skilled in all areas of the Principal Leadership Quality Standard and 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 in a process based learning environment.
2. All learners effectively use technology as creative and critical thinkers capable of accessing, sharing, and creating knowledge.
3. The education system demonstrates collaboration and engagement to further District priorities, including innovative thinking.

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.
PRIORITY ONE

Supporting Student Achievement and closing the achievement gap.

Literacy/ Numeracy
- Bev Smith, Literacy Lead Teacher, continues to provide support to elementary teachers in the form of residencies where she models effective literacy instructional strategies for the teachers in their classrooms and then comes back approximately six weeks later to observe and provide elbow-to-elbow coaching with them.
- A Middle School Comprehensive Literacy Steering Committee has been formed and will have its first meeting in March.
- The Secondary Math Steering Committee met at the end of January to examine strategies regarding math facts. Teachers had time to look for and share numerous resources on math facts and to talk about what they've implemented in their classrooms in the area of vocabulary since the last meeting.
- A MyBlueprint workshop was held for middle and high school Health/CALM reps and Career Practitioners at the end of January as part of the career exploration scope and sequence created before Christmas.
- A CTF meeting was held in February with teacher reps from our secondary schools to review the CTF curriculum and share how schools have implemented its content.
- Grades 4, 5, and 6 French Immersion teacher reps met in February to review the Math PAT results and make plans for addressing areas that need improvement.

Middle School Re-Visioning District
- Cayley King and Karen Rancier presented administrators with a career exploration scope and sequence plan including application of the on-line My Blueprints Career program across grades 7, 8, 9 and CALM at high school level.
- Administrators discussed the development of a mathematics strategy at the middle grades levels. Articulation meetings will be scheduled among feeder school clusters in January. A secondary mathematics committee with teacher and admin. Reps will begin to develop a Mathematics Work Plan.
- A Middle School Learning Day committee comprised of teachers will begin to work with Karen Rancier on the development of a plan for the day.

Administrator Mentorship Program
- New administrators continue to seek advice from mentors in areas of Accountability Pillar, OurSchool survey, Instructional Leadership, staffing process, and other day-to-day challenges.

District Professional Learning and District Collaborative Communities
- Since our first District-wide PL day on November 9th, 18 Collaborative Communities (CCs) have requested additional time to work together before the next District-wide day in April, with two CCs accessing a second day. (Karen)
- New Hire Orientations (HR & Payroll) - Offered three times prior to the school year and the 2nd Tuesday and 4th Thursday of each month.
Overview of: ADW, Dashboard, Job Shopping, Work Board, Accessing Pay Information, Public School Works (OHS), Crisis Response Manual and District Policy. Also offer support with logging onto District computers.

- Various requests have been approved for support staff to access professional learning for specific events such as SIVA, self-regulation, etc.
- Self-regulation sessions and consults - Feb 6-9th Laura Paiement visiting presenting to various groups and doing the evening session Part-2 for teachers
- Provided an Administrators FNMI learning session in December
- Four sessions for EAs are scheduled beginning Friday Feb 9th with Laura Paiement hosting a self-regulation session. Sessions are funded by CIF and employees will be paid to attend sessions.

Parent Education
- Parent evening presentation. Dr. Michael Unger. I Still Love You: Nine Things Troubled Kids Need from Parents, Caregivers and Schools. Feb. 27. (6:00 – 8:00 at Coast Hotel)

Teacher Induction Support for Quality Teaching
- Year 1 and 2 protégés and their mentors are accessing their full day of release time for classroom observations and feedback. Our next TIP sessions are March 5 (Year 1) and March 7 (Year 2).

Administrator Professional Learning
- Administration teams participated in another session delivered by the University regarding the new Quality Standards and inquiry based professional growth on Feb. 8th. This inquiry-focused process is proving to be an impetus for research pertaining to specific school areas of focus as well as deep thinking regarding gathering and use of data to support decisions.

Early Learning
- February 1st was the deadline for Program Unit Fund (PUF) submission to Alberta Education. A record 257 children were eligible for PUF within District 51, up from 197 a year ago. The annual PUF audit was submitted January 25th which involved a random selection of 20 files by Alberta Education.
- Kindergarten and Early Education Program registrations for 2018-2019 are in progress. At the end of last week, the first week of Early Education Program registrations open to new children, there are three sites that have filled available spaces for incoming children - Coalbanks, Dr. Probe and Nicholas Sheran.
- On February 2nd, 17 staff completed the Hanen training "ABC and Beyond - Building Emergent Literacy in Early Childhood Setting" which involves 21 hours of classroom instruction in addition to three video-coaching sessions at school sites involving implementation of the strategies taught in the course.

FNMI
- Art Project in tandem with Calgary Board of Education for FNMI students.
- Hired two new FNMI Liaisons first week of February was their first week, mentorship arrangements for our new hires with our "veteran Liaisons".
- FNMI Language and Culture Teacher working with Gilbert Paterson, LCI and Churchill now in a collaborative role and teaching courses (Blackfoot/Aboriginal Studies).
• FNMI Advisory Committee was on February 1st - presented current endeavors and the FNMI Strategic Plan for the 2017/18 year, solicited feedback and suggestions for our new plan in 2018/19.
• Mentorship activities continue to happen throughout the school year with some of our students of FNMI ancestry.

Dual Credit
• Morag submitted a grant proposal for dual credit in partnership with Lethbridge College to support Automotive programming in our District for the 2018/19 school year.
• Grant proposal submitted for dual credit in partnership with Livingstone Range and the University of Lethbridge for Cinema 1000.
• Morag met with Lethbridge College on February 14th to discuss potential EA (Education assistant) dual credit program.
• LCI continues to work with the University of Lethbridge for the delivery of two dual credit University of Lethbridge courses: Liberal Education and Supply Chain Management.

Other School Improvement Initiatives
• Science Sizzle is starting in our elementary schools in a renewed method of delivery (Feb. 1) - will be open to more students in neighborhood schools after school for 2 weeks.

PRIORITY TWO

Supporting the implementation of initiatives designed to develop innovative thinkers.

High School Re-design
• In-service for high school completion tool kit.
• Secondary High School principals hosted Reid Findlay an experienced School Principal who has led middle and high school re-design on February 26th.

Engagement in provincial curriculum development and implementation
• This is year two in the Provincial process of Curriculum Development. Previously selected teachers from across the Province continue to meet to finalize the current Scope and Sequence drafts and begin to develop outcomes.
• Kindergarten through Grade 4 Curricula objectives are scheduled to be released in draft form early in the new year and then in a final version in December, 2018.

Build the capacity of teachers and administrators: technology, online learning and digital learning
• Three workshops are planned to help students and teachers prepare for the upcoming Film Festival on May 3, 2018. The workshops will focus on pre-production, production and post-production.
• On January 30th, teachers participated in a half day workshop at Immanuel Christian Elementary School. The teachers reviewed and used some of the new online tools that are available in the District.
• A new video on using the Districts new 3D printer is now available on the District website, Innovators Corner. The intent of the video, is to encourage teachers to be more innovative in the classroom  http://www.lethsd.ab.ca/Innovators%20Corner.php
• On March 18, 2018, the site-based Innovators Group will meet at District office to examine how we use and manage iPads in the District. We will also discuss new technologies coming to the classroom and how we can best support them.

Program Development
• Chinook High School has purchased animatronic babies that are connected to the internet to help support CALM class. The babies will now replace the eggs the students had to use in the past. With these babies, teachers will be able to monitor all aspects of care; including feeding, changing and sleeping.
• Schools have started to place orders for Innovative Maker Spaces for their school Learning Commons spaces. Schools have been allocated funds from the Classroom Initiative Fund to help create the spaces.
• On February 27, 2018, G. S. Lakie Middle School parents and community members will come together to discuss the potential of a one to one laptop program being offered to the west side middle schools for the 2018 - 2019 School Year.

PRIORITY THREE
Supporting Student Diversity

Wellness
• Subcommittee of the Wellness Committee is reviewed the Nutrition Policy Feb. 13; next date for meeting to review Administrators feedback.
• Health Champs meeting February 8th, Laura Paiement did a presentation on Self-Regulation in our schools to our Healthy Schools Champs.
• "You Belong to Our School" work - District Student Advisory Council presentation on Inclusion - will be ongoing to February.
• Nutrition Projects are well under way at Fleetwood Bawden, Gilbert Paterson, Wilson, Senator Buchanan and Nicholas Sheran.
• Wellness and Self-Regulation Grants school recipients completed their mid-year review, having lots of positive responses Wellness Committee to review next year's plan.
• Discussion about UDL with the DIS Leadership Team - purchasing book by Jennifer Katz for the team as we continue to align our practices around enhancing Inclusive Schools.

Inclusive Education
• The first of four professional learning sessions for educational assistants was held on February 9. Interest in the session was overwhelming with close to 100 assistants in attendance. Laura Paiement led an engaging session on self-regulation and provided staff with excellent tools and strategies.
• Plans are underway for the next PL session on March 9. The focus of that session will be on understanding behaviour/behaviour strategies.
• Inclusive Learning Director is finalizing Learning Support Teacher allocations for 2018-19.
• Schools have submitted projections for student support for next year, and this information will help inform the staffing process. Staffing visits to all schools begin in early March.
• School Support Plans throughout district schools are being reviewed by Inclusive Learning Director – Meetings with schools to discuss support planning are underway.
• Information about upcoming SIVA training has been shared with schools. We have two more sessions this year (March 22/23 and May 2/3) and two one-day refreshers (April 20 and 27).

ESL
• The focus of the role of the ESL Lead Teacher is shifting to work in classrooms to build teacher capacity to support English language learners. David is currently supporting teachers in Senator Buchanan and Gilbert Paterson Middle School.
• Numbers in classes for students with limited formal schooling (LFS) have been growing steadily. We need to review our capacity to support students within the current model.
• On January 29, Lethbridge Family Services presented on trauma-informed practice to a collaborative community of teachers of English language learners.
MEMORANDUM

February 27, 2018

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

Re: Acknowledgement of Excellence

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

WCHS Business Manager, Dianne Violini, qualified for the Alberta Provincial Open 5-pin Bowling Championships for a record 50th consecutive year. Her total score of 5,142 (257 average) for the 20-game qualifier not only was tops in the Ladies division, but it also topped the Men’s division.

Wilson Middle School Robotics Clubs as well as students from Gilbert Paterson Middle School received the THINK AWARD at the First Tech Challenge Championship recently at the Edmonton Science Center.

Rawley Selk, G.S. Lakie student, earned a silver medal at a Wrestling tournament at the U of A.

Tayte LeDahl, G.S. Lakie student, earned a silver medal at a Wrestling tournament at the U of A.

Churchill Grade 12 student Eloise Therien was selected to be a Journalist for a Day through the Career Transitions and Global Lethbridge contest.

Churchill students and staff were the largest delegation going to the University of Lethbridge Model UN Conference. Student were Yannis Boenn, Wade Zhang, Shannon Morgan, Jack Harding, Nicolas Parra, Ben Hall, Ryan Bruce, David Basil, and Jack Derbich. Staff members were Kevin McBeath, Craig Findlay, Don Philpott, and Lettie Croskery.

Churchill sent the largest contingent in Southwest Alberta to the annual Epic Career Exploration in February with 42 students attending.

WCHS Human Rights Club held a Coldest Night event in February to raise awareness about homelessness in Lethbridge. Students Yannis Boenn, Wade Zhang, Danika Tarasewich, Alyk Vander Linden, Faith Ono, Lauren Platz, and staff Joel Bryant,
Craig Findlay and Trena Parkyn stayed out in the cold from 7 pm until midnight and slept on the school hallway floor to raise $400 in pledges to give to the Streets Alive Mission of Lethbridge.

Churchill students captured Tae Kwon Do medals at the Kootenay tournament in February: David Ha (Gold sparring, silver patterns), Reshma Gurung (Silver sparring), Heman Monger (Silver patterns, bronze sparring), and Jaxon Burdett (Silver sparring).

Respectfully submitted,
Cheryl Gilmore
MEMORANDUM

February 27, 2018

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

Re: Snacks with the Superintendents – March 7, 2018 – Westminster

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 Elementary School have been invited to have Snacks with the Superintendents on Wednesday, March 7, 2018 beginning at noon.

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

Respectfully submitted,

Cheryl Gilmore
Superintendent
### Calendar of Events for Board of Trustees

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<th>March</th>
<th>Event Details</th>
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<tr>
<td>1-2</td>
<td>Board Retreat</td>
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| 5     | District School Council  
6:30 – 8:30 p.m., Education Centre Board Room |
| 6     | Breakfast with the Board  
8:00 a.m., Winston Churchill High School |
| 12-16 | Substitute Teachers’ Week |
| 14    | Education Centre Leadership Team Meeting  
9:00 a.m., Education Centre |
| 14    | No Kindergarten for students – Parent Teacher Interviews |
| 15    | No Kindergarten for students – Parent Teacher Interviews  
Elementary / High School – evening Parent Teacher Interviews |
| 16    | No School for students  
Parent Teacher Interviews / School based Professional Learning |
| 27    | Board Meeting  
3:30 pm, Board Room |
MEMORANDUM

February 27, 2018

To: Board of Trustees

From: Morag Asquith, Associate Superintendent, Division of Instructional Services

RE: Early Education Programming and Registration Process

Background:
Every year in January Lethbridge School District No. 51 opens up Early Education registrations for the following year for four year olds. This is a 4 day-a-week program Lethbridge School District offers at most elementary schools based on space available in the facility (Lakeview, General Stewart and Lethbridge Christian do not house programs). Once PUF (Program Unit Funded) students and 4-year-old children have been placed in a program, any remaining spots are opened up for 3-year-old registrations. This occurs the first week in February (for 2 day a week programs).

The School Act states that a board or an approved school authority may provide an ECS program to a child who is younger than 6 years of age as of September 1.

Early Education Programs evolved in Alberta Schools primarily to provide consistent services and supports to students identified under the umbrella as “PUF” (Program Unit Funding). Day care is also an option (Early Education Program) for families of children who are 3 or 4 years old.

This year the final step of registration (open spots for 3-year olds) was a challenge at a few of the schools with more parents desiring the program for their children at a specific site than available spots. Although many of the locations do not have a line up or waiting list, there are a few locations where popularity of the program outstrips available spots. Space limitations in our schools prevent expansion at these popular sites. It can be noted that a parent can choose to enrol their child in a different EEP program where space is available should their preferred site be full.

Some background regarding EEP programming and registration will be presented to the Board. Instructional Services is looking at strategies that will address line-ups that start forming in the middle of the night at one or two of the locations.

Recommendation
That the Board receive this report as information.

Respectfully submitted,
Morag Asquith
MEMORANDUM

February 27, 2018

To: Board of Trustees

From: Donna Hunt, Trustee

RE: District Wellness Committee – January 22, 2018

1. WHIP – Is the district wide health program. Check out the electronic fitness recording – tracking your health lifestyles. Through our partnerships you will find fitness discounts at the U. of L., City of Lethbridge skating and swimming and Lethbridge Fitness. Through WHIP you have access to the Employee and Family Assistance Program a personal counseling service.

2. Nutrition - Healthy Nutrition Policy – The draft was discussed and reviewed. March is nutrition month with the theme “Unlock the Potential of Food” – Prevention, Gathering, Healing, Fuel and Discovery. At S.W.A.T.C.A. check out session “Healthy Children and Youth” of Thurs. Feb. 22 from 2:30 to 4:00.

3. Self-Regulation – part 2 in the series “Education the Self-Regulated Child” with Laura Paiement will be held Feb. 8th 2018 at the Education Center. Contact Deb Bosch. Wellness grants have been used mostly for self-regulating materials. Everyone self-regulates and we all need to self-regulate better.


6. Chris Windle – Health Promotion Facilitator held Ordinary Hero’s this fall at G.S. Lakie and will also promote the program Ordinary Hero’s at Wilson this spring.

7. Health Champions – next meeting will look at their roles and responsibilities.

8. Next District Wellness Committee meeting will be May 14th 2018.

Respectfully Submitted,
Donna Hunt
MEMORANDUM

February 27, 2018

To: Board of Trustees

From: Jan Foster, Vice Chair

Re: Lethbridge Community and Social Development Committee Report

The Community and Social Development Committee met on Friday, January 26, 2018.

After welcome and introductions, the City Community Engagement Committee gave a report on the Safe Consumption Site which will be open on February 26, 2018. There will be tours for the general public before the opening and welcomed all questions and concerns.

After the CSD Variance report and update, there were 4 presentations requesting funding through the CSD Unallocated funds. These were:

1. S.K.I.P – Seniors and Kids Intergenerational Program – partners are Lethbridge Early Years Coalition, Family Centre, Lethbridge Public Library, Lethbridge Sport Council, Nord-Bridge Seniors Centre, LSCO and Green Acres Foundation. This program brings together preschoolers and their caregivers together with seniors to engage in active play, games, puzzles, reading together and snack time. Sessions were held in May, October and November, 2017 and there are weekly sessions planned for January, February and March 2018.

2. Hoarding Outreach Management and Education (HOME). This is a network of community and social services organizations that are working to address the needs of individuals with hoarding tendencies.

3. A request to allocate $100,000 to the Southern Alberta Ethic Association to allow for an Executive Director to be hired.

4. Indigenous Supporting Father Involvement Program – a joint project between the Family Centre and Opokaa’sin which is a 12 week program involving families working together with counselors and elders to meet the specific needs of these families.

Martin Thomsen, Manager of CSD advised that before the next meeting, they will have the exact amount of unallocated funds that will be available from 2017-2018 budget at which time the committee can make decisions about these requests.

Next meeting is March 23, 2018.

Respectfully submitted,
Jan Foster, Committee representative.
MEMORANDUM

February 27, 2018

To: Board of Trustees

From: Doug James, Trustee

RE: FNMI Advisory Committee Report

Andrea Fox, District Principal of F.N.M.I. Education, started the meeting by introducing Elder Bruce Wolf Child who will be part of our committee. Andrea also explained the revised composition of our committee and had all members introduce themselves and each member had an opportunity to explain why it was important to be part of this committee.

Andrea gave an account of the past four months where she was inventory collecting – primarily working with elementary teachers by initiating informal conversations with several teachers and researching for support resources. Basically getting a gauge of where our district is at in terms the FNMI community and assess the needs.

Andrea/ Morag shared and reviewed the 2015-2018 FNMI Strategic Work Plan which will be completed June 2018. The new 3 year plan will begin in September 2018 whereupon the new strategies and goals will be developed and put into action.

Morag identified the revised Terms of References in order for the committee to be more informed and equipped to give guidance and solicit feedback for the strategic plan for the next 3 year cycle.

Morag identified the following objective and goals for the next three year cycle.

Objective – Achievement Gap
- Increase level of engagement
- Literacy initiative
- Interventions

Goal 1- Increase level of engagement with a focus on the early years
- FNMI resources purchase
- Wellness teams
- Tracking attendance
- Connect with parents
- Increase culture in elementary
Goal 2 – Implement a comprehensive literacy initiative
- LLI
- PL
- FNMI content in LC
- Need to track within Dossier

Goal 3 – Establishing interventions designed to address gaps in student learning
- Define FNMI roles
- Blanket exercise for all staff
- Enhancing inclusivity
- Greater visibility and accessibility of FNMI culture
- Acknowledging traditional territories
- Changing attendance conversations to cultural understanding
- Mentorship group – expand to schools – each school would then host
- Career quest – Maria Livingston – works within all the high schools, third year that Career Quest has run, tours with post-secondary, institutions, visits to SAIT
  - Maria – Third year doing this, excited for first aid certifications (resume builder for students), gaps – financially, looking at barriers (financial), March – one day at the university and one day at the college
- FNMI goals identified on District and School Growth Plans – conversations with administrators and teachers mentioning in growth plans – wanting to increase FNMI education awareness.

Morag concluded the presentation with a statistical presentation in order for the committee to get a better understanding of the FNMI students’ academic successes and identified areas that need attention.

- 14/15 to 16/17 – completion rate, 30.4 percent to 47.3 percent completing, but still below provincial average
- 14/15 to 16/17 – diploma participation, 12.6 to 21, on par with province but still needs work
- Need to collect FMNI data from F&P to determine how literacy has been impacted by literacy (Bev Smith is working on this data)
- Transience between Reserve to district – conversations at the BCCE table – Kanai, Westwind, Livingstone Range, Holy Spirit & us, how to support students going to and from reserve
- Building stronger connections with Blood Reserve – Andrea Fox is assisting with this
- FNMI visibility – three schools had artifacts and now we are at 15 plus schools
- District drop-out rate decrease 16.8 to 10.3 from 2014
The committee concluded the meeting by discussing and suggesting ideas in order to address the previously identified goals. Morag and Andrea asked the committee to identify what is important for our students, our teachers, our community and learning? The committee suggested the following goals and strategies to consider.

**Increase level of engagement with a focus on the early years**

- Needs to continue but have more actionable strategies (clubs, mentorships)
- Move from global and general to more targeted – actionable strategies
- Calls to action – Umbrella for Education (95 calls to action) – address with teachers now and how do we do it, become familiar with them
  - Translate to school culture and school community to all student learners
- Cultural pieces are coming but now find the learning gaps within resources, PL for curriculum focus for elementary teachers, looking at sample lesson plans from Alberta Education, 2 teachers from each elementary school
- Tracking of each individual student – starting with literacy – how do we genuinely track success for each individual student?
- One of the most important goals – how do we get these kiddos into the door? Get a sense of being safe, valued, etc. Lack of family engagement, how do we get our families to feel connected and get engaged in school, parents and guardians have those influences, students/ family engagement in the early years, starting to do more work with Early Education Programming – family engagement piece, building parent contact and making efforts as they are coming in the early years, building the trust to enhance engagement, collective effort
- Remove barriers – what is priority of building relationships in all schools? Who is responsible? Teacher is first point of contact for all families, ie: attendance, should be first point of contact
- Shift to student and family engagement
- Enhanced services to FNMI students – what are we comfortable calling this – knowing we need additional supports, services to our FNMI students
  - We all as a society need to become more inclusive and more literate
  - Systemic enhancement – building capacity, resources, curriculum
  - Staff development – in teaching content, history

In conclusion the FNMI committee decided that it would be more effective if they met more than 3-4 times per year. The committee agreed that we should encourage student involvement with the committee with all decisions and initiatives.

Respectfully submitted,
Doug James
MEMORANDUM

February 27, 2018

To: Board of Trustees

From: Lola Major, Trustee

RE: Policy Advisory Committee – February 14, 2018

Trustee Lola Major will provide an oral report.
The Lethbridge Chamber wants to help you fill out your workforce!

Opportunity Knocks Career & Job Fair returns for 2018 to help you find your next star employee. Each year over 1,000 eager job seekers attend Opportunity Knocks, giving you the most cost effective way to meet as many potential employees as possible.

Coming up on April 26 at the Lethbridge Lodge Hotel & Conference Centre, Opportunity Knocks will offer your business a one stop shop to good people seeking quality jobs.

To reserve a spot for your business, Register Online or contact the Chamber office at 403-327-1586.