1. **ESL and Literacy Lead Teachers**
   In response to the growing needs of our English as a Second Language (ESL) students, including the Syrian refugees, an ESL Lead Teacher and ESL Student Support were hired in January. Although relatively new to their positions, a significant amount of support has been offered to schools through their work. In addition, they have developed excellent relationships with students, their families and Immigrant Services.

   A second area of need identified was in the area of literacy. Although a number of schools have focussed on literacy over the years, there was a need to have a coordinated approach to literacy development at all levels. To provide this coordination and support, a Literacy Lead Teacher was hired. In this first several weeks since the teacher was hired, schools have already begun to appreciate the value of the expertise offered.

   Cynthia Parr, Director of Student Services, ESL Lead Teacher David Fuller, ESL Student Support Leah Diachok and Director of Curriculum Karen Rancier were in attendance and provided a report on the activities of these two positions to date.

2. **Second Quarter Financial Report**
   The 2015-16 Second Quarter Financial Report for the District and updated Financial Health Indicators Report were provided for review. Director of Finance Christine Lee was in attendance and responded to questions asked by trustees.

3. **Board Budget Beliefs Statement**
   The Board adopted the Budget Beliefs Statement for 2016-17 that will serve as a guide as the 2016-2017 budget is developed.
4. **Approval of 2017-2020 Capital Master Plan**
The Board accepted the 2017-2020 Capital Plan for the District.

**Lethbridge School District No. 51**
CAPITAL PLAN
2017 - 2020

The District has implemented its Capital Plan, which evolved out of a comprehensive review of educational facility needs.

Lethbridge School District No. 51 currently has 19 schools. Of those 19 schools, looking at the core and not including portables and relocatables, all are above 85% except for three and ten range from 101% to 174% utilization.

Our schools in West Lethbridge range from 101% to 162% and all our elementary schools in South Lethbridge range from 101% to 174%.

Programming and safety are severely restricted by the number of students in these schools. Assemblies that should include all students cannot take place because of fire and building codes.

We have placed the South Lethbridge Elementary School as our number one new construction project. After that, the number two new construction project would be the Garry Station Elementary School. Followed by the Elementary School in the South of West Lethbridge.

Our No. 1 Modernization preservation project is our 104-year-old school, Galbraith Elementary School

The District is requesting funding from Alberta Education for the following projects over the next three years:

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>YEAR</th>
<th>PROJECT</th>
<th>ESTIMATE PROJECT COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2017/2018</td>
<td><strong>South Lethbridge Elementary School</strong> – New Construction – Core Only 600 Student School</td>
<td>$15,500,000.00</td>
</tr>
<tr>
<td>2</td>
<td>2018/2019</td>
<td><strong>West Lethbridge Garry Station Elementary School</strong> – New Construction – Core Only 600 Student School</td>
<td>$15,500,000.00</td>
</tr>
<tr>
<td>3</td>
<td>2018/2019</td>
<td><strong>South West Lethbridge Elementary</strong> - New Construction – Core Only 600 Student School</td>
<td>$15,500,000.00</td>
</tr>
<tr>
<td>4</td>
<td>2017/2018</td>
<td><strong>Galbraith Elementary School</strong> –</td>
<td>$14,418,000.00</td>
</tr>
</tbody>
</table>
5. **Transfer of Funds from Operating to Capital Reserves**

The school district will need to spend funds on capital items in the future and will need to ensure that these funds are available.

Below are some of the capital requirements that will require the use of capital reserves:

<table>
<thead>
<tr>
<th>Plant Operations and Maintenance</th>
<th>1. Non-Supported Construction Costs of West Lethbridge Middle School $250,000</th>
<th>2. Additional vehicle for the Maintenance department $50,000</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Administration</th>
<th>$100,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Education Centre is requiring some maintenance that could be of a significant nature. For example, there is a need to replace the doors and improve the front entrance.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transportation</th>
<th>$140,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 2015-2016 it was necessary to purchase two buses that were suitable to transport students for the Early Education Program. It is necessary to have the ability to replace these buses or ad additional buses as the program grows. These buses are owned specifically by the District and not part of the transportation agreement with the City of Lethbridge.</td>
<td></td>
</tr>
</tbody>
</table>

To ensure the capital funds are available the board is requested to transfer funds to capital reserves as follows:

- Transfer **$300,000 from** Plant Operations and Maintenance operating reserve **to** Plant Operations and Maintenance Capital Reserve.

- Transfer **$100,000 from** Administration operating reserves **to** Administration Capital Reserve.

<table>
<thead>
<tr>
<th>Modernization</th>
<th>5</th>
<th>2017/2018</th>
<th>Senator Buchanan Elementary School – Modernization</th>
<th>$8,874,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modernization</td>
<td>6</td>
<td>2017/2018</td>
<td>Westminster Elementary School - Modernization</td>
<td>$9,377,000.00</td>
</tr>
<tr>
<td>Modernization</td>
<td>7</td>
<td>2018/2019</td>
<td>Nicholas Sheran Community School - Modernization</td>
<td>$13,009,000.00</td>
</tr>
<tr>
<td>Modernization</td>
<td>8</td>
<td>2018/2019</td>
<td>Park Meadows Elementary School - Modernization</td>
<td>$11,261,000.00</td>
</tr>
</tbody>
</table>
• Transfer $140,000 from Transportation operating reserves to Transportation Capital Reserve.

Christine Lee, Director of Finance, was in attendance to spoke to the request to transfer operating reserve funds to capital reserve funds.

6. Planned Use of Operating Reserves
The information below outlines one-time operating reserves that will be required in the next two years to address operational and programming requirements. Christine Lee, Director of Finance, was in attendance and spoke to the requested use of one-time reserves.

**Planned Use of Operating Reserves**

The board has operating reserves to address special circumstances that arise that require support or require funds to be set aside over 3-4 school years to address significant one-time items that are part of an operational cycle.

The following future circumstances will warrant the use of one-time reserve funds of the board. The estimated amount that will be committed is **$5.8 million**. Details are provided below:

**New School Start-Up - $840,000**

One-time funding will be required to provide administrative support and to purchase supplies and resources for the elementary school and middle school in West Lethbridge. These costs are not supported by Alberta Education as part of the construction project, but are necessary to ensure a successful school start-up.

<table>
<thead>
<tr>
<th>Item</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal prior to school start – Elementary School (2016-2017)</td>
<td>$70,000</td>
</tr>
<tr>
<td>Principal prior to school start- Middle School (2017-2018)</td>
<td>$70,000</td>
</tr>
<tr>
<td>Supplies and Resources – Elementary School (2016-2017)</td>
<td>$350,000</td>
</tr>
<tr>
<td>Supplies and Resources – Middle School (2017-2018)</td>
<td>$350,000</td>
</tr>
</tbody>
</table>

**New Programming (2016-2017) - $70,000**

A French Immersion program will be offered at Nicholas Sheran School in 2017-2018. Specialized resources will need to be purchased to offer this program.
Technology Evergreening (2016-2017) - $2.6 million
In 2016-2017 phase IV of the technology evergreening program will occur to replace computers at the elementary school level. The evergreening reserve currently has $1.8 million with an additional $800,000 to be added from 2015-2016 operations.

Middle School and FNMI Literacy (2016-2017) - $100,000
Planned spending to address student achievement in the area of literacy.

Technology Access (2016-2017) - $200,000
Planned third year of project to improve technology infrastructure to make technology more accessible.

Staffing Growth, Stability and Grid Movement - $1,060,000
In recent years, Lethbridge School District No. 51 has been able to hire additional teachers due to enrolment growth. Many of these teachers are at the beginning of their career. Each year of the first ten years of a teacher’s career a teacher receives a pay increment. On average the cost to the district is $765,000. This fund is also allocated to provide relief to schools and classrooms in situations where there are configuration concerns of declines in enrolment that would impact a school in a negative way that requires additional funding support for staffing.

Inclusive Learning Supports (2016-2017) - $800,000
Support for English Language Learners, Early Education students, refugees and students with diverse learning needs.

High School Completion (2016-2017) - $103,400
Funding in 2016-2017 to support alternative programming to improve high school completion.

7. A Public Education – Season 8 Proposal
For the past seven years the Board has been part of a joint venture, “A Public Education”, a unique television series about the people, programs, innovations and achievements in Lethbridge and area schools. The monthly 30-minute television show is aired the final Saturday of each month, and subsequently shown twice per week on CTV2 the following month. In addition the series is available to the public to download and view at www.apubliceducation.ca

The show has featured 5-6 vignettes each month. In addition to Lethbridge School District No. 51, current partners in this initiative are the Lethbridge School District ATA Local 41, Holy Spirit ATA Local 5, Holy Spirit Catholic Schools 4, Palliser ATA Local 19 and the
Executive Producer Erv Fehr has done an outstanding job of featuring all aspects of public education. Erv has proposed an eighth season of “A Public Education”. The Board confirmed its participation in the Season 8 “A Public Education” partnership by committing funding of $11,422.50 plus GST from the Board’s Priority Fund. It is noted that this is the first budget increase since 2012, to cover increased production and broadcast costs.

8. **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</th>
</tr>
</thead>
<tbody>
<tr>
<td>608.3</td>
<td>Learning Commons</td>
<td>Approved</td>
</tr>
<tr>
<td>601.2.1</td>
<td>School Year</td>
<td>Approved</td>
</tr>
<tr>
<td>502.1</td>
<td>Appendix A Student Code of Conduct</td>
<td>Approved</td>
</tr>
</tbody>
</table>

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

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

9. **New Age Integrated Technology for Chinook High School Gymnasium**

At the December 15th, 2015 Board meeting the Board rescinded its approval to award the contract for the New Age Technology at Chinook High School to Digital Edge
Media.

Digital Edge Media and CustomWorks/TLD were considered qualified to provide the equipment solution and therefore invited to participate in the bid opportunity. Both bids were evaluated by the Principal, Kevin Wood, Technology Director, Rik Jesse and Purchasing Coordinator, Joe Perry, using 10 separate evaluation criteria. Major criteria included: vendor qualifications, project design, component specifications, warranties, and service capabilities. Nine evaluation criteria were evaluated prior to the 10th criteria, which was the disclosure of price.

It is the unanimous decision of the evaluation committee that CustomWorks/TLD provides the best solution for the District.

The District received the following bids:

- **CustomWorks/TLD** $237,013.94 + GST
- **Digital Edge Media** $231,226.43 + GST

The Board approved the New Age Integrated Technology at Chinook High School and awarded the contract to CustomWorks/TLD in the amount of $237,013.94 + GST.

10. Breakfast with the Board

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 Park Meadows School on Tuesday, April 12, 2016 from 7.45 – 8.15 a.m. Following the breakfast, Principal Nancy Brown will provide a tour of the school for trustees.

11. 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.
### Supporting Student Achievement and closing the achievement gap.

#### Literacy/ Numeracy (Karen)

- Literacy workshop for beginning teachers in Divisions I and II was held on March 16. All new teachers hired since the fall were offered the opportunity to attend.
- Bev Smith, our District’s Literacy Lead Teacher, has supported teachers in K-8 through Professional Learning sessions at staff meetings, PL Days, as well as during the school day.

#### District Collaborative Communities (Karen)

- Collaborative Communities continue to access funds to be able to meet together to further their knowledge and skills.
- District Professional Learning Day is on Friday, April 15th.

#### Parent Education (Karen/ Isabelle)

- Parents of children accessing Program Unit Funding (PUF), as well as some accessing mild/moderate, continue to have access to Family Oriented Programming (FOP). Kindergarten families can access a minimum of 6 session of FOP over the school year with Early Education Program Families able to access a minimum of 8 sessions of FOP. Some families are receiving individual home visits in addition to this with school team members which may involve SLPs, LSTs, Making Connections, contracted behavioural consultants, etc.
- Building Brains and Futures Project at Westminster School – working on building adult capabilities in the area of early brain development with parents and staff. Two one-hour parent cafes are available each week where speakers from various agencies and therapy disciplines host a brief informational session followed by a question and answer period. There have also been a couple of large group presentations to Westminster Early Education Program parents around early brain development.
- Triple P (Positive Parenting Program) – Christine Bishoff offered a parent discussion group in March entitled “Dealing with Disobedience”. Parents at Buchanan, Park Meadows and Westminster were offered this opportunity.
- Parents of children accessing PUF have opportunity to attend workshops, funded through PUF, to support their child’s identified areas of need.

#### Early Learning (Isabelle)

- Ongoing professional development is provided to Early Education Program Managers regarding evidence-based approaches in early childhood that promote strong brain development. Dr. Robbin Gibb has been involved in sharing specific activities for our Early Education Program classrooms that strengthen executive functioning. The Professional Learning community, that all the Early Education Program Managers are involved, in are looking at evidence-based practice that supports optimal early childhood programming.
- Intentional delivery of high quality PUF programming, as well as language rich environments within Early Education Programs to meet the needs of children with mild/moderate delays or those that are English Language Learners, is assisting in early intervention needs for many children.
- All Early Education Programs have a daily play-based speech and language centre, designed and supervised by SLPs, that all children go through. Typical children serve as appropriate role models for children working on speech and language areas. In addressing language
concepts as well as speech sounds, this centre also provides universal emergent literacy skills and practice to all children within the program.

- Pop-ins in Early Education Programs occur in the Spring to meet and identify needs for fall programming of new incoming children. Pop-ins are a family-based screening with the parents participating in centres to complete Ages and Stages Questionnaires on their child’s development. Referrals for assessment and parent supports for children’s delays are made available to get the earliest start possible in addressing identified areas of delay. Pop-ins also allow the school district to have increased information regarding children so that programming and staffing can be prepared to provide optimal programming right from the start in September.

- Sarah Heimbecker, our FMNI Consultant, has been assisting the Early Education Program Managers to learn about the historical context of FMNI families so that the Early Education Program Managers can better relate to FMNI families and their needs. We are seeing increased numbers of children with FNMI backgrounds accessing PUF and programming. Our intent is to establish positive relationships, promote consistent attendance and support these families in ways that will assist their child to have positive school experiences and development.

- Kindergarten teachers are currently in the midst of completing Early Development Instrument (EDI) surveys which provide rich information about how young children are doing, both locally and provincially. The results of these surveys have been used to identify area to focus on for programming in our early childhood programs. For example, numeracy was an area that showed District 51 being quite a bit lower than the provincial norm, so efforts have gone into increased awareness, strategies, professional development, etc. around numeracy in both Early Education Programs and Kindergarten.

### FNMI (Sarah/Wendy)

- Targeted literacy intervention project for FNMI elementary students 2016/2017 school year.
- Planning has been underway for the FNMI Grad Feather Ceremony.
- FNMI Consultant offered a session on Engaging and Embracing FNMI students at Teachers Convention – Over 65 people attended the session.
- A professional development workshop was held for Early Education Managers.
- Planning is progressing for the district powwow on May 27, 2016

### PRIORITY TWO

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

**Curriculum Re-design (Karen)**

- A focus on Math clarification documents and FNMI content in Social Studies continue to be priorities for Alberta Education.

**Assessment (Karen/ Cynthia)**

- Fountas and Pinnel has been adopted district-wide in grades 1-5 and the first training session will be held on March 21. All homeroom teachers of those grades have been given one day of release time to learn to do this testing this spring.

### PRIORITY THREE

**Supporting seamless integration of technology.**
Technology Infrastructure (Rik)

- **Wi-Fi Rebuild:** In early December the Tech Team began upgrading the Wi-Fi networks at LCI, Nicholas Sheran and Probe. New Wireless Access Points have been ordered and will be deployed throughout the schools. The new devices will significantly improve performance and provide ubiquitous coverage for all three sites.

- **Digital Resources:** The Department of Instructional Services and the Technology Department have come together to explore how we can better serve the students and teachers of the District in the area of District provided Digital Resources. Both departments are compiling lists of resources that the District currently subscribes to, or has made available for student or staff use. The completed list will be presented to the Admin. Committee in November in hopes of developing a strategy to better promote the products that are currently under-utilized.

- **New VOIP installations:** Nicholas Sheran, Probe and LCI will be upgrading their current phone systems to a new “Voice over IP” system.

- **PowerSchool Timelines:** In the coming weeks LethSD staff will begin training on the new Student Information System (PowerSchool)

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**PRIORITY FOUR**

**Supporting population growth and change.**

**Parent and Community Engagement (All)**

- Early Education Programs and Kindergarten programs promote parent participation and engagement with their child and their child’s programming in a variety of ways – e.g. Family Oriented Programming, participation in IPP development and implementation, assisting in the classroom, participating with their child in a variety of activities provided through school programming

- Early Education Program Managers have been working at establishing strong relationships with families in terms of communication, programming engagement, sharing child development information, etc.

- The Early Childhood Coordinator has engaged with several private preschools and child care centres to access programming space for growing numbers of children identified for PUF and mild/moderate programming. Programming with child care settings is meeting the needs of many families who face challenges transporting children to or from programming in the middle of the day and it also presents less transitions for the child. Programming within child care centres comes with its own unique challenges in terms of meshing District programming with child care licensing regulations and programming.

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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 re-design.
- Improvement on the continuum of the Indicators of Inclusive Schools.
- The education system demonstrates collaboration and engagement.
- Schools, parents and the community are engaged in reciprocal endeavors that contribute to student growth and the community.
- Students and communities have access to safe and healthy learning environments.
- Mental health measures (TTFM Survey, Accountability Pillar, Counsellors’ Notes) improve.

PRIORITY THREE: Supporting seamless integration of technology.

OUTCOMES:

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

PRIORITY FOUR: Supporting population growth and change.
OUTCOMES:
- Schools are viable and have the capacity for the breadth of programs needed to support student learning needs.
- Utilization rate of facilities supports current and future programs and opportunities for provincial capital support.
- New facilities to meet enrollment increases.

12. Snacks with the Superintendent
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 Winston Churchill High School have been invited to have Snacks with the Superintendents on Wednesday, April 13, 2016 beginning at 7:30 a.m.

13. Board Reports
1. ATA Local Council – March 2, 2016
2. District School Council – March 7, 2016
3. District Student Advisory – March 8, 2016
4. Poverty Intervention Committee – March 8, 2016
5. ASBA Zone 6 – March 9, 2016

Congratulations!

To...
LCI grade 12 student Erin Collett who organized the “necessities of life” drive for Syrian refugees.
WCHS Vice Principal Neil Langevin who will be inducted into the Lethbridge Sports Hall of Fame. Neil is being recognised for his accomplishments as a builder in the sport of Women’s Rugby. Neil coached the U of L Pronghorns program to 3 consecutive CIS National Championships and 6 Canada West titles. He also served 3 years as the National Senior Women’s coach and participated as a head coach in the 2006 World Cup.

LCI Grade 9 Clippers who won the South Zone 4J Girls Basketball Championship. Team members are: Lizzy McLeod, Savannah Muise, Skyla Sloan, Krista Nelson, Abbie Hall, Berkley Heggie, Jasmine Rivest, Catriona Smith, and Sydney Melvin. Coaches are Joni Heggie and Terra Hall.

Lethbridge Christian School Vice Principal, Melanie McMurray who earned her Master’s Degree in Education with the U of L. Her research was on Literacy in a Globalized Canadian Classroom.

LCI Grade 11 student Austin Logue who won a gold medal in both the Rural Provincial and Provincial Wrestling competitions.

LCI Grade 11 student Jessica Zarowny who recently won Junior Female Athlete of the Year at the Lethbridge Sports Council Achievement Awards.

All four choirs from Gilbert Paterson Middle School who received the highest rank of Superior at the Kiwanis Festival. In addition, Grade 6 Choir and Select Choir will be competing at the Provincial Choir Festival.

LCI Rams Junior Varsity team who captured the Southern Alberta high school basketball league championship.

Immanuel Christian Eagles who won the ASAA 2A girls South Zone high school basketball championship.

WCHS Grade 11 student Dylan Meier who earned a Gold medal in the recent ASAA Rural Wrestling championships. The win qualified Dylan for the Provincial championships in Edmonton in March where he finished 4th in his division.

WCHS LST teachers Melissa Hooper and Greg Skelton on hosting local agencies that provide support and services for adults with disabilities. The March 10 event is an open house gathering where families with students with disabilities can find, and make connections with, agencies and support networks in our community to plan and prepare for transitions beyond high school.
WCHS Grade 12 Griffin athletes Abby Neudorf and Mikhi Lagemaat on their selection to the Rugby Alberta U18 Girls 7’s Provincial Team.

Agnes Davidson Senior Choir who received a ‘Superior’ for their performance at the Kiwanis Festival.

Wilson Middle School Grade 7-8 Choirs who received ‘with Distinction’ and Grade 7-8 Band who received ‘Excellent’ for their performances at the Kiwanis Festival.

Mike Mountain Horse Senior and Grade 4 Choirs who received ‘Distinction’ and Junior Choir who received ‘Superior’ for their performances at the Kiwanis Festival.

LCI Singers who were invited to represent for Senior High School Choir at Kiwanis Provincial Festival.

LCI Chamber Choir who were invited to represent for Provincial National School High School Choir.

Ventus Women’s Choir who was recommended to Provincials including district staff members Regan Brooks, Karen Hudson, Thea Costello, Stephanie Macfarlane, Morgan Day, and Liz Appleton.

Fleetwood Bawden Grade 4-6 School Chorus who received ‘Distinction’ at the Kiwanis Festival.

Mike Mountain Horse Junior Choir who was chosen to represent Lethbridge at the Provincial Choral Festival.

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.