1. **FNMI Programming**

   Over the past several years, there has been a significant increase in the number of FNMI students in District schools. Programs and services to support the students have also increased, and numerous strategies related to enhancing student achievement have been implemented. These strategies include the development of a comprehensive strategic plan, an increase in the number of Elders present in schools, an attendance improvement incentive, a mentorship program, literacy projects, staff professional learning activities, and high school completion supports. As a result of these efforts and others, the high school graduation rate has almost doubled. The 2015 – 2016 school year will see the highest number of graduates in more than a decade.

   Sarah Heimbecker, the District FNMI Consultant, was present to provide a report on the strategies that have been implemented, and the impact of those supports.

2. **Policy Review**

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

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

   The policies listed below were reviewed by the Policy Advisory Committee. Subsequently, the policies were distributed to school and District administration, staffs and school councils for input.
<table>
<thead>
<tr>
<th>Policy #</th>
<th>Policy Name</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>502.2</td>
<td>Sexual Orientation, Gender Identity and Gender Expression</td>
<td>Second and final reading</td>
</tr>
<tr>
<td>608.1</td>
<td>Counselling Services</td>
<td>First reading</td>
</tr>
<tr>
<td>1005.3</td>
<td>Advertising, Distribution, and Merchandising In and Through Schools</td>
<td>Approved as Amended</td>
</tr>
<tr>
<td>1001.3</td>
<td>Communications</td>
<td>First reading</td>
</tr>
</tbody>
</table>

Teresa Loewen attended at the Board meeting and provided an overview of each policy, shared feedback that has been received and respond to questions trustees may have.

The Board adopted the revisions to the policies as presented by the Policy Advisory Committee, as or amended.

3. **Art's Alive and Well in Schools**

The 39th year of the Art's Alive and Well in Schools student art exhibition will run from Sunday, May 1 to Sunday, June 12, 2016. Approximately 425 pieces of student art, representing thirty schools within the city of Lethbridge, will be on display. All Lethbridge School District No. 51 schools participate in this event, along with Holy Spirit city schools, and École la Verendrye. Lethbridge School District No. 51 and Holy Spirit collaborate to present two awards of merit for the junior high/middle school students. In addition, Beta Sigma Phi continues to offer two awards to Art 30 students and all participating schools contribute financially to support the other awards and prizes given out at the opening ceremony.

District staff member Phyllis Furukawa coordinates this annual event and has extended an invitation to all trustees and District staff members to attend. The opening ceremony will be held on Sunday, May 1, beginning at 1 p.m. at the Southern Alberta Art Gallery (601 - 3 Avenue South). Karen Rancier will serve as MC for the opening ceremony and Don Lacey will bring greetings on behalf of the District.

The Board extended their appreciation to Phyllis Furukawa for her efforts in coordinating this celebration of student art in Lethbridge.

4. **Breakfast with the Board – May 4, 2016**

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 Senator Buchanan on Wednesday, May 4, 2016 from 7.50 – 8.20 a.m. Following the breakfast, Principal Dawn Ronne will provide a tour of the school for trustees.

5. Preliminary 2016/17 Budget Presentation to the Public

As part of its community engagement mandate the Board annually hosts a public meeting to provide all stakeholders an overview of the preliminary budget. This year the public meeting has been scheduled for Tuesday, May 24, 2016 beginning at 6.30 p.m. at the Education Centre.

At the meeting Director of Finance Christine Lee will provide an overview of the preliminary budget which will be reviewed and debated at the Board Budget meeting scheduled for May 30, 2016.

The approved budget will be forwarded to Alberta Education, and will be updated prior to November 30th, once the official September 30th enrolment counts are confirmed.

An invitation will be extended to staff, parents and the public to attend the Public Budget Presentation through social media.


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 General Stewart School have been invited to have Snacks with the Superintendents on Wednesday, May 11, 2016 beginning at 7:45 a.m.

7. Education Week, May 2-6, 2016

Education Week provides all Albertans with an opportunity to highlight the important role education plays in shaping the future of our province.

The theme for this year established by Alberta Education is “Learning Together”.

The theme of the Alberta Teachers’ Association this year’s Education Week is “We Are Teachers.”
To celebrate Education Week at the District level this year, Lethbridge School District No 51 will feature a web gallery on the website comprised of student representation endeavours. Teachers grow minds and cultivate passions. They further the development of attributes that make us human and essentially good. One way students express thinking and their humanity is through representation. Creative thinking is highlighted as a core competency in curriculum re-design under the umbrella of Inspiring Education and an attribute recognized as essential by education futurist thinkers and authors.

A call for submissions has been put out to schools. Schools can submit representations of student work to be posted on a Lethbridge School District No. 51 “Web Gallery” launching May 2, 2016. Representations may include the following: visual art, photos, or videos of performance – music – drama – dance, class projects associated with any subject, students working on assignments in a practical arts context such as automotive, foods, auto body, cosmetology, fashion, computer design, or construction …. The ideas are limitless – anything that can be described as a visual representation of thinking or expression fits.

The Board will send apples to each district location for staff to enjoy.

8. **Board Priorities Report**

The Education Centre Leadership Team is committed to keeping the Board informed regarding progress in Board priority areas. An update on progress is provided in the form of a report each month.

### 2015-16 DISTRICT PRIORITIES REPORT TO THE BOARD

<table>
<thead>
<tr>
<th>PRIORITY ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supporting Student Achievement and closing the achievement gap.</strong></td>
</tr>
<tr>
<td>High School Re-design including expanded off-campus opportunities and dual credit (Cheryl)</td>
</tr>
<tr>
<td>- Winston Churchill is currently developing a proposal to join the high school re-design projects.</td>
</tr>
<tr>
<td><strong>Literacy/ Numeracy (Karen)</strong></td>
</tr>
<tr>
<td>- Effective Literacy Strategies Workshops have been presented to our Division I, II, and III teachers and have been well attended and received!</td>
</tr>
<tr>
<td>- Elementary Learning Support Teachers have been trained in Fountas and Pinnel Testing and all homeroom teachers at the elementary level have access to a full day to do this testing with their students.</td>
</tr>
<tr>
<td>- All of our Middle and High Schools were well represented at a Literacy Workshop hosted by SAPDC focusing on literacy across all content areas.</td>
</tr>
<tr>
<td>- Bev Smith, our Literacy Lead Teachers, has been supporting teachers in grades K-8 through workshops, school residencies, staff meetings, and Professional Learning Day activities.</td>
</tr>
<tr>
<td><strong>District Collaborative Communities (Karen)</strong></td>
</tr>
</tbody>
</table>
| - Our second District-wide Professional Learning/Collaborative Community day occurred on Friday, April 15th. Teachers assembled in their Community groups to continue the work they began earlier in the year. Some groups felt as though they completed the goals they
established as a group while others determined that their work will continue into the coming year.

Teacher Induction Support for Quality Teaching (Sharon/ Teresa)

- The 51-5 Mentorship Planning Committee took part in a mini-retreat to look at restructuring our teacher induction program. A proposal was presented to the Board at their spring retreat in March. Teresa Loewen met with Aaron Fitchett, ATA PD Chair, to create a presentation asking for additional funding from the ATA budget committee in their May deliberations.

FNMI (Sarah/Wendy)

- Planning the May 31, 2016 middle school FNMI workshop
- Preparing for the District Powwow and FNMI Grad Feather Ceremony
- Organizing transition meetings for FNMI students in Grade 5 and Grade 8
- Working with high school social studies teachers to implement and provide presentations on residential schools

**PRIORITY TWO**

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

Regulations and policy

- In accordance with the School Act, the Public Meeting committee elected to draft recommendations to the Board regarding Policy 502.2 met and presented the recommendations to the Board on April 19.

Assessment (Karen/ Cynthia)

- Fountas and Pinnel leveled literacy testing training was provided for all elementary schools’ Learning Support Teachers.

**PRIORITY THREE**

Supporting seamless integration of technology.

Digital Citizenship (Rik)

- **Digital Citizenship Curriculum Committee:** The purpose of the Committee is to develop recommendations to be submitted to the Administrators’ Committee regarding how to embed digital citizenship instruction in schools.
- The meeting on April 28th will guide the work of the Committee and set the stage for a follow-up meeting in the fall.

Instructional Integration of Technology (Rik)

- High School Learning Technology Facilitator, Donna James continues to work collaboratively with staff and students to support student learning through the seamless integration of technology. This includes partnering with staff in the learning design process to make the best uses of available teaching methods and in the best uses of technology to enhance student learning; supporting on campus and online courses through the creation of web sites, supporting the use of the course management system, and developing audio visual learning objects; supporting staff and student use of other communication technologies; and exploring new technologies that can support student learning.

Technology Infrastructure (Rik)

- New VOIP telephone systems are currently being deployed in the following schools:
  - Lethbridge Collegiate Institute (135 phones)
Scheduled Wireless Access Point replacement projects:
- Lethbridge Collegiate Institute (52 WAP’s)
- Nicholas Sheran (21 WAP’s)
- Dr. Probe (19 WAP’s)
- Galbraith (19 WAP’s)

PowerSchool training dates have been announced:
- April 15th ~ All Administrative Assistants and Administrative Support
- May 9th ~ All Administrative Assistants and Administrative Support
- May 10th ~ All Administrative Assistants and Administrative Support
- May 11th (am) ~ Principals
- May 11th (pm) ~ Power Users
- May 12th (am) ~ High School Teachers
- May 12th (pm) ~ Middle School Teachers
- May 13th ~ Elementary Teachers

PowerSchool Online Training Accounts are now available (all staff) via Tina Canregie in the Tech Department.

### PRIORITY FOUR

**Supporting population growth and change.**

- Capital projects (Don)
  - Report provided to the Board

- Strategies for growth and changing demographics (Exec Council)
  - District Instructional Services, especially the ESL Lead Teacher, has been working closely with Immigrant services to establish homes and a smooth transition to school.

- Budget and Resource Alignment (Christine)
  - Budget development and meetings with the Board Budget Committee and Instructional Budget Committee

- Parent and Community Engagement (All)
  - Budget information session hosted in April.

### 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**

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

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

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

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

<table>
<thead>
<tr>
<th>OUTCOMES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools are viable and have the capacity for the breadth of programs needed to support student learning needs.</td>
</tr>
<tr>
<td>Utilization rate of facilities supports current and future programs and opportunities for provincial capital support.</td>
</tr>
<tr>
<td>New facilities to meet enrollment increases.</td>
</tr>
</tbody>
</table>

9. **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 and attached are the donations and support received by the District.

**Community Foundation of Lethbridge and Southwestern Alberta Grants:**
- **Senator Buchanan Elementary School** received a $5,000 Community Priorities Grant for their *Supporting FNMI students through literacy interventions project*. A portion of this grant ($1,200) was provided through the generosity of the Lethbridge Auto Dealers Association (LADA).
- **Lethbridge Collegiate Institute** received a $5,000 Community Priorities Grant for their *LCI Band Instrument Inventory Enhancement project*. $440 of the funds provided for this grant came through the Kevin and Trish Kindley Fund.
- **Chinook High School** received a $5,000 Community Priorities Grant for their *Drumline project*.
- **Lakeview School** received $500 for the *Recess Bins* project.

**10. Board Reports**
1. ATA Local 41 – April 4, 2016
2. District School Council – April 4, 2016
3. NSBA Conference – April 9-11, 2016
5. District Student Advisory Council – April 14, 2016
6. Facilities Committee – April 14, 2016
7. Joint Committee of City of Lethbridge and Lethbridge School Boards – April 20, 2016

**Congratulations!**

To...

**Dr. Probe School** Senior and Junior choirs who received Distinction marks at the Kiwanis Festival.

To **LCI Band**, Jazz and Brass ensembles who received the following outstanding marks at the Kiwanis Festival:
- **LCI Grade 9 Band Superior**
- **LCI Gold Concert Band Superior**
- **LCI Jr. Green Jazz Band Excellent**
- **LCI Jazz Combo Superior**
- **LCI Sr. Gold Jazz Band Superior**
- **LCI Brass Quintet 88% 1st place.**
LCI Grade 12 student, **Liam Hyland**, who is headed to Antigonish, Nova Scotia next year to play football.

Chinook High School Grade 12 student, **Zachary Wigand**, who was honoured at the Leaders of Tomorrow 2016 awards night through Volunteer Lethbridge.

WCHS Students in **ELL Canadian Studies 15** at Winston Churchill (Teachers **Greg Skelton** and **Janice Brown**) who are working with Galbraith School’s **Josie Rahim**’s grade 4 and 5 students to make an ABC colouring book of each Canadian province and territory. This is a collaborative project using Google Docs. These books will be read and shared with **Tricia Harris**’s grade 1 students at Galbraith. All students are learning more about their country and making new friends!

Winston Churchill student **Tyler Killoran** who finished third in the Southern Alberta cabinetry competition April 8.

**Winston Churchill** students (15) and staff members (5) on hosting the 3rd Annual Spaghetti for the Soul event at the Lethbridge Soup Kitchen April 8. The group cooked and served a spaghetti dinner for 85-100 clients as well as setting up a table of donated clothes from the Churchill family. A special thank you to teacher **Patrick Shackleford** for coordinating the event.

Winston Churchill grade 12 student **Isabel Benke** on being selected as one of 6 local students to participate in an exchange trip with La Ville St-Laurent this summer.

Winston Churchill grade 12 student **Katie Fyfe** on winning the silver medal at the Southwest Regional Skills Canada competition April 13 in the Baking category. Katie qualifies for the Provincial Skills Canada competition in Edmonton May 11-12.

Winston Churchill math teacher **Andrea Lammers-Pottage** on qualifying for, and competing in, the 120th Boston Marathon on April 18.

Winston Churchill Career Practitioner **Lettie Croskery** on encouraging and facilitating 53 young women to participate in the World of Choices event through Junior Achievement on April 7. Churchill had the largest contingent of participants from the region in attendance.
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.