1. **Policy 607.4 Responsible Use of Technology 1st Reading**

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

   Policy 607.4 Responsible Use of Technology was reviewed by the Policy Advisory Committee. Subsequently the policy was distributed to school and District administration, staffs and school councils for input. Teresa Loewen was in attendance at the Board meeting and provided an overview of the policy, shared feedback that has been received and responded to trustee questions.

   The Board adopted the revision to Policy 607.4 Responsible Use of Technology as presented by the Policy Advisory Committee, or as amended.

2. **Chinook High School International Trip**

   The Board approved Chinook High School’s boys’ baseball trip to Great Falls and Helena, Montana, USA from April 27th to April 30th, 2016.

3. **Secondary School Fees Eliminated**

   The Board approved the elimination of basic secondary school fees starting in the 2016 – 2017 school year. The elimination of such fees will save families $53 per middle school student, and $70 for each student at the high school level. The basic district school fee was assessed to students to cover costs of basic supplies and materials provided by the school, including textbook rentals.
Fees will continue to be charged for courses at middle and high schools which require materials over and above basic supplies for courses such as Art and Foods, for example, along with fees for several extracurricular activities.

By eliminating the basic fees, the Board hopes it reduces at least some of the burden families are facing during the Alberta economic slowdown. The Board eliminated the basic fees at the elementary level a number of years ago.

4. Breakfast with the Board
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 for Lethbridge Christian School on Tuesday, February 9th, 2016 from 7:45 – 8:15 a.m. Following the breakfast, Principal Les Greeno will provide a tour of the school for trustees.

5. Board Priorities Report
The District Office Leadership Team is committed to keeping the Board informed regarding progress in Board priority areas. A report on the progress of the priorities will be provided each month. The Board reviewed the January 2016 report.

2015-16 DISTRICT PRIORITIES
REPORT TO THE BOARD

<table>
<thead>
<tr>
<th>PRIORITY ONE</th>
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<tbody>
<tr>
<td><strong>Supporting Student Achievement and closing the achievement gap.</strong></td>
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<tr>
<td><strong>Literacy/ Numeracy (Karen)</strong></td>
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<tr>
<td>• A Literacy Lead Teacher has been hired and will begin work in February.</td>
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<tr>
<td>• Work has continued on the establishment of standardized literacy assessments for elementary schools. Fountas and Pinnell resources have been provided to schools to assist them in implementing literacy strategies and assessing student progress.</td>
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<tr>
<td><strong>District Collaborative Communities (Karen)</strong></td>
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<tr>
<td>• A number of collaborative communities have accessed release time and District resources, including communities from elementary and secondary schools.</td>
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<tr>
<td><strong>Early Learning (Isabelle)</strong></td>
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<tr>
<td>• Kindergarten teachers in the District are participating in the completion of the Early Development Instrument (EDI).</td>
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<td><strong>Supporting Students (e.g. counselling/ ELL/ (Wendy/Cynthia/Lisa)</strong></td>
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<td>• Three Case Consults sessions were held with school counseling teams. This is an ongoing process that provides opportunities for counseling teams to build their skills through collaborative problem solving.</td>
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<tr>
<td><strong>FNMI (Sarah/Wendy)</strong></td>
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</table>
- The first of three teacher workshops, facilitated by Sarah Heimbecker, was held on January 18th. The attendees were primary teachers. They were provided opportunities to learn about Aboriginal culture and develop activities for their classrooms.
- Wendy Fox and Sarah Heimbecker attended a collaborative planning workshop hosted by Alberta Education and attended by school district representatives from both provincial and federal on-reserve schools.

Other School Improvement Initiatives:
- A group of kindergarten teachers, elementary administrators and central office administrators met to review the current kindergarten report card. The group is hoping to develop recommendations for improving the report card so that parents have a clearer understanding of their child's progress.

**PRIORITY TWO**

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

**PRIORITY THREE**

Supporting seamless integration of technology.

Digital Citizenship (Rik)

January 21, 1:00 pm – 1:15 pm (Administrators’ Committee Meeting)

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

Product Summary

Ignition – Digital Literacy & Responsibility combines the power of cutting-edge instructional design, rich media, and simulations to educate teens and empower them with the skill set to leverage technology safely and effectively. The four-hour curriculum is designed for students in grades 6 – 9 and informs students on both “nuts and bolts” of how technology works and an introduction to STEM careers, while also placing them in virtual environments to tackle issues including privacy, security, cyberbullying, digital relationships, and the viral nature of the web.

Instructional Integration of Technology (Rik)

- 51-5 Mentorship (Technology) Monday, January 25th @ 4:00
  - Rik Jesse, Director of Technology, will present on the myriad on-line resources available in Lethbridge School District No. 51;
  - Johny Mantello, Co-ordinator of IT, will present on the assistive technology available in the District to support student needs;
  - Donna James, Technology Facilitator, will present on using video-conferencing suites and Skype – how to access the suites and ideas of how to use them to enhance instruction in various subjects at all grade levels;
  - Jenn Cowie, teacher at Wilson Middle School, will present on digital citizenship – what it means, why every teacher is responsible for infusing it into every subject, and some ideas on how to accomplish this.

Technology Infrastructure (Rik)
The following schools are scheduled for WiFi upgrades: LCI, NSCS, Probe, Galbraith
Nicholas Sheran will be upgrading to a VOIP telephone system in February
Chinook High School will be upgrading their current VOIP telephone system
42 new Xerox copiers were deployed district wide in late December
The RFI for the new Student Information System closes January 15\textsuperscript{th}
Strategic planning for disaster recovery continues including offsite backup

<table>
<thead>
<tr>
<th>PRIORITY FOUR</th>
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<tbody>
<tr>
<td>Supporting population growth and change.</td>
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<tr>
<td>Budget and Resource Alignment (Christine)</td>
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<tr>
<td>Work has begun on preparing Budget 2016-2017. Review of Salary Costing and enrolment trends has begun. Preliminary Budget Assumptions are being prepared. Review of expenditure patterns over last few years will be conducted as resource information for budget discussions.</td>
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## 2015-16 DISTRICT PRIORITIES

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

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

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

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

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

**OUTCOMES:**

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

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

**OUTCOMES:**

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

6. **Snacks with the Superintendents**

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

Snacks with the Superintendents has been scheduled for the staff of Nicholas Sheran Community School on Wednesday, February 10, 2016 beginning at 7:45 a.m.
7. **Donations and Support**

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

**Lethbridge and Southwestern Alberta Communication Foundation** provided a grant from the *Dick and Mary Quon Endowment Fund* for $500 to the **LCI Scholarship Fund**.

**Dr. Probe School** received $5,000 from the **Lethbridge Kinsmen Club** to go towards their Leader in Me program.

7. **Board Reports**


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**To…**

**Ken Rogers**, an LCI teacher, who was presented the Legion of Honour Award in Chicago recently. The Legion of Honour Award was established by the John Philip Sousa Foundation to recognize and honour band directors who have maintained school concert band programs of excellent musical quality for a period of at least 20 years and who have held positions of leadership in their professional organizations.

**Brett Clifton**, a Wilson teacher, who was interviewed on CBC Eye Opener radio program for his involvement with the Vimy Lethbridge Highlanders Project and repatriation of war graves from the First World War.

**Agnes Davidson School** LEGO Robot Club who excelled at LEGO League Trash Trek Challenge in Calgary.
Winston Churchill High School grade 12 Griffin rugby athletes Abby Neudorf and Mikhi Lagemaat who were selected to the Rugby Alberta U18 Girls 7’s Provincial Team. They will be competing April 9-13 in Vancouver with the team in an international age-grade rugby 7’s competition. Both have also recently committed to the University of Lethbridge Horns Rugby program for 2016.

Everyone is welcome to attend the Board Meetings. They begin at 3:30 p.m. and are held in the Education Centre Board Room located at 433 – 15 St. S. If you can’t make it at 3:30, you can drop by at any time during the meeting. They usually end at around 6:00 p.m.