

# THE ICE PAGE

## June 2005 South

June 19<sup>th</sup>,  
2005

Happy  
Father's Day

To My Father

It matters not that Time has shed  
His thawless snow upon your head  
For he maintains, with wondrous art  
Perpetual summer in your heart.  
~ William Hamilton Hayne



### General Information

The ICE office will be closed  
Friday July 1<sup>st</sup> for Canada Day.  
All calls should be directed to  
the Cell @ 601-6903 (Nanton  
Area) & 634-8805 (Lethbridge  
Area)

#### Notice to Staff:

We are still receiving time  
sheets that are incorrect.  
Please see attached for  
examples of how these are to be  
filled out. If you were at all

unsure, your supervisor or  
Personnel Coordinator would  
be happy to assist you.  
Key points to remember:

**\*\*If you are a regular staff  
doing a relief shift in your  
regular program, put your  
relief hours on your regular  
timesheet under the relief  
column. Do not add your relief  
hours to your regular hours.**

**\*\*If you are a regular staff  
doing a relief shift in a different  
program than your normal  
one, use a relief timesheet for  
these hours.**

**\*\*If you are a relief staff (who  
hasn't signed terms) please use  
the Relief Timesheet.**

**\*\*Please make sure to fill out  
your Employee number, Last  
name of client, stat hours  
worked and sign the bottom of  
the timesheet.**

**\*\*Please make sure that your  
times are indicated as well as  
the number of hours worked  
each day. Use an "R" to  
indicate relief shifts.**

Incorrect Timesheets will result  
in a verbal warning followed by

being taken off of direct  
deposit (as per ICE  
policy)

### Hand-In Dates:

Hand in day will be  
Wednesday June 15<sup>th</sup> for  
all shifts worked between May 1<sup>st</sup>  
– 15<sup>th</sup> and  
Thursday June 30<sup>th</sup> for all shifts  
worked between June 16<sup>th</sup>– 30<sup>th</sup>

### A LETTER FROM COLLEGE

Dear Dad,  
School i\$ really great. I am making lot\$  
of friend\$ and \$tuding very hard. With  
all my \$tuff, I \$imply can't think of  
anything I need, \$o if you would like,  
can ju\$t \$end me a card, a\$, I would love  
to hear from you.

Love,  
Your \$on  
-----  
The Reply:

Dear Son,  
I kNOW that astroNOMy, ecoNOmics,  
and oceaNOgraphy are eNOugh to keep  
even an hoNOR student busy. Do NOT  
forget that the pursuit of kNOWLEDge is a  
NOble task, and you can never study  
eNOugh.

Dad



### Training dates are as follows:

June 2<sup>nd</sup> CET Training in  
Lethbridge 1-5 pm

June 9<sup>th</sup> & 10<sup>th</sup> PET Training  
9:30-5:00 p.m.  
Nanton

June 15<sup>th</sup> & 16<sup>th</sup> PET Training  
9:30 a.m.-5:00 p.m.  
Lethbridge

June 28<sup>th</sup> Documentation  
Workshop in Nanton 1-4 pm  
(Must RSVP)

June 30<sup>th</sup> Promoting Independence  
Workshop in Nanton 1-4 pm  
(Must RSVP)



### Employee

### Incentive

### Awards:

**Thank You to everyone who  
submitted entries for the May  
Employee Incentive Draw.**

**Congratulations to the  
following staff who was the May  
winners:**

**Karen Penniford-Minifie &  
Patty Plowman**

Next ICE Thank You Draw  
June 15<sup>th</sup>  
at Noon / ICE Office



## ICE WEBSITE

[www.icenterprises.com](http://www.icenterprises.com)

CHECK IT OUT!!!

The ICE website has a special **"ICE Staff Only"** section.

The Link is at the bottom of the Home Page. It will ask you for a user name and password:

**Username: iceuser**  
**Password: 100smiles**

This section has a copy of the current ICE Page newsletter, and copies of all the most common forms needed by ICE employees

This could save you a trip to the office if you have a printer!

### **ATTENTION!**

It is critical that all Timesheets, Contact Notes, Schedule Outlines, and Monthly Reviews for this and any other month be on time and correctly completed. Errors and late reports may result in delayed payment of employee wages.

## CET STANDARDS:



**Creating Excellence  
Together**

### **STANDARD 33**

The service provider promotes the use of individualized Assistive Technology and Environmental Interventions (AT-EI) to help individuals gain personal control and enhance function.

#### **About this standard...**

Individuals with disabilities have a long history of using AT-EI to improve their ability to function in daily living, to gain control over their environment, and promote inclusion in community settings. Service providers have a responsibility to facilitate the acquisition and safe use of AT-EI where beneficial and appropriate.

**Assistive Technology (AT)** is "any item, piece of equipment, product, or system that is used to increase, maintain, or improve functional capabilities of individuals with developmental disabilities." Such devices range from the simple (e.g., walking aids, special spoons, modified telephones) to complex

(computerized environmental controls, communication systems and custom seating/mobility systems).

**Environmental Interventions (EI)** are installed equipment such as grab bars, ramps, lifts, or interior and exterior modifications to a building that increases the functional capabilities of individuals with disabilities.

Although the vast majority of AT-EI applications are under the sole control of individuals, some AT-EI applications such as lap belts / wheelchair trays and environmental monitors (such as thermostats and motion sensory devices), can also be used in ways, which limit the autonomy of individuals with disabilities. In order to ensure safe and ethical use of AT-EI applications, an assessment by the appropriate **qualified professional** is imperative to ensure that it is used as intended, and that guidelines are in place to ensure its' appropriate and intended use.

ICE meets this standard by:

- Adhering to ICE policy 2.3.2 - #6 – Planning Client Services. (Please review).
- ICE ensures that all adaptive equipment and devices that are used by staff or individuals is monitored and if it is determined that there is potential to limit the client's independence then a qualified professional will authorize the development of a procedure. Regular safety inspections of assistive devices also occur.

See: "Safety Inspection of Ceiling Tracks/ Hoyer Lifts; Safety Inspection of Wheelchair: Inspection checklist for Wheelchairs."

- Staff must be knowledgeable about the purpose and techniques for use with any AT-EI in place and how to assist individuals in their use.
- Staff can describe what guidelines are in place for AT-EI to ensure its appropriate use. E.g., providing an opportunity to stand and walk every hour with support.

If you are supporting an individual who is utilizing AT/EI, please ask your supervisor for a copy of **Appendix V11 Assistive Technology and Environmental Interventions (AT-EI)**, from the CET Manual. This document goes into greater detail.

**NOTE – As we approach our CET Survey on June 7 – 10, 2005, I would like to thank all of you for your hard work and team efforts for the benefit of the individuals that we provide services to.**



In 1900, fathers shook their children gently and whispered, "Wake up, it's time for school."

Today, kids shake their fathers violently at 4 a.m., shouting: "Wake up; it's time for hockey practice."

# Community Capacity

## CANADA'S INITIATIVE

### Community Inclusion

Building capacity at the community level to successfully include people with disabilities, and their Families, in ways that promote and safeguard their full citizenship is one of the primary objectives of the Community Inclusion Initiative. Through efforts within this national initiative, individuals and families have been afforded greater opportunity to participate in and contribute to the life of their community, to demonstrate leadership, and to mobilize community activities that promote greater inclusion of all citizens. The impacts of the initiative have been enormous. With the leadership of the Community living movement, partnerships have been created with hundreds of community and government organizations — Each working toward transforming the way we live together, and making our communities more understanding and accepting of diversity. Initially what began as an initiative focused on disability issues, it is now



clear that inclusion is of importance, relevance and benefit to us all — as communities and as Canadians.

2005

Seven years after its inception, the Community Inclusion (CI) Initiative continues to represent a unique model of partnership between the Government of Canada (Department of Social Development), the Canadian Association for Community Living, People First of Canada, and has enabled collaboration among diverse organizations at the national, provincial/territorial and local levels. The Initiative has been successful in reframing “community inclusion” from an issue seen originally as being vested and owned by the “disability community” to one that more correctly speaks to issues of *full citizenship, human rights and equal participation*.

**The national Community Inclusion Initiative has the following broad objectives:**

**I**ncrease overall public awareness of inclusion; resulting in increased understanding of barriers to inclusion, the value of inclusion, and strategies to achieve enhanced inclusion.

**I**ncrease development and use of best practices to promote inclusion in a broad range of areas: including but not limited to schools, businesses, recreation and leisure activities, community organizations, neighborhoods, and families.

**I**dentification of and provision of support and training to emerging

leaders in the inclusion movement (especially parents and persons with intellectual disabilities).

**I**nfluence and advance policies, and an associated policy framework, at a national level that will improve the lives of individuals who have intellectual disabilities and their families.

**E**ngage new partners and stakeholders from a broad range of interests and areas, and to provide them with the tools and knowledge to enable them to promote and facilitate inclusion in their respective areas.

**B**uild ways and means for communities to meet people with intellectual disabilities, get to know them, acknowledge and appreciate their contributions.

**I**ncrease the capacity of communities to include people with disabilities in all aspects of community life.

**S**upport people with disabilities and their families to become connected to their communities.



**WE CAN'T DO THIS ALONE  
— GET ON BOARD —  
WE NEED YOU!!!**

In 1900, fathers could count on children to join the family business.



Today, fathers pray their kids will soon come home from college long enough to teach them how to work the computer and set the VCR



**Sharon's Story:**

My name is Sharon and I have 3 jobs. I help the kids at Playschool and the kids all love me. I help the kids with their crafts and I help the kids get their snack. I clean up after the kids are done with their snack. Some days the Playschool kids go to the library and I help them to get ready. My second job is working at UFA. I clean the bathroom, Pepsi cooler, candy machine, coffee machine, snack table and windowsills. My boss has the same name as mine. It is Sharon. I like working at UFA because they are nice people and they have two nice dogs that I like. My third job is meals on wheels. Meals on wheels are for people who cannot cook for themselves. Everybody thinks that I work really hard at all of my jobs.

## The importance of Stories



Stories are a way of helping us discover the ways that people are participating in their community. Collecting stories about people being included and participating in groups, classes and clubs, is an excellent way for us to know that we are successfully helping people discover and pursue their dreams, desires and interests. We need your help to collect more stories. When someone is contributing and participating in their community in a positive way we want you to write a few lines about how they started and what they are doing. This could be meeting new friends, getting a volunteer position, getting a job, learning a skill, or any other milestone or success.

All staff that submits stories will receive a "Thank you!" card and their name will be entered into the incentive draw for a prize. So have your pencils sharpened. Please

submit stories to Sandra  
(Lethbridge/Nanton)



## A Changed Policy

### 2.7.3 CRITICAL INCIDENTS

1. A critical incident is considered to be any event or series of events, real or alleged, that is or could potentially be life threatening/cause injury, resulting in charges being laid, legal action and/or further investigation by outside authorities.
2. Examples of critical incidents include:
  - physical injury or accidents involving clients or employees;(note that if an employee injury further documentation may be required for WCB claims management **Refer to Policy 3.5.5**)
  - Deterioration of client's physical well being e.g. Emergency medical attention, hospitalization
  - Client death
  - Physical assault
  - Disclosure of criminal activity by a client;
  - Disclosure of abuse by a client;
  - Restraint situation
  - Property damage by client
  - Severe verbal threats made by a client;
  - Allegations of theft or damage by a client towards an employee
  - Client AWOL;
  - Suicidal behaviour by a client;
  - Delegated task not performed in accordance with delegated care plan
  - Medication errors (including omissions).
3. When a critical incident occurs, these steps are to be followed:

- To the best of your ability, ensure the immediate safety of the client and yourself;
    - If necessary, immediately contact the appropriate emergency authorities: (911, poison centre, pharmacy, etc.);
    - Contact your supervisor or the on-call supervisor immediately by phone;
  - The supervisor will provide the employee with direction and contact the appropriate office management to facilitate follow-up;
  - The employee is to document the incident on a critical incident form.
  - Should the incident involve an employee injury the employee will be required to complete further documentation as per **Policy 3.5.5**.
4. Documentation of a critical incident includes:
    - Completing a Critical Incident Form as soon as possible, preferably within 30-60 minutes of the incident;
    - Provide a clear, brief account of what happened, what lead up to the incident, and the action you took as a result. Use the guidelines for routine recording on Contact Notes;
  5. Unless otherwise directed, submit the completed Critical Incident Report to the office within 24 hours;
  6. If another agency is involved, you may need to fill out a Critical Incident Report for them. Do so using the guidelines outlined above.
  7. The management staff/on-call supervisor who directly receives the information concerning the critical incident must complete part two of the critical incident form and follow up with the appropriate supervisor of client care. Should the incident involve an

employee injury refer to **policy 3.5.5**. For any subsequent documentation\follow up. This person will then ensure that follow up is completed and documented.

8. Manager of client care will ensure that the documentation is complete and that an action plan is devised for follow-up as required. The Manager of client care will ensure that the critical incident report is returned to the residential program and a copy will be filed in the client and employee file as appropriate in the main office files. Note that if the program is not residential then the original remains at the regional main office. If an employee injury is involved then the employee is to receive a copy of page one of the report.
9. Managers will forward a copy of critical incidents involving employee injury to the Health and Safety Manager for follow up. This may involve review by the Health and Safety Committee. The copies of these reports are filed in the office of the Manager of Health and Safety. Should there be a WCB claim as a result of a critical incident then the C.I. becomes part of the employee's personnel file. In addition for each regional office a summary of all C.I.s will be forwarded to this manager for review on a monthly basis.
10. Managers will forward a copy of any Critical Incidents involving client aggression and property damage as per **Policy 2.5.1** to the Restrictive Procedures Advisory Committee for follow up.
11. Managers will review the incidents weekly at unit meetings and provide the Chief Operating Officer with a summary of incidents for review with the President
12. Delegation errors that may have been the result of the employee's error or omission will necessitate the employee being re-delegated at the next shift with that client. If the incident involved a client transfer, that transfer will be evaluated by the nursing supervisor both at the next shift the employee has with that client and the next shift any employee has with that client.
13. Note: If the critical incident involves a client who is receiving residential services from I.C.E. copies of the critical incident form are in the staff room of each of I.C.E.'s

homes. For any other situation the form must be obtained from the main office should the employee not have the proper documentation form.

14. The employee's supervisor will follow up with the employee as appropriate. (**Refer to Policy 3.5.5**)

Updated February 7\05



## **Stay Healthy During the Summer**

Staying healthy during the summer requires more than just eating the right foods. Below is a partial list of things to do that will help you stay cool and healthy during the hot summer months

1. Drink plenty of water. It is very important to drink water. Your body needs water to prevent dehydration during warm summer days. Take special care to make sure infants and toddlers drink enough water. They can become dehydrated much more easily than adults.
2. If you have asthma or other respiratory problems, keep a careful watch on the daily air quality reports. Also, don't forget to take your inhaler or other medication with you when you go out.
3. Take a rest or nap. Don't push yourself beyond your physical limits.
4. Wear Sunscreen. Sunburn is painful and unhealthy. Use a sunscreen that is right for your skin.
5. Stay Cool. Wear light, loose fitting clothing to help you stay cooler.

6. Wear Sunglasses. Sunglasses protect your eyes from the sun's UV rays.
7. Maintain your energy level by limiting your intake of fat and sugar; focus on carbohydrates, fruits and vegetables.
8. Before leaving for vacation pack a few items (calamine lotion, baking soda) that will help with itchy or painful insect bites.
9. If you have allergies and plan to be traveling/vacationing, find out which plants will be pollinating in your vacation spot.
10. Know your body. If you are feeling ill, see a doctor. An average of 400 people die each year in the North America due to extreme heat.

## Your Health and Safety Program

### HAZARD IDENTIFICATION, ASSESSMENT AND CONTROL

The Government of Alberta, under legislation defined in The Occupational Health and Safety Code, requires employers to identify, assess, and control all hazards faced by its workers. Here is a review of how we do it at ICE.

**Hazards are identified** in two basic ways: one way is when an incident occurs, which is then investigated. This investigation can be as simple as turning around to see what you tripped over, or it can be a large-scale gathering and analysis of facts to determine cause of an incident. This way of hazard identification is *reactive*. The hazard is identified after an incident happens.

Another, better way to identify hazards is to look for them and find them before they do any damage. This *proactive* approach is done mainly through inspecting our surroundings for the things or behaviours that could hurt us, and then we make sure that everybody is aware of the danger. Like investigations, inspections can be large-scale - like our EQA's, or as simple as checking a med label. Whenever we look for or find any hazards, it must be documented in the Hazard Control Logbook.

The ICE Health and Safety Committee has done much work in identifying hazards. A comprehensive list called the *Hazard Assessment and Control Document* is found in your Health and Safety Manual, in the Hazards section. There are, one can be sure, still hazards not yet identified. ICE relies on all workers practicing *hazard awareness* to get more hazards identified and published in the Hazard Assessment and Control Document. One practices *hazard awareness* both proactively and reactively. Take note of incident and near-miss causes, and bring them to the attention of administrative staff. Look for hazards – always try to be aware of your surroundings and the behaviours of those around you, and how these might affect safety. If you find danger, you must report it.

**Hazard assessment is ranking hazards, to determine how best to control them. If you look at the Hazard Assessment and Control Document, you will see that each hazard listed is indeed given a priority ranking, based on:**

- 1) The frequency of exposure to the hazard,
- 2) The potential consequences of the hazard,
- 3) The probability of injury from the hazard.

**Hazard controls** are done in a number of ways. The best way is to completely eliminate it – remove the hazard. This works great for many slipping and tripping hazards, which are a major source of injury. For hazards that are impossible or impractical to remove, we use either:

- 1) Engineering controls – these are devices to protect us. Examples are handrails, guards, insulation on electrical cords, lighting, security locks, machinery guards, and many more.
- 2) Administrative controls – these are procedures that, when followed, ensure control of hazards. Examples are planned procedures for anticipated behaviours of concern, proper use and storage of sharps, proper medication administration, avoidance of cross-contamination during food preparation, and many others.
- 3) Use of personal protective equipment (PPE) – like gloves, masks, and footwear.

**We also use equipment and procedures to keep us safe when faced with emergency situations. Smoke detectors, evacuation procedures, and fire extinguishers are to keep all from harm during a fire emergency. Positive or restrictive**

**approaches to unanticipated behaviours of concern are another example of an emergency response to ensure safety.**

Another function of **inspections** is to maintain hazard controls.

Your local ICE Health and Safety Committee review the Hazard Assessment and Control Document regularly, so that it remains accurate.

**Training** is very often required to enable proper use of hazard controls. The law says that employers must provide such training, and that workers must participate when called upon.

The law also says, basically, that all people involved must do their part to ensure that all people on the work site are kept safe.

**Check out these sites for some excellent info:**

<http://www3.gov.ab.ca/hre/whs/learning/hazard/hazard.htm>

<http://healthcare.healthandsafetycentre.org/s/HomeCare.asp>

**HAZARD IDENTIFICATION, ASSESSMENT AND CONTROL – QUIZNAME:** \_\_\_\_\_

- 1) When we make safety improvements in response to incidents, the approach is called  
a) Proactive      b) reactive      c) inspection      d) positive
- 2) When we make safety improvements to prevent possible incidents, the approach is called  
a) Proactive      b) reactive      c) inspection      d) positive
- 3) Using the *Hazard Assessment and Control Document*, list three hazards present at your work-site.

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- 4) How does the *Hazard Assessment and Control Document* rank each of those hazards in terms of frequency of exposure, potential consequences, probability of injury, and in total?  
frequency of exposure \_\_\_\_\_      potential consequences \_\_\_\_\_  
probability of injury \_\_\_\_\_      Total \_\_\_\_\_

- 5) How specifically, are each of those hazards controlled, and is the control *engineering, administrative, PPE*, or a combination?

<u>Specific hazard control</u>	<u>type of hazard control</u>
_____	_____
_____	_____
_____	_____

- 6) Can you think of any hazards at your work-site that is NOT identified in the *Hazard Assessment and Control Document*? If so, list them below:

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- 7) As an exercise in proactive hazard awareness, think of a leisure activity that you regularly do, such as walking the dog, going to the movies, camping, or anything else. Identify, assess, and name controls for **three hazards** of that activity.

<u>Hazard Identified</u>	<u>Hazard Ranking</u>	<u>Hazard Control</u>
_____		
_____		
_____		

SUBMIT THIS QUIZ TO THE OFFICE TO RECEIVE AN ICE THANK YOU CARD AND BE ELIGIBLE FOR PRIZES



## Lawnmower Safety Tips

From the CDC (<http://www.safetycenter.navy.mil/articles/lawnmower.htm>)

*It was 12-year-old Bill's turn to mow. He was in a hurry so he could join his younger brothers and sisters, outside playing in the yard. As he was mowing, he ran over a toy left in tall grass. The mower threw the toy and it flew across the yard, hitting his sister in the eye. She lost sight in that eye.*

This example illustrates how easily injuries can happen with lawnmowers. Mower-related injuries are an everyday occurrence. The U.S. Consumer Product Safety Commission estimates that 57,000 operators and bystanders require medical treatment each year for mower-related

injuries.

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### Mower hazards

The mower is a cutting machine designed to trim grass but has the potential to cut anything that is placed in its path. The cutting edge of the mower blade can travel at speeds of up to 200 miles per hour. Even a dull blade at that speed can slice fingers and toes that get in its way.

Other materials, such as toys, stones, sticks, and equipment parts, can become projectiles when struck by the blade. These items, too, can travel up to 200 miles per hour as they leave the discharge chute. Items thrown from mowers can cause serious injury to other people in the area or to the operator when there is no rear guard. Thrown items also can cause property damage.

In addition to cutting and projectile dangers, mowers also can cause burns. The muffler and cylinder head heat up during operation, and remain hot for some time after the engine has been turned off.

Fuel is another danger. Gasoline-driven combustion engines power most mowers. Gasoline is a very explosive and flammable material that should be treated with respect. One gallon of gasoline combined with the correct amount of air is equivalent to 83 pounds of dynamite. Gasoline is flammable because it vaporizes with air to form a mixture that ignites easily. Vaporization can occur in temperatures as low as zero degrees.

### Safe practices

1. **Prepare lawn for mowing.** Every time before you mow, check your lawn for items such as sticks, rocks, toys, sports equipment, dog bones, wire, and equipment parts. Make sure miscellaneous items are not hidden in tall grass. Also look for and remember immovable objects, such as pipes, or partially buried rocks. Running into a fixed object can shatter the blade and throw jagged chunks of metal out the discharge chute or under the housing.
2. **Handle fuel with care.** Always use care when filling the tank with gasoline. Wipe up spills. Never fill the tank on a mower that has been operating and is hot. A hot muffler can ignite vapors from the gasoline.
3. **Wear appropriate clothes.** Close-fitting clothes are less likely to get caught on controls or moving parts. Long pants and sturdy leather shoes protect you from flying sticks, stones, or other items not caught by the rear guard. Shoes also should provide good traction. A canvas or open-toed shoe cannot protect your foot if it slips into the blade. When mowing for long periods of time or if noise is objectionable, wear hearing protection such as earplugs.
4. **Use safe mowing techniques.**
  - ✓ **Make sure other people, especially children, are out of the area.** Young children should be supervised in the house while the yard is being mowed. They cannot understand the dangers, and the operator may not hear or see children approach.
  - ✓ **Never point the discharge chute at anyone.** You never know when something will be thrown from the mower. Never run the mower over gravel.
  - ✓ **Do not mow wet grass.** Wet grass is slippery and the operator can lose footing, slip under the mower, or allow the mower to roll backwards. Wet grass also clogs the discharge chute and can cause the engine to falter. When this happens, always turn off the engine and wait a few seconds for the blades to stop rotating before correcting it.
  - ✓ **Use care on inclines.** Some slopes are too steep to mow safely, so use good judgment. Always push walk-behind mowers **across** slopes to avoid coming in contact with the mower (e.g., by sliding down the hill onto the mower, or allowing the mower to roll backwards on top of operator). Drive riding mowers **up and down** slopes.
  - ✓ **Never leave a running mower unattended.** When you leave the operator's position the mower should be turned off. New models have an operator presence switch that automatically kills the engine when the operator releases the handle.



# Resource Center Newsletter



June 2005



## Community Events & Resources

### Lethbridge June Activities

- June 3-5 Free admissions into southern Alberta attractions  
Call 1-800-661-1222 for details
- June 19 Westminster Outdoor Pool opens until September 4
- June 21 National Aboriginal Day  
Fort Whoop Up Interpretive Centre  
Nicholas Sheran Park-tipi raising demonstration  
City Hall-sunrise ceremony, pancake breakfast, dancers
- June 21 Henderson Lake-jazz concert  
7pm
- June 24 La Saint-Jean-Baptiste concert in the park  
Galt Gardens  
6:30p
- June 24-26 Annual Dog Show  
Enmax
- June 27 Henderson Lake Outdoor Pool opens
- June30/July1 Western Canadian Amateur Motocross Championships  
Temple Hill Motorcycle Park Raymond  
\$10/day  
[info@cdnmx.com](mailto:info@cdnmx.com)
- June 4,11,18,25 Lethbridge Farmer's Market at Exhibition Grounds 8-12:30
- June1,3,4,8,14,22,25,26,29 Lethbridge Bulls Baseball games at Henderson Lake
- July 8 Deadline for Special Needs Art Classes (July18-Sept2)
- Sundays at 2pm- Tea ceremony at Nikka Yuko Japanese Garden
- List of the volunteer placements for Lethbridge is on the bulletin board at the office
- Holiday bowl has requested that all ICE staff pre-book the lanes before coming for 5 pin.

\*\*\*Petty Zoo at the Nanton Ag Society (run by Lana Bulger) July 2<sup>nd</sup> 1:00-4:00 p.m. \*\*\*

*Thank you to Marg Bouwmeester and her client for submitting the attached information for Claresholm.*

