

# Foothills County Application



## Application for Amendment to Land Use Bylaw

**Foothills County** **www.foothillscountyab.ca**  
 309 Macleod Trail, Box 5605, High River, AB T1V 1M7 • Tel: 403-652-2341 Fax: 403-652-7880  
 Email: [planning@foothillscountyab.ca](mailto:planning@foothillscountyab.ca)

Note: An Application Fee of \$ 1600 shall accompany this application.

Date Received: February 17, 2026 Receipt No. 455001

**THIS SECTION TO BE COMPLETED IN FULL BY THE APPLICANT**

I, High River Agricultural Society  
*Name of Registered Owner (please print)*

hereby certify that I am the registered owner of the land described above and authorize  
Legacies Academy Foundation to act as agent in the matter.  
*Name of Agent (please print)*

**PLEASE ACCEPT THIS APPLICATION REGARDING LEGAL LAND DESCRIPTION**

All/part of the NE 1/4 sec. 12 twp. 19 range 29 west of 4 meridian.  
 Being all parts of lot \_\_\_\_\_ block \_\_\_\_\_ Reg. Plan No. \_\_\_\_\_ C.O.T. No. \_\_\_\_\_

TO: (Choose One)

- Redesignate from \_\_\_\_\_ to \_\_\_\_\_
- Amend the Land use Bylaw by allowing education as a permitted use (Educational Services, Private/Charter)

Size of existing parcel(s) 85 acres - full parcel including all buildings Size of proposed parcel(s) 8800 sq ft indoor space

The reasons for the (redesignation) (amendment) are as follows:

The second floor space of the main office building would be used for education purposes which is not currently on the land use permitted or discretionary uses. We have our attached our proposal that includes our vision for both the indoor space as well as the outside space which has been approved by the Ag Society Board.

***I certify that the information given on this form and attachment hereto are full and complete and is to the best of my knowledge a true statement of the facts concerning this application and I am the registered owner and/or the duly authorized agent.***

Date \_\_\_\_\_ Signed \_\_\_\_\_

**Landowner Information**

Phone No: [REDACTED]  
 Address: [REDACTED]

**Agent Information**

Phone No: [REDACTED]  
 Address: [REDACTED]

I consent to receive documents by email:  Yes \_\_\_ No

Email Address: [REDACTED]

I consent to receive documents by email:  Yes \_\_\_ No

Email Address: [REDACTED]

**Right of Entry**

I, being the owner or person in possession of the above described land, do hereby consent to an authorized person designated by Foothills County to enter upon the land for the purpose of conducting the processing of this application.

Date Feb 17- 2026 Signature of Owner [REDACTED]

Is there an access or safety concern with respect to a site inspection: \_\_\_ Yes  No

# Letter from High River Ag. Society of Approval



To Whom it May Concern,

On behalf of the High River Agricultural Society, this letter serves as formal authorization for Legacies Academy to meet with your organization regarding matters related to their proposed occupancy including all applications required for approvals.

Legacies Academy has our full knowledge and consent to engage in these discussions. They are authorized to meet with County officials and other relevant parties as needed. Furthermore, the High River Agricultural Society fully supports their application for occupancy within our main office building on site. We believe their presence would be a valuable addition to our facilities and the broader community we serve.

We appreciate your time and consideration in meeting with Legacies Academy and reviewing their application. Should you require any additional information or confirmation of our support, please do not hesitate to contact us directly.

Sincerely,

A handwritten signature in black ink, appearing to read 'RH', written over a light blue horizontal line.

Roger Hamel

High River Agricultural Society - Board Member  
Direct Cell: 403-650-4372

High River Ag Society Office  
Box 5271 High River, AB, T1V 1M4  
[www.highriverag.com](http://www.highriverag.com)  
[info@highriverag.com](mailto:info@highriverag.com)  
(Office) 403-652-7349

# Foothills County Business Use Questionnaire



## Application Requirements

### 1. Full detailed description of the business.

Legacies Academy is an Alberta Education Accredited Independent School. The proposed use at the High River Agricultural Society grounds is for elementary programming (Grades 1–6, multi-age classrooms). The school delivers the Alberta Education curriculum through classroom instruction, supervised outdoor learning, and structured experiential programming.

The school operates during the regular academic year (September–June), five days per week. Preschool and Kindergarten programming will remain at the school's current downtown High River location; only elementary students will attend the Ag Society site. The proposed use includes indoor classroom instruction on the upper floor of the existing building and supervised outdoor activities in designated areas of the grounds (open field, treed area, fenced activity space, and a small agricultural learning area if approved). No industrial, manufacturing, or high-impact commercial activity.

### 2. Please indicate if the business is primarily run from the parcel or off site.

The elementary school program will be primarily run from the parcel (upper floor of the Ag Society building). Administrative functions will occur at the Ag Grounds as well as our original location (410 Macleod Trail SW).

### 3. What buildings will be used on the parcel for this business, include storage areas.

The entire upper floor of the existing Ag Society building will be leased and used for:

- Classrooms
- Small group instruction areas
- Staff workspace
- Indoor student storage (lockers/cubbies)
- Educational materials storage
- No additional permanent storage buildings are proposed at this time.
- Educational supplies will be stored within the leased interior space.

### 4. Are there any buildings proposed and if so, for what purposes will they be used for. Please also include the building size and why it is necessary.

At this time, no new primary buildings are proposed.

**5. Number of people to be employed.**

Estimated staff at this location:

- 5 Certificated Teachers (*full time and part time*)
- 2 Educational Assistants (*full time*)
- 2 Administrators (*1 full time and 1 part time*)
- Specialist who come and go occasionally

Total estimated employees on site daily:

- 7-10 Staff Members

**6. If producing a product or goods, please indicate the method of distribution or sales.**

The school does not operate as a production or manufacturing business.

**7. Provisions for loading and parking.**

- No busing is provided.
- Parents will drop off and pick up students daily.
- Existing Ag Society parking areas will be utilized during school hours.
- School hours (8:00 AM – 4:00 PM) largely avoid peak event times.
  - Drop off window 8:00 - 8:30
  - Pick up window 3:30 - 4:00
- Staff parking will be accommodated within existing parking infrastructure.
- No additional paved parking areas are proposed at this time.

**8. Vehicle generation, break down between employees and customers on a daily basis, also please list the types of vehicles to be expected.**

Traffic will be concentrated in short windows and minimal throughout the remainder of the school day.

- **Estimated Daily Vehicles:**
  - Estimated 25–40 family vehicles (*many siblings and carpooling common*)
  - Staff: 7-10 vehicles
- **Estimated total weekday vehicle traffic:**
  - Approximately 25–40 vehicles during morning drop-off ( 8:00 - 8:30 ) and afternoon pick-up ( 3:30 - 4:00 )
- **Vehicle Types:**
  - Passenger vehicles (cars, SUVs, light trucks)
  - No commercial transport vehicles expected

**9. Will there be deliveries to the site, if so, how many and how often.**

- No large freight or heavy industrial deliveries are anticipated.
- Small deliveries may occur, such as:
  - Educational supplies
  - Office materials
  - Occasional grocery deliveries (if hosting student events)
- Estimated frequency:
  - 1–2 small delivery vehicles per week
  - Standard courier or light commercial vans

**10. Hours and days of operation.**

- Monday to Friday
- September through June
- 8:00 AM to 4:00 PM
- Closed evenings and weekends (unless pre-approved special event)

**11. Amount of water required for this business.**

- Water demand is not expected to exceed typical small institutional use levels.
- Water usage will be limited to:
  - Washroom facilities
  - Hand washing
  - Cleaning
  - Drinking water

**12. Garbage and storage areas and the fencing and screening proposed for same, and methods for disposing of garbage.**

- Garbage will be standard classroom waste (paper, food waste, packaging).
- Waste will be collected in interior bins and transferred to approved exterior receptacles.
- Disposal will occur through existing municipal waste collection services.
- Recycling programs will be implemented.
- If a small animal component is approved, waste management will follow municipal and agricultural best practices.
- No large-scale waste production is expected.

**13. Methods of controlling noise, dust, or drainage from the lot.**

- Noise:
  - Normal school-day activity noise (comparable to a playground).
  - No amplified outdoor sound systems proposed.
  - Activities occur during daytime only.
- Dust:
  - No industrial activity proposed.
  - Outdoor use limited to play and supervised educational activities.
- Drainage:
  - No grading changes or major surface alterations proposed.
  - Any temporary seasonal installations (e.g., rink) would not alter permanent drainage patterns.

**14. Descriptions of any noxious, toxic, radioactive, flammable, or explosive materials proposed (i.e. gas, oil, paint, etc.). Please also include how it is being stored and how much is being stored and why it is necessary to have in relation to this business.**

- None proposed.
- Standard small quantities of cleaning supplies and basic school materials may be stored indoors in accordance with safety standards.
- No industrial chemicals, fuels, or regulated hazardous materials will be stored on site.



## AFFIDAVIT VERIFYING CORPORATE SIGNING AUTHORITY

I, ROGER HAMEL of FOOTHILLS COUNTY, make oath and say:

1. I am an officer or a director of HIGH RIVER AGG SOCIETY being the corporation named in the Development Permit Application as submitted to Foothills County affecting lands described as:

~~NE12-19-29-W4~~ NE12-19-29-W4

2. (a) I am authorized to sign the Development Permit Application(s) on behalf of the corporation without affixing a corporate seal.

2. (b) I am authorized to sign a letter appointing an agent to act on behalf of the corporation regarding the Development Permit Application(s) without affixing a corporate seal; and

I hereby appoint HANNAH REHAK as our agent for the above mentioned Development Permit Application(s).

SWORN before me at Town of High River in the Province of Alberta,

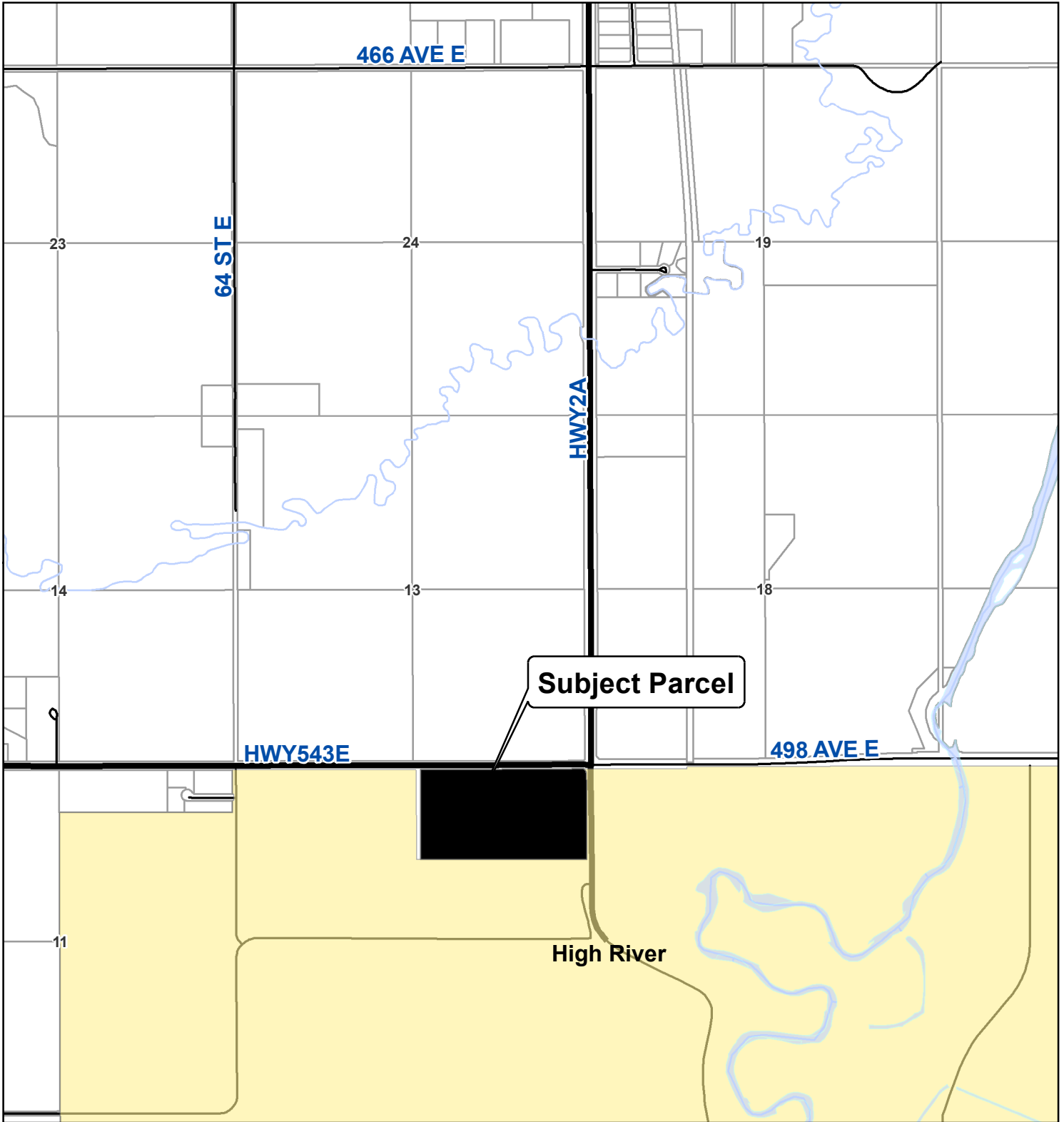
This 17 day of February, 2026

(Signature)

Heather Hemingway  
A Commissioner for Oaths  
in and for the Province of Alberta

HEATHER DEIDRE HEMINGWAY  
A Commissioner for Oaths  
in and for the Province of Alberta  
My Commission Expires December 4, 2027

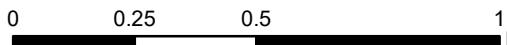
# Location Map NE 12-19-29 W4M



## Legend

- Roads
- ▭ Parcels
- Highway
- ▭ Subject Parcel
- ▭ Town

Date: 2026-03-03

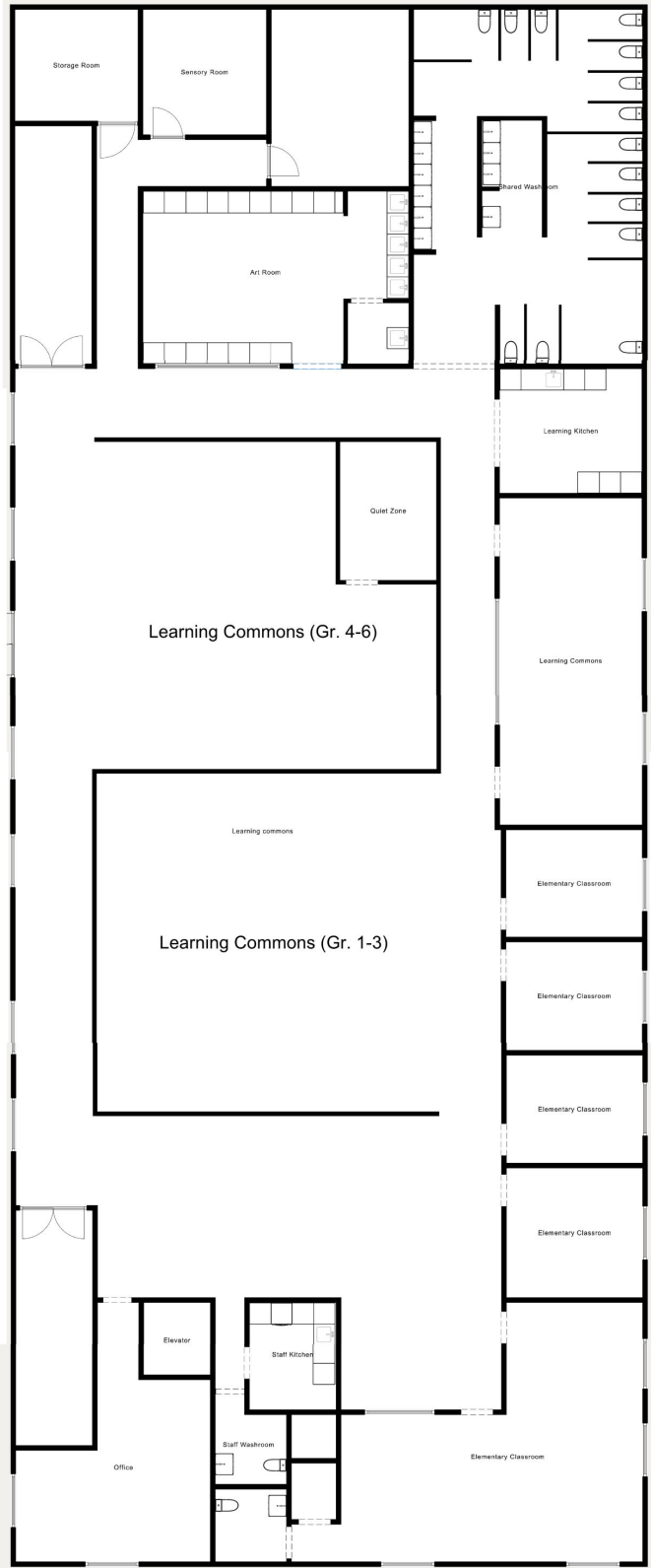


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Data Sources Include Municipal Records and AltaLIS.  
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# Floor Plan - Current





ANSI BOMA Z65.1 2017  
OFFICE STANDARD:  
METHOD A

MAJOR VERTICAL PENETRATIONS  
(RENTABLE AREA EXCLUSIONS):  
407.8 SQ.FT.

BUILDING SERVICE AREA:  
233.8 SQ.FT.

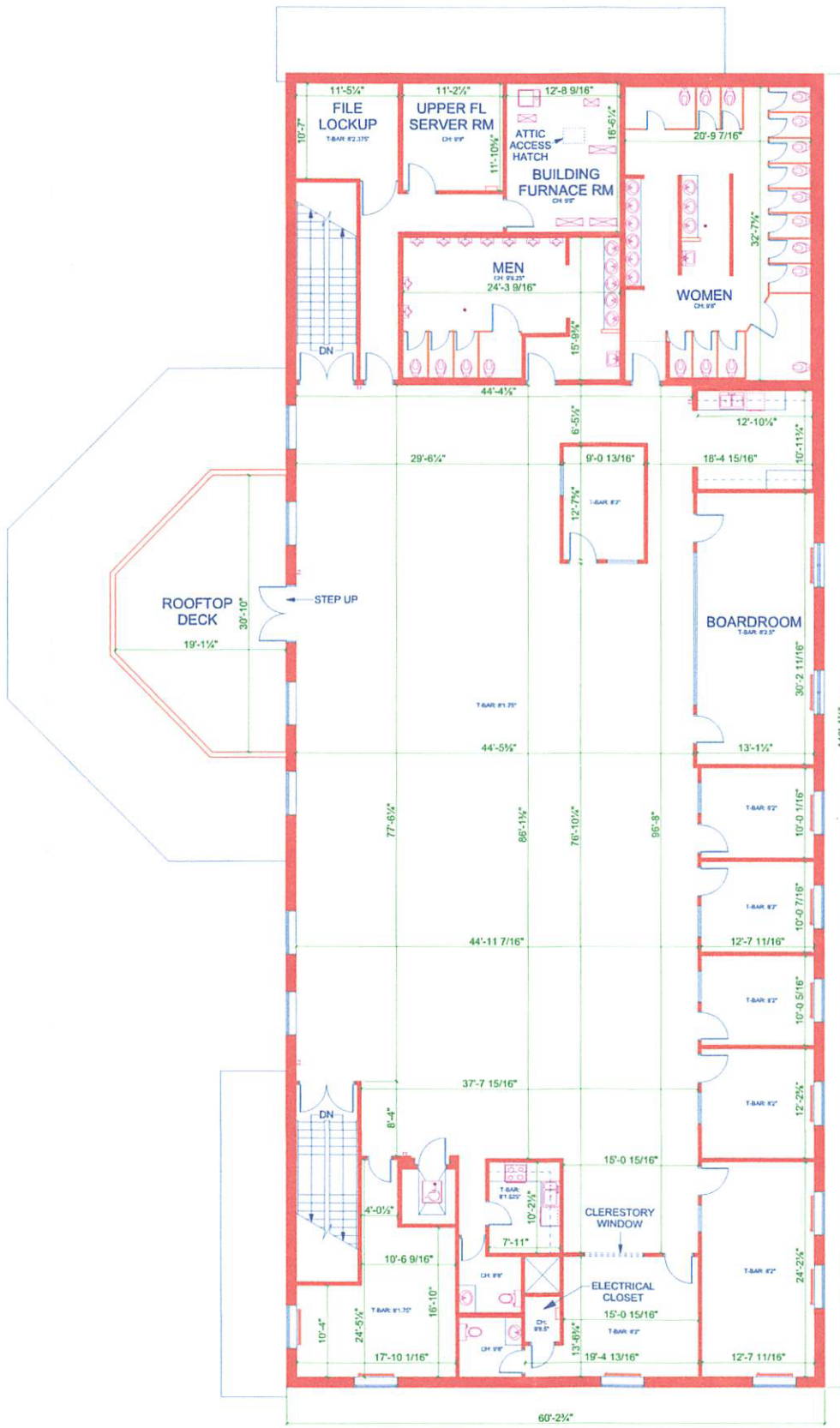
FLOOR SERVICE AREAS:  
1,290.5 SQ.FT.

RENTABLE AREAS:

ROOFTOP DECK:  
593.8 SQ.FT.

2ND FLOOR TENANT AREA:  
8,196.8 SQ.FT.

TOTAL FLOOR RENTABLE AREA:  
8,790.6 SQ.FT.



2ND FLOOR
APRIL 29, 2024
SCALE: AS NOTED
PROJECT No.:
DRAWING No.:
DRAWING TITLE: DETAILED PLAN
DRAWN BY: AN
CALGARY: (403) 851-4692 VANCOUVER: (778) 786-2000 WEBSITE: www.accuspacemeasuring.com

**REVISIONS:**  
13JUN24 - A.N. - AREAS ADJUSTED AS PER REDESIGNATION OF SELECT MAIN FLOOR INTER-BUILDING SERVICE AREAS TO OCCUPANT AREAS.



# Traffic Flow - Pick up & Drop Off



## Hug & Go Zones

The intention for these zones are to be able to drop off your child, give them a BIG hug and send them off to school, while ensuring that traffic can continue to flow. These zones are not for short term parking.

- Hug & Go Morning Drop Off Window 8:00 - 8:30
- This is a ONE WAY area, so it would be best/safest to have your child/children exit out of the RIGHT side of your vehicle.

## Short Term Parent Parking

There are parking stalls where you can park if you need to escort your child to the front door, drop them off late or if you are volunteering at school.

## End of the Day Pick Up

- Pick Up Window 3:30 - 4:00
- This is a ONE WAY area.

# **Legacies Academy & High River Agricultural Society**

*Updated Proposal*

*January 2026*

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**A Shared Vision for Place, Purpose, and Community**

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**Dear Foothills County,**

Legacies Academy is guided by a simple but deeply held belief: children thrive when they are known, honoured, and given space to grow—both literally and figuratively. As a school rooted in relationship, stewardship, and community, we are seeking a partnership that reflects these values in practice.

It is with great respect for the legacy and role of the High River Agricultural Society that we propose a partnership centred on shared space, shared values, and a shared investment in the next generation.

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### **Why the High River Agricultural Society**

The Ag Society grounds represent far more than a building. They are a living expression of heritage, land stewardship, community gathering, and responsibility—values that align naturally with our educational vision.

We believe this partnership offers a rare opportunity:

- To strengthen intergenerational connections within High River
  - To bring new life and learning into an existing community space
  - To foster early appreciation for agriculture, land, animals, and rural heritage
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# Who We Are

*Legacies Academy - A Haven for Learning*

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Legacies Academy is an Alberta Education–accredited private school located in High River. Our mission is to build up and empower each child so they leave behind their own legacy. We exist to create a haven for growth and learning—one that honours the whole child academically, socially, emotionally, and relationally.

Our educational approach is intentionally child-honouring:

- Multi-age classrooms
- Experiential, hands-on learning
- Deep connection to nature and community
- Emphasis on responsibility, care, and stewardship

As our school community grows, so does our responsibility to ensure that our physical environment continues to reflect our values.

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# Quick Snapshot

## 2026-2027 School Year

- Grade 1 - 6
  - Approximately 12 students per grade level
  - 72 students maximum
  - High number of siblings in attendance, approximately 40-50 families
- Estimated staff at this location:
  - 5 Certificated Teachers (*full time and part time*)
  - 2 Educational Assistants (*full time*)
  - 2 Administrators (*1 full time and 1 part time*)
  - Specialist who come and go occasionally
- Total estimated employees on site daily:
  - 7-10 Staff Members

## Future School Year

- There is potential for the school to expand by one grade level each consecutive school year, this growth is assessed each year
  - Classes would remain capped at 12 students per grade level
  - As our school community grows, so does our responsibility to ensure that our physical environment continues to reflect our values.
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## School House History

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Legacies Academy was founded in the midst of a global pandemic, in order to offer an alternative schooling option with smaller class sizes. Housed in a beautifully renovated historic home from 1910, it embodies the charm of a one-room schoolhouse. As a result, we coined the term "Home-Style Schooling," because Legacies provides a warm environment that becomes like a second-home to all who enter.

Our philosophy is deeply rooted in fostering a nurturing and inclusive environment where each child's unique journey is honoured. We prioritize personalized attention, reject a one-size-fits-all approach, and emphasize the holistic development of every student. We believe that education extends beyond academics to encompass lifelong growth and fulfillment. The goal of our educational philosophy is to pursue a deep understanding of the complexities of education and a genuine commitment to fostering lifelong learners who are empowered to navigate life's challenges with purpose and authenticity.

Our approach draws inspiration from various educational philosophies. By embracing a multifaceted approach, we create a rich and dynamic learning environment that nurtures curiosity, creativity, and wonder while respecting the rights and autonomy of both children and educators. We are dedicated to fostering a collaborative dialogue between students, educators, parents, and specialists. It is through this shared commitment to holistic learning that every voice is valued and each individual student can thrive. This collaborative effort ensures that learning is meaningful, authentic, and tailored to the unique needs and interests of each learner.

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## A Place for the Wild & Free

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At Legacies Academy, we foster a nurturing environment where children can explore their interests freely, both indoors and outdoors, while engaging in hands-on learning experiences that promote holistic development in art, music, language, math, science, and fine motor skills. Childhood is a time of wonder and exploration, where play is fundamental. So, we create an environment that integrates academic standards authentically, fostering holistic development alongside academic achievement.

Our vision for Legacies Academy is rooted in the belief that innovation and transformation are essential in education. The main focus is to create an inclusive environment that honours each child's unique potential, regardless of their beliefs or background. The name Legacies Academy intentionally reflects our belief that every child has the ability to leave an impact on the world; our mission is to empower each child to reach their full potential and leave behind their own lasting legacy.

To authentically implement this mission, we challenge traditional approaches to education and continuously seek new and better ways of fostering student growth and learning. By analyzing unmet needs in traditional school settings and embracing uncertainty, we embraced the one-room style schoolhouse model by transforming a house into a welcoming learning environment. As leaders and educators, we aspire to operate at the edge of your competence, constantly pushing boundaries as we create learning environments that reflect our mission statement and vision.

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## “Home-Style” Environment

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Home-style refers to an educational approach that seeks to replicate the nurturing, personalized environment of a home within the context of formal schooling. Overall, home-style schooling seeks to create a nurturing and supportive educational environment that values each student as an individual and promotes their growth and development in all aspects of life. Key characteristics include:

**Nurturing Environment:** The atmosphere is one of warmth, comfort, and familiarity, creating a sense of security and belonging for students.

**Individualized Attention:** Students receive personalized attention and support tailored to their unique needs, strengths, and learning styles.

**Flexibility:** The curriculum and schedule are often more flexible, allowing for customization based on the interests and pace of individual students.

**Integration of Home Life:** Home-style schooling incorporates elements of home life into the educational experience, blurring the lines between home and school.

**Emphasis on Relationships:** Strong relationships between students, teachers, and caregivers are prioritized, fostering a sense of community and mutual respect.

**Holistic Development:** Beyond academic learning, home-style schooling aims to promote the holistic development of students, including their social, emotional, and physical well-being.

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# Our Mission

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## Mission Statement

Our mission at Legacies Academy is to nurture each child's growth, empowerment, and unique potential, fostering a haven for learning where they can leave their own lasting legacy.

*Legacy ~ (n.) Something that somebody has done successfully and has a positive effect.*

## Vision for our Mission

By fostering a culture of acknowledgment, value, and respect for each child, we create a nurturing environment where everyone can thrive. Our commitment to our renegade revolution, guided by the principles of GRACE (gratitude, resilience, aspiration, courage, and empathy) ensures that every educator at Legacies Academy is aligned with our mission and values. Together, we are redefining education and shaping the future - one renegade educator at a time.

At Legacies Academy, our mission is to nurture each child's growth, empowerment, and unique potential, fostering a haven for learning where they can leave their own lasting legacy. Grounded in a unified philosophy of renegade revolution and transformative teaching practices, we are committed to redefining education and shaping the future - one renegade educator at a time. Rooted in the belief that every child is unique and worthy of dignity, our mission is to create a nurturing and empowering environment where every child can flourish and thrive. Through rich experiences, student-led inquiry, and a holistic approach to education, we empower students to uncover their potential, unleash their minds, and leave behind their own lasting legacy of resilience, compassion, and purpose.

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# Our Philosophy

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## Renegade Revolution

At the heart of our educational philosophy lies a profound respect for and belief in the unique journey of each student. We understand that every learner possesses a diverse range of strengths, challenges, and individual characteristics that shape their educational path. We strive to delve deeply into the complexities of each student's difficulties to uncover the root causes and tailor holistic solutions. By immersing ourselves in the intricacies of each child's learning profile, we tailor holistic approaches to unlock their full potential. We reject a one-size-fits-all approach, opting instead for personalized attention that nurtures growth, resilience, and self-awareness. By embracing the essence of each student's challenges as opportunities for growth and self-discovery, we guide them on a transformative journey towards lifelong learning.

**renegade** ~ (n.) *a person who deserts and betrays an organization, country, or set of principles*

**revolution** ~ (n.) *a forcible overthrow of a government or social order, in favour of a new system*

We embrace a philosophy of redefining education by deserting educational practices and principles that have met their limitations. Instead, we have reordered the priorities involved in the education of children and are driven toward uncovering the potential and unleashing the minds of every child. We challenge traditional approaches and empower students to embrace their uniqueness and inherent worth.

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## We Believe ...

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- We believe in ‘Home-style Schooling’ which means creating a warm, welcoming environment that becomes a second home to each student.
  - We believe that childhood is a time to foster wonder, creativity, and discovery through exploration, rich learning experiences and open-ended invitations.
  - We believe that children can receive quality academic education, while also nurturing their sense of curiosity, joy, awe and wonder that encompass a positive childhood.
  - We believe that there are four teachers: the adults, the students, the classroom environment and nature. We are on this journey together and we are equals.
  - We believe that children learn because they want to and are invested in the process, not because they are forced to remember or regurgitate information.
  - We believe in letting children learn at their own pace and always honouring the child; who they are, where they are and providing what they need.
  - We believe in giving children an abundance of opportunities, time and access to beauty of art, music, literature, nature, and their own imaginations.
  - We believe this path isn’t just for childhood but for a lifetime of pursuing interests, responding to adversity and building a life based on purpose, not perfection.
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# Proposed Land Use

**For 2026/2027 School Year**

*Within Existing Spaces*

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## Use of Space

Legacies Academy proposes leasing the entire upper floor of the Ag Society building to house our elementary program. This space would allow us to:

- Accommodate growing enrolment
- Maintain small, relational learning communities
- Preserve our original location for Preschool and Kindergarten students

We envision the potential to expand thoughtfully into the lower level in the future, should growth require it.

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## Outdoor Learning as Stewardship

Our vision for outdoor use is grounded in respect, safety, and shared responsibility. With permission, we would love to incorporate the following areas as part of our learning environment:

- **Open Field:** Flexible space for play, movement, and seasonal learning
- **Treed Area:** Nature-based exploration, observation, and imaginative play
- **Fenced Area:** A seasonal sports or skating space, fully funded and maintained by Legacies Academy
- **Septic Field Area:** Small-scale agricultural learning (raised beds or limited animal care such as chickens or rabbits), emphasizing responsibility and care

Clear boundaries, supervision, and shared expectations would be established to ensure respectful coexistence with Ag Society operations and events.

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## Open Field - Flexible Space for Movement, Play, and Seasonal Learning



### Purpose & Use

- Large-group movement, games, and physical literacy
- Seasonal learning experiences (snow exploration, weather studies, kite building, field measurements)
- Cooperative play that encourages teamwork and inclusion
- Temporary, movable equipment (nets, cones, loose parts), removed after use

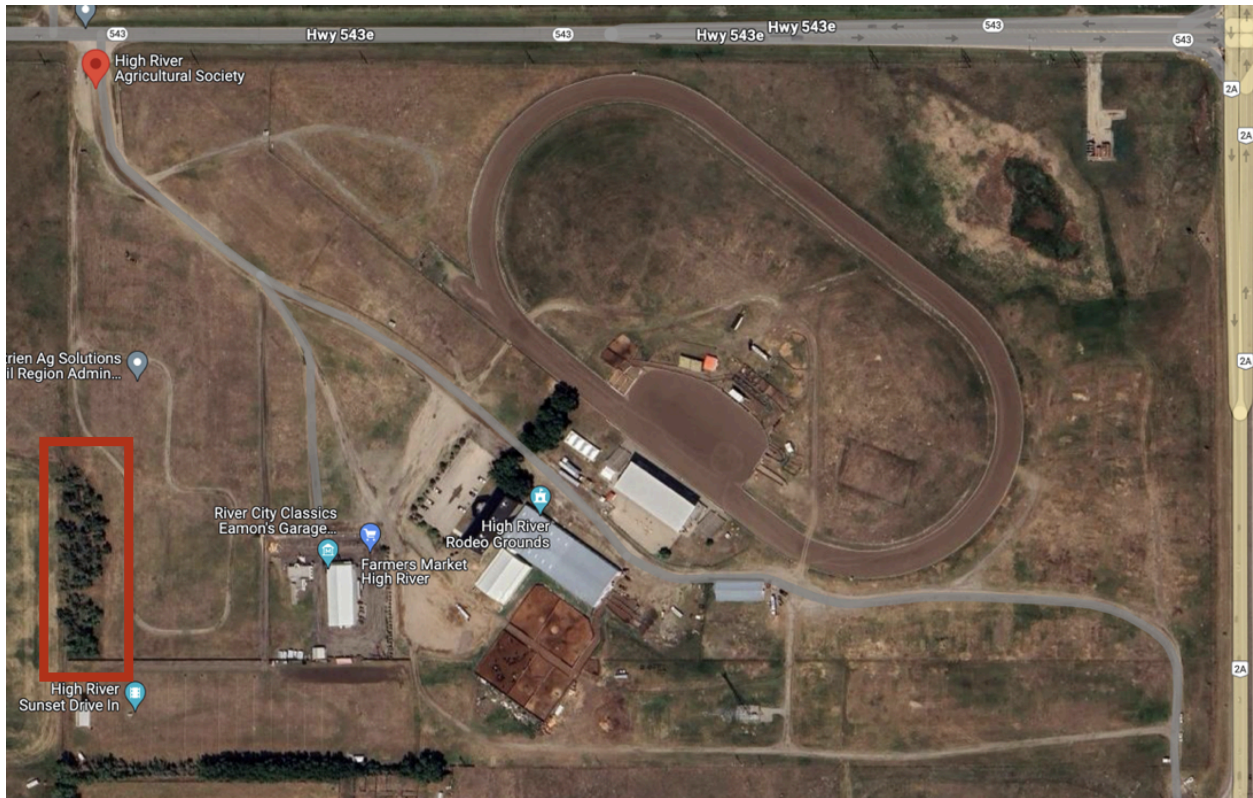
### Learning Focus

- Gross motor development and coordination
- Cooperation, fair play, and social problem-solving
- Mathematical thinking through measurement, distance, and space
- Science concepts connected to weather, seasons, and the natural environment

### Supervision & Care

- Clearly defined boundaries and time-of-use schedules
- Equipment stored off-site or in approved areas
- Space returned to original condition after use

## Treed Area - Nature-Based Exploration, Observation, and Imaginative Play



### Purpose & Use

- Quiet exploration and inquiry-based learning
- Observation of plants, insects, and seasonal changes
- Imaginative play using natural materials (sticks, stones, leaves)
- Nature journaling, sketching, and storytelling

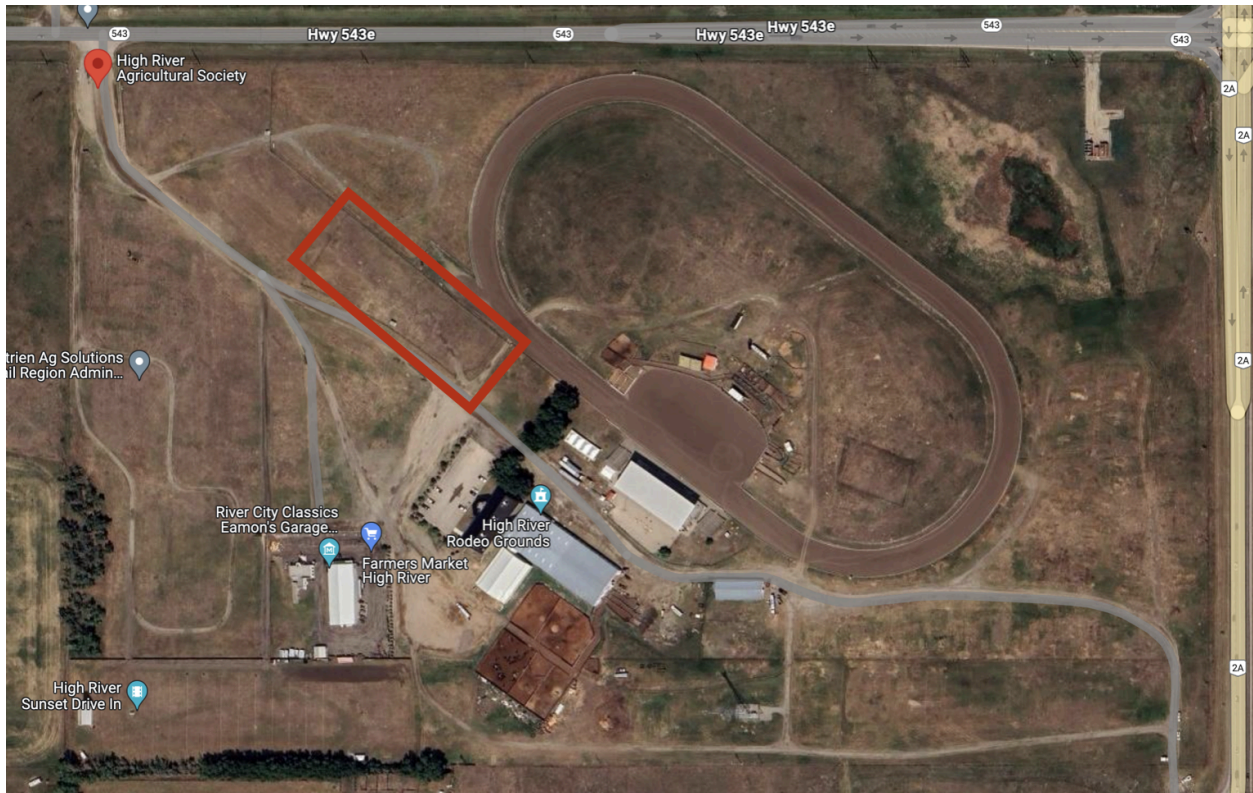
### Learning Focus

- Environmental awareness and respect for living things
- Creativity, imagination, and narrative development
- Scientific observation and curiosity
- Emotional regulation through calm, restorative play

### Supervision & Care

- Clear expectations for respectful interaction with nature
- No permanent structures or environmental alteration
- Emphasis on “leave it better than you found it” stewardship

## Existing Fenced Area - Seasonal Sports & Active Play Space



### Purpose & Use

- A designated, contained area for structured physical activity
- Seasonal transformation:
  - Winter: ice rink (weather permitting)
  - Warmer months: asphalt or turf-based sports area

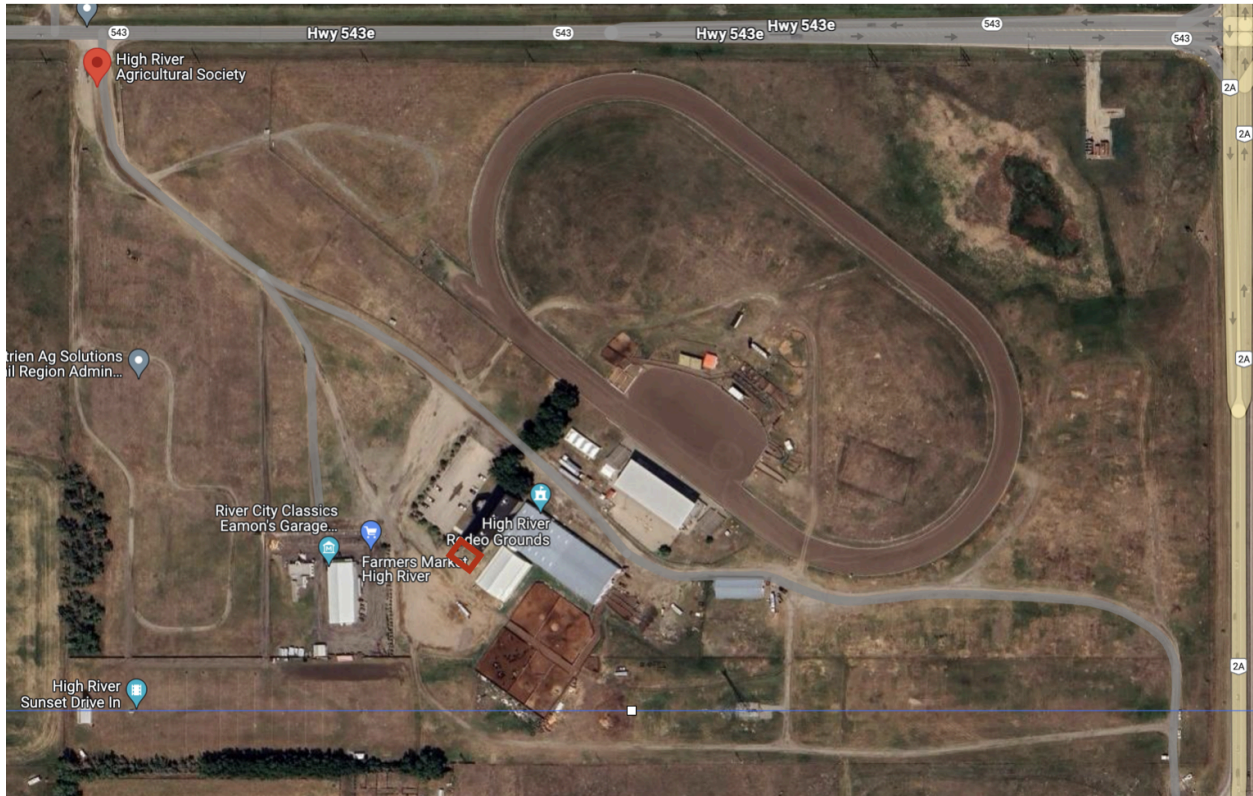
### Learning Focus

- Physical literacy and healthy risk-taking
- Teamwork, perseverance, and resilience
- Respect for rules, safety, and shared space

### Supervision & Care

- All fencing, surfacing, and maintenance funded and managed by Legacies Academy
- Safety protocols in place for all activities
- Seasonal installation and removal as appropriate

## Animal Husbandry - Small-Scale Agricultural Learning & Care



### Purpose & Use

- Introduction to food systems and animal care
- Raised garden beds for planting, tending, and harvesting
- Limited, supervised animal care (e.g., chickens or rabbits), if approved

### Learning Focus

- Responsibility and daily care routines
- Understanding where food comes from
- Empathy toward living things
- Long-term planning, patience, and follow-through

### Supervision & Care

- Strict adherence to safety, hygiene, and animal welfare standards
- Age-appropriate student involvement under adult guidance
- Full responsibility for setup, care, and maintenance assumed by Legacies Academy

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## **Arena & Agricultural Connection**

We are particularly excited about the possibility of occasional weekday arena access through a designated school-use arrangement. Under direct adult supervision and small group structures, students would:

- Participate in horsemanship experiences
- Learn respect for animals, equipment, and facilities
- Volunteer time toward basic arena care and maintenance

This reciprocal approach allows students not only to benefit from the space, but to give back through service and responsibility.

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## **Benefits to the High River Agricultural Society**

This partnership offers tangible and relational benefits:

- A stable, long-term tenant with a proven record of care and responsibility
- Consistent building use during weekdays, enhancing security and vitality
- Youth engagement with agriculture and land stewardship, strengthening community continuity
- Opportunities for shared programming, summer camps, and educational events
- A visible commitment to investing in children and the future of High River

Legacies Academy approaches tenancy as stewardship. We care for spaces as if they were our own.

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# Future Partnership Ideas

*Learning Rooted in Responsibility, Community, and Real Life*

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## How This Supports the Ag Society

These partnerships:

- Activate the space during weekdays
- Build future community members who value agriculture and stewardship
- Increase visibility and vitality of Ag Society programming
- Create goodwill and long-term relationships with families
- Position the Ag Society as a **living educational partner**, not just a venue

This space becomes:

- A learning ecosystem and community hub
  - A place where children learn how the real world works—safely, slowly, and meaningfully
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# Student-Run Concession Stand

**Partnership:** Legacies / Ag Society

## What This Looks Like

- Students plan, prepare, and operate a concession stand during events
- Rotating student teams manage:
  - Business planning
  - Menu design & pricing
  - Baking/cooking (with food safety training)
  - Customer service
  - Cash handling & budgeting
- Profits reinvested into student-led projects or community giving

## Skills Developed

- Entrepreneurship & innovation
- Financial literacy & money sense
- Communication & teamwork
- Accountability & responsibility
- Problem-solving under real constraints

## Why It Matters

This is authentic, hands-on learning where students experience ownership, risk, and reward in a safe, mentored environment. It transforms math, literacy, and social skills into lived experience.

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# Arena Stewardship & Horsemanship Program

**Partnership:** Legacies / Ag Society / How He Loves Me Stables

## What This Looks Like

- Supervised weekday riding experiences
- Student involvement in:
  - Basic animal care
  - Arena setup and cleanup
  - Equipment care and safety
- Learning tied to responsibility, empathy, and stewardship

## Skills Developed

- Respect for animals and land
- Discipline & perseverance
- Safety awareness
- Service-minded leadership

## Why It Matters

Children learn that privilege comes with responsibility. This reinforces character formation, not just skill acquisition.

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# Agricultural Literacy & Garden-to-Table Program

**Partnership:** Ag Society / Local Farmers / Community Garden / Families in Need

## What This Looks Like

- Raised beds, seasonal planting, and harvesting
- Lessons on:
  - Food systems
  - Soil health
  - Sustainability
- Harvest used for:
  - Student-run concession
  - Community meals
  - Donation programs

## Skills Developed

- Systems thinking
- Environmental stewardship
- Patience and long-term planning
- Connection to food sources

## Why It Matters

Students understand where food comes from and develop respect for the labour and land that sustains communities.

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## **Trades & Skills Mentorship**

**Partnership:** Legacies / Eamon's Garage / Local mechanics/carpenters/welders

### **What This Looks Like**

- Skill demonstrations and mentorship days
- Students explore:
  - Mechanics
  - Tool safety
  - Problem-solving
- Optional student projects (with supervision)

### **Skills Developed**

- Practical problem-solving
- Respect for skilled trades
- Fine motor skills
- Career awareness

### **Why It Matters**

Not all intelligence is academic. This honours diverse strengths and opens pathways often overlooked in traditional schooling.

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# History & Heritage Partnership

**Partnership:** Legacies / Call of the West Museum

## What This Looks Like

- Curriculum-connected history programming
- Students act as:
  - Junior docents
  - Exhibit helpers
  - Story collectors (oral history projects)
- Integration of writing, research, and storytelling

## Skills Developed

- Historical thinking
- Communication & presentation
- Research & writing
- Community connection

## Why It Matters

Students see themselves as contributors to local history, not just consumers of information.

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# Seasonal Markets & Student Vendors

**Partnership:** Ag Society / Community Makers

## What This Looks Like

- Students create and sell:
  - Baked goods
  - Handmade items
  - Garden produce
- Market preparation includes branding, pricing, and promotion

## Skills Developed

- Entrepreneurship
- Creativity & design
- Financial literacy
- Public speaking

## Why It Matters

Students learn confidence, ownership, and pride in their work while engaging with the broader community.

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# Community Events & Service Learning

**Partnership:** Ag Society / Local Nonprofits

## What This Looks Like

- Students assist with event setup, hosting, or cleanup
- Service projects tied to:
  - Food drives
  - Community celebrations
  - Fundraisers

## Skills Developed

- Service leadership
- Collaboration
- Empathy & responsibility

## Why It Matters

Children learn that they belong to a community—and that their contribution matters.

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# Youth Leadership & Event Planning

**Partnership:** Ag Society Board / Event Committees

## What This Looks Like

- Older students assist with:
  - Event planning
  - Scheduling
  - Volunteer coordination
- Age-appropriate leadership roles

## Skills Developed

- Leadership & organization
- Communication
- Decision-making

## Why It Matters

Students experience leadership as service, not authority.

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# The Gathering Grounds

**Partnership:** Legacies / Seasons (or other nearby senior living communities)

## What This Looks Like

- Intergenerational Connection & Hospitality
- Students host seniors on a regular schedule (e.g., bi-weekly or monthly)
- A welcoming Gathering Grounds space is prepared with tables, tea, coffee, and simple baked treats
- Students greet guests, serve refreshments, and engage in unhurried, meaningful conversation
- Experiences are relational, calm, and guided gently by adults rather than structured programming

## Possible Experiences

- Story-sharing and conversation
- Reading aloud (books, poetry, letters, or devotionals if appropriate)
- Simple games, puzzles, or seasonal crafts
- Oral history conversations (e.g., “What was school like when you were my age?”)
- Baking together or preparing treats for future gatherings

## Skills Developed

- Communication and active listening (empathy / emotional intelligence)
- Intergenerational respect and awareness

## Why It Matters

The Gathering Grounds creates a space where children and seniors are seen, valued, and known. Students learn that community extends beyond their peers, while seniors experience purpose, connection, and joy.

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**Thank You**

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**A Shared Legacy**

We believe the High River Agricultural Society and Legacies Academy are united by a common purpose: to steward what has been entrusted to us—land, community, and children—well.

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