

Lethbridge School Division

Board of Trustees Regular Meeting Agenda

September 23, 2025

1:00 p.m.

Board Room / Microsoft Teams



- | | | |
|-----------|--|---------------|
| 1:00 p.m. | 1. Move to In-Camera | |
| | 2. Territorial Acknowledgement | |
| 2:30 p.m. | 3. Consent Agenda | |
| | 3.1 Spirit of 51 Committee | Enclosure 3.1 |
| | 3.2 Joint City and School Boards Committee | Enclosure 3.2 |
| | 3.3 Audit Committee | Enclosure 3.3 |
| | 3.4 PSBAA Report | Enclosure 3.4 |
| | 4. Approval of Agenda | |
| | 5. Approval of Minutes | |
| | If there are no errors or omissions in the minutes of the Regular Board Meeting of June 17, 2025, it is recommended that the minutes be approved by the Board and signed by the Chair. | |
| | If there are no errors or omissions in the minutes of the Special Board Meeting of August 25, 2025, it is recommended that the minutes be approved by the Board and signed by the Chair. | |
| 2:35 p.m. | 6. Business Arising from the Minutes | |
| 2:40 p.m. | 7. Associate Superintendent Reports | |
| | 7.1 Business and Operations | Enclosure 7.1 |
| | 7.2 Instructional Services | Enclosure 7.2 |
| | 7.3 Human Resources | Enclosure 7.3 |
| 3:00 p.m. | 8. Superintendent Reports | |
| | 8.1 Assurance Priorities Report | Enclosure 8.1 |
| | 8.2 Donations and Support | Enclosure 8.2 |
| | 8.3 Acknowledgements of Excellence | Enclosure 8.3 |
| | 8.4 Calendar of Events | Enclosure 8.4 |
| | 8.5 World Teachers' Day | Enclosure 8.5 |

3:30 p.m.	9. Board Chair Reports	
	9.1 Trustee Recognition	Enclosure 9.1
	9.2 City Governance SPC	Enclosure 9.2
	9.3 Election 2025	Enclosure 9.3
3:40p.m.	10. Presentations	
4:00 p.m.	11. Action Items	
	11.1 International Trip Approval-LCI	Enclosure 11.1
	11.2 Year End Committee Reports and Terms of Reference	
	Facilities Committee	Enclosure 11.2.1
	Division Wellness Committee	Enclosure 11.2.2
	Indigenous Education Committee	Enclosure 11.2.3
	Poverty Intervention Committee	Enclosure 11.2.4
	Policy Advisory Committee	Enclosure 11.2.5
	Board Budget Committee	Enclosure 11.2.6
	Superintendent Evaluation Committee	Enclosure 11.2.7
	Board Audit Committee	Enclosure 11.2.8
	Community Engagement Committee	Enclosure 11.2.9
	Spirit of 51 Committee	Enclosure 11.2.10
	School Boundary Alignment Committee	Enclosure 11.2.11
	11.3 Authorization of Locally Developed Courses	Enclosure 11.3
	11.4 City of Lethbridge Joint Use Agreement – Amendment	
		Enclosure 11.4
	11.5 Natural Gas Procurement	Enclosure 11.5
	11.6 DRAFT Governance Policy Omnibus	Enclosure 11.6
	11.7 DRAFT Growth, Supervision & Evaluation Policy	Enclosure 11.7
	11.8 Growth, Supervision & Evaluation Procedures	Enclosure 11.8
	11.9 Voluntary Retirement	Enclosure 11.9
5:00 p.m.	12. Division Highlights	
5:10 p.m.	Public Forum	
	<i>Public Forum responses will be provided in the next Board meeting agenda.</i>	
5:15 p.m.	13. Correspondence Sent	
	14. Correspondence Received	
5:30 p.m.	Adjournment	

MEMORANDUM

September 23rd, 2025

To: Board of Trustees

From: Andrea Andreachuk

Re: Spirit of 51 Committee, September 11th, 2025

In Attendance: Andrea Andreachuk, Tyler Demers, Rhonda Aos, Robbie Charlebois and Carrie Fahl

The Spirit of 51 Committee met on Sept. 11th, 2025

We discussed the **51-25 Club** Banquet which is happening on September 24th. Employees who have worked over 25 years with the School Division are invited to the banquet, hosted by the Board of Trustees to acknowledge their long service.

Support Staff Recognition: Annually the Division hosts a recognition event for the Non-Union, CUPE 2843 and CUPE 290 Employee Recognition Program.

We now have a new practice of opening up nominations year-round - nomination form is now kept open year-round. Monthly reminders are sent October – March (up until the event). Any nominations submitted from March – August will be considered for the next year's program.

Art Project: We have one of our trees which displays the Friends of 51 Recipients' Apples on it, on display. We will be adding one more, taller tree to accommodate all of the Apples. In exciting and important news, we will be partnering with our Indigenous Education Team to honour Indigenous ways of knowing in our front hallway. Mel Morrow will be putting together 2 Beautiful Shadow Boxes which will display the Division's Chamber of Commerce Spirit of Reconciliation Award, a Metis Sash, an Inukshuk, a braid of Sweetgrass, an Oki sign and a little ribbon skirt. They will be hung in the front hall to honour our Lethbridge School Division's Blackfoot name, Aakaipookaisi, which means "Many Children". Thank you to Mel Morrow and the Indigenous Education Team for helping with this important display. Thank you to Carrie Fahl for all of her amazing organization on behalf of our committee.

Recommendation: It is recommended that the Board receive this report as information.

Respectfully Submitted,

Andrea Andreachuk

MEMORANDUM

September 10, 2025

To: Board of Trustees

From: Christine Light, Chair

Joint City/School Boards Committee – September 10, 2025

In attendance:

City of Lethbridge: Councillor Ryan Parker; Councillor Jenn Schmidt-Rempel

Holy Spirit Catholic School Division: Roisin Gibb, Tricia Doherty

Lethbridge School Division: Christine Light, Mike Nightingale, Kyle Beauchamp

FrancoSud: Stephan Deloof

1. Warehouse District and Victoria Park District Area Redevelopment Plans Update
 - a. Transportation Study requested; Functional Planning Study will identify current pressure points
2. Construction Update for West Lethbridge School (Holy Spirit Catholic School Division)
 - a. School Name Unveiled: St. Kateri
 - b. Projected Date: Fall 2026
3. Discussion on Proposed Division of City of Lethbridge into Four Provincial Ridings
4. Provincial School Accelerator Program
 - a. West Coulee Station Opening Ceremony (September 12)
5. Transportation
 - a. Discussion on possible creative solutions to bussing that would benefit both School Divisions and the City of Lethbridge
6. Joint Advocacy items
 - a. Noted that agenda should reflect advocacy items come from all organizations, not just School Divisions
 - b. Joint Committee Restructuring
 - i. Amended Terms of Reference provided with an update on the Governance SPC discussion on July 24, 2025
 - ii. Sub-committee to meet again after the election to review information and select a direction to present to Council for the Joint City/Boards Committee

Next Meeting: TBD (Lethbridge School Division)

Respectfully submitted,
Christine Light

Audit Committee Meeting Report

September 16th, 2025

Committee Members:

- Tyler Demers, Trustee / Chair of Audit Committee
- Christine Light, Board Chair
- Genny Steed, Trustee – Regrets
- Jessie Westers, Public Member
- Don Reeves, Public Member
- Avice DeKolver, Director of Finance
- Kyle Beauchamp, Associate Superintendent Business and Operations

MNP Auditors:

- Will ZoBell, Audit Partner
- Aaron Kennard, Audit Manager
- Chantal Barry, Audit Senior
- David Gullacher, Audit Junior

- 1) The Committee reviewed the Audit Committee Terms of Reference.
- 2) The Committee reviewed the audit plan for the audit of 2024-2025 financial statements, discussing the changes in the financial statements template from Alberta Education. School Generated Funds testing will occur in October with completion of the year-end audit.
- 3) Management discussed practices and procedures that have been implemented for School Generated Funds since the 2023-2024 audit.
- 4) The Committee reviewed management's recommendations and selected/approved which School Generated Funds to be audited for the 2024-2025 school year.
- 5) The Committee reviewed the Risk Management Matrix prepared by the Leadership team at the Education Centre.
- 6) The next meeting of the Audit Committee, to review the results of the 2024-2025 audit, will be held on November 19th, 2025. The financial statements will be presented at the Board meeting on November 25th, 2025.

Respectively Submitted,

Tyler Demers, Board Trustee Audit Committee

MEMORANDUM

September 23, 2025

To: Board of Trustees

From: Craig Whitehead
Trustee

Re: PSBAA Summer Meeting

Background:

The first week of August I attended the PSBAA meeting hosted by Wolf Creek and Red Deer Public School Divisions. Wednesday evening, we met at the Alberta Sports Hall of Fame and enjoyed a tour of the hall and meal.

Thursday, we traveled to Lacombe and had presentations at Lacombe Composite School on their Agriculture and robotics programs. The presentations were informative and were done by students.

Another presentation was from their teacher at Ponoka Rehabilitation Center for Brain Injury. Later in the afternoon we were given a tour of The Sheldon Kennedy Center for Sexual Assault.

Friday, we went to Huntington Hills High School and Red Deer Public gave a presentation on their Fire training Academy, and on Students support room.

A presentation was given on public schools and legally the importance of them. It was an informative presentation and overall the whole meeting was quite good.

Respectfully Submitted,

Craig Whitehead

MINUTES FROM THE MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD JUNE 17, 2025.

In Attendance:

Trustees: Christine Light; Allison Purcell; Genny Steed; Kristina Larkin, Andrea Andreachuk, Tyler Demers, Craig Whitehead

Administrators: Mike Nightingale, Morag Asquith, Christine Lee, Robbie Charlebois

The Chair called the meeting to order at 1:00 p.m.

1. Move to In-Camera

Trustee Andrea Andreachuk moved:
“that the Board move to In-Camera.”

*Move to In-Camera
7370/25*

CARRIED UNANIMOUSLY

Trustee Craig Whitehead moved:
“to come out of the In-Camera Meeting at 2:35 p.m.”

*Move out of In-
Camera
7371/25*

CARRIED UNANIMOUSLY

Christine Light reconvened the meeting at 2:48 p.m.

2. Territorial Acknowledgement

A territorial acknowledgement was read.

*Territorial
Acknowledgement*

3. Consent Agenda

- 3.1 Facilities Committee
- 3.2 Wellness Committee
- 3.3 Indigenous Education Committee

Consent Agenda

As there were no objections, the consent agenda was approved as presented.

4. Approval of Agenda

Additions to the Agenda

- 11.7 Vehicle Mileage Rates
- 8.7 Preliminary Assurance Results moved to follow 8.1 Assurance Priorities Report

*Approval of Agenda
7372/25*

Trustee Tyler Demers moved:
“to approve the agenda, as amended.”

CARRIED UNANIMOUSLY

5. Approval of Board Budget Debate Minutes for May 26, 2025

Trustee Kristina Larkin moved:

“The minutes of the Board Budget Debate of May 26, 2025, be approved and signed by the chair”

CARRIED UNANIMOUSLY

*Approval of Minutes
from May 26, 2025
7373/25*

Approval of Minutes for May 27, 2025

Trustee Kristina Larkin moved:

“The minutes of the Regular Meeting of May 27, 2025, be approved and signed by the chair”

CARRIED UNANIMOUSLY

*Approval of Minutes
from May 27, 2025
7374/25*

6. Business Arising from the Minutes - None

*Business Arising from
the Minutes*

7. Associate Superintendent Reports

7.1 Business and Operations

Associate Superintendent Christine Lee provided a written report.

*Associate
Superintendent
Reports
Business and
Operations*

7.2 Instructional Services

Associate Superintendent Morag Asquith provided a written report.

Instructional Services

7.3 Human Resources

Associate Superintendent Mike Nightingale provided a written report.

Human Resources

8. Superintendents Report

8.1 Assurance Priorities Report

Board Priorities were included in the agenda.

8.1.1 Preliminary Assurance Results- was moved from 8.7

Assurance Results are included in the agenda.

*Superintendents
Report
Assurance Priority
Report
Preliminary Assurance
Report*

8.2 Donations and Support

Donations and Support were included in the agenda.

Donations and Support

8.3 Acknowledgement of Excellence

Acknowledgements of excellence and reports showcasing the accomplishments of Westminster Elementary, Fleetwood Bawden Elementary and West Coulee Station Elementary are included in the agenda.

*Acknowledgement of
Excellence*

- | | |
|---|---|
| <p>8.4 <u>L.H. Bussard Award Winners</u>
A memo outlining the winners of the 2025 L.H. Bussard awards was included in the agenda.</p> | <p><i>L.H. Bussard Award
Winners</i></p> |
| <p>8.5 <u>Administrative Appointments</u>
A memo with the administrative appointments for the 2025-2026 school year was included in the agenda.</p> | <p><i>Administrative
Appointments</i></p> |
| <p>8.6 <u>Calendar of Events</u>
Calendar of events is included in the agenda.</p> | <p><i>Calendar of Events</i></p> |
| <p>9. <u>Board Chair Report</u></p> | |
| <p>9.1 <u>Retirement Congratulations</u>
A list of staff retirees is included in the agenda.</p> | <p><i>Board Chair Report
Retirements</i></p> |
| <p>9.2 <u>Standing Committees</u>
A list of Standing Committees is included in the agenda.</p> | <p><i>Standing Committees</i></p> |
| <p>9.3 <u>ASBA SGM 2025</u>
An ASBA SGM Update was included in the agenda.</p> | <p><i>ASBA SGM 2025</i></p> |
| <p>10. <u>Presentations</u></p> | |
| <p>10.1 & 2 <u>The WCHS Girls & Boys Rugby Team</u> were honoured for their provincial gold medal championship.</p> | <p><i>Presentations
WCHS Provincial
Championship</i></p> |
| <p>10.3 <u>LCI Girls Rugby Team</u> were honoured for their provincial gold medal championship.</p> | <p><i>LCI Provincial
Championship</i></p> |
| <p>10.4 <u>Esports Winners</u> were honoured for their strong showings in the Alberta Esports Championship in Calgary.</p> | <p><i>Esports Winners</i></p> |
| <p>10.5 <u>ICE Scholarship Winners</u>
The ICE Scholarship winners and honourable mentions were celebrated and presented with their awards.</p> | <p><i>ICE Scholarship
Winners</i></p> |
| <p>11. <u>Action Items</u></p> | |
| <p>11.1 <u>Authorization of Locally Developed Courses</u>
Trustee Kristina Larkin moved:
“That Board of Trustees authorize the use of the following locally developed courses in all Division high schools to enhance program offerings to students for the years indicated below:
- continued use of Leadership, Character & Social Responsibility 15, 25 & 35 (LDC1509, LDC 2509 & LDC 3509)</p> | <p><i>Action Items
Authorization of
Locally Developed
Courses
7375/25</i></p> |

for 3 & 5 credits until August 31, 2029, to provide continuance of program offerings to students.

- acquisition of **Personal and Professional Skills 15 & 25 (LDC1410 & LDC2411) for 3 & 5 credits until August 31, 2029,** *Policy Review* to enhance program offerings to students.

CARRIED UNANIMOUSLY

11.2 DRAFT Growth, Supervision and Evaluation Policy 1st Reading

Trustee Kristina Larkin moved:

"It is recommended that the Board accept the attached policy "Staff Growth, Supervision, and Evaluation" for first reading."

*DRAFT Growth,
Supervision and
Evaluation Policy
7376/25*

CARRIED UNANIMOUSLY

11.3 DRAFT Governance Policy Omnibus 1st Reading

Trustee Christine Light moved:

"That the Board move to accept the following motion: That 1st reading of the DRAFT Governance policy omnibus inclusive of Division Foundation Statements, Board Operations, Role of the Trustee, Role of the Board Chair, Role of the Alternate Vice-Chair, Policy Development, Board Elections and Role of the Superintendent, be accepted as amended."

*DRAFT Governance
Policy Omnibus
7377/25*

CARRIED

For: Christine Light, Andrea Andreachuk, Craig Whitehead, Kristina Larkin, Tyler Demers, Genny Steed

Against: Allison Purcell

Friendly Amendments:

- 12.2 **Board Operations**
- Add – "Trustees are compensated through monthly honoraria, per diem allowance is given to cover functions outside of the city boundary, exceptions to this are the Boards strategic planning and collective bargaining."
- Strike 12.2.3
- Strike 12.2.4
- Strike 12.2.6
- 6. & 7 **Agenda for Regular Meetings & Minutes for Regular or Special Meetings** – move to appendix
- Keep first sentence, add 'see appendix for details'
- 10. **Audio/Video Recording Devices**
- Remove the word 'Chair' before Board and add 'majority of the'

- **11. Committees of the Board** – stand alone policy.
Appendix for the list terms of reference of each committee
- 12.3 – a lot of capitalizations
- 12.4.1 – Refers to 12.2.6 - Have Brian clean up
- Strike 12.4.4 clarify
- 12.4.5 – replace ‘can’ with ‘are’. Replace ‘benefit plan’ with ‘Health Wellness spending account’
- Strike - 12.4.6 – Not reflective of current practice, stay with current practice. Waiting for further discussion
- **14. Board Self-Evaluation** – not a budgeted item, online survey.

- **Policy Development**
- Opening paragraph second sentence, add ‘with the Division Policy Advisory Committee’ and with those who will be impacted.
- Second paragraph – remove ‘the authority for’

- **Role of the Board Chair**
- 5.7 ‘When appropriate advise trustees of a possibility of a conflict of interest.’ should be another numbered item.

- **Organizational Meeting**
- 1.3 - Add ‘**Board**’ after as and before Chair
- 1.4.1 – correct reference to regulation

- **Role of the Alternate Vice Chair**
- 2. Need more clarity

11.4 Superintendent Formative Evaluation

Trustee Christine Light moved:

“That the Board move to accept and approve the Superintendent Formative Evaluation Report as per Policy 301.3 Evaluation Process for the Superintendent, acknowledging this report to be an accurate accounting of the Superintendent’s performance for the period of July 1, 2024, to June 2025; and further that the Board authorize the Chair to sign the report on the Board’s behalf.”

CARRIED UNANIMOUSLY

*Policy 301.3
Superintendent
Formative Evaluation
7378/25*

11.5 Third Quarter Financial Report

Trustee Andrea Andreachuk moved:

*Third Quarter
Financial Report
7379/25*

"It is recommended that the Board accept the 2024-2025 Third Quarter Financial Report as presented."

CARRIED UNANIMOUSLY

11.6 Policy 602.3 French as a Second Language

Trustee Craig Whitehead moved:

"That the Board adopt, Policy 602.3 French as a Second Language as amended with 1.2 removed."

CARRIED

For: Christine Light, Andrea Andreachuk, Craig Whitehead, Kristina Larkin, Tyler Demers, Allison Purcell

Against: Genny Steed

*Policy 602.3 French as
a Second Language
7380/25*

11.7 Vehicle Mileage Rates

Trustee Tyler Demers moved:

"That effective September 1, 2025, that the Lethbridge School Division private vehicle per KM mileage allowance aligns with the Government of Alberta mileage allowance rates per KM."

CARRIED

Trustee Allison Purcell was absent for the vote.

*Vehicle Mileage
7381/25*

Trustee Andrea Andreachuk moved to go past 6:00 p.m.

CARRIED UNANIMOUSLY

*Moved past 6:00 p.m.
Extend the Meeting*

12. Division Highlights

Trustees attended and expressed congratulations to those that celebrated High School Graduations and Years of Service awards and all other celebrations/activities in June. See time stamp 3:18 in the Live Stream for all shared Highlights.

Division Highlights

Public Forum

Public Forum

13. Correspondence Sent

13.1 Letter to the Minister of Education was attached in the agenda.

*Correspondence
Sent/Received*

14. Correspondence Received

14.1 Letter received from the Minister of Education was attached in the agenda.

15. Move to In-Camera

Trustee Craig Whitehead moved:

"to move into in-camera at 6:04 P.M."

CARRIED UNANIMOUSLY

Move In-Camera

16. Adjournment

Adjournment
7382/25

Trustee Allison Purcell moved:

“to adjourn the meeting at 6:27 P.M.”

CARRIED UNANIMOUSLY

Christine Light,
Chair

Christine Lee,
Associate Superintendent
Business and Operations

MINUTES FROM THE SPECIAL MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD August 25, 2025

In Attendance:

Trustees: Christine Light; Allison Purcell; Tyler Demers; Andrea Andreachuk; Craig Whitehead; Kristina Larkin
Administrators: Mike Nightingale; Robbie Charlebois; Morag Asquith Christine Lee; Kyle Beauchamp
Via Teams: Genny Steed

The Chair called the meeting to order at 4:33 p.m.

1. Territorial Acknowledgement

A territorial acknowledgement was read.

*Territorial
Acknowledgement*

2. Approval of the Agenda

Trustee Kristina Larkin moved:

“That the Board approve the agenda as presented.”

CARRIED UNANIMOUSLY

*Approval of the
Agenda
7370/25*

Andrea Andreachuk declared a conflict of interest and left the meeting at 4:34pm

Genny Steed arrived via teams at 4:35p.m.

3. Move In-Camera

Trustee Tyler Demers moved:

“That the Board move to In-Camera.”

CARRIED UNANIMOUSLY

*Move to In-Camera
7371/25*

Trustee Andrea Andreachuk returned to the in-camera meeting at 5:17p.m.

Trustee Tyler Demers left the meeting at 5:58p.m.

Trustee Allison Purcell moved to reconvene the public meeting at 6:09 p.m.

*Reconvene the Public
Meeting*

4. Administrative Procedures

Trustee Craig Whitehead moved:

“That Policy 602.7 Human Sexuality Instruction and 607.3

Instructional Resources and Materials be updated to align with the current legislation by September 1st.”

CARRIED UNANIMOUSLY

*Update Policies 602.7
and 607.3
7372/25*

5. Adjournment

Chair, Christine Light moved:

“To adjourn the meeting at 6:19 p.m.”

Adjournment
7373/25

CARRIED UNANIMOUSLY

Christine Light,
Chair

Kyle Beauchamp,
Associate Superintendent
Business and Operations

MEMORANDUM

September 23, 2025

To: Board of Trustees

From: Kyle Beauchamp
Associate Superintendent, Business and Operations

Re: **Business and Operations Report**

Background:

Some exciting things from the Business and Operations Department include:

- **First Ride Event – August 16**

On Saturday, August 16, the Division hosted its 5th annual *First Ride Event* at Lakeview Elementary School, in partnership with Holy Spirit School Division and Southland Transportation. This event provided students an opportunity to ride a school bus and learn about bus safety before the school year began. Division staff were on site to answer questions about routes, registration, and other parent inquiries. Attendance was estimated at approximately 150 people.

- **Year-End Audit Preparation**

As the Division's fiscal year ends on August 31, finance staff are now preparing for the year-end audit. The audit will be conducted by MNP Lethbridge, with fieldwork beginning on October 20.

- **Meritorious Budget Award Submission**

For the 20th consecutive year, the Division has submitted its 2025/2026 budget document to the Association of School Business Officials International for consideration for the Meritorious Budget Award.

- **Technology Department Updates**

The Technology department has been actively engaged in regular maintenance of our technology and information network, while also supporting various capital projects across the Division. These include West Coulee Station, Victoria Park, and the Winston Churchill High School Welding Shop.

- **Galbraith Elementary Modernization**

Progress continues on the modernization of Galbraith Elementary, currently in the early design stages. Due to the age and layout of the existing facility, the project presents unique challenges. The team is exploring solutions with a focus on preserving the building's historical façade.

- **West Coulee Station Grand Opening**

The grand opening of West Coulee Station Elementary School took place on September 12. The school currently accommodates approximately 600 students, with future expansion capacity up to 900 through additional modular classrooms. A sincere thank you to all staff for their dedication and collaboration in bringing this project to completion.

- **Victoria Park Renovations**

The third-floor ventilation project at Victoria Park was completed over the summer. Renovations for the second-floor ventilation and washrooms are planned for 2026, with elevator installation and third-floor washrooms scheduled for 2027.

- **Modular Classroom Installations**

Two modular classrooms were installed at Coalbanks Elementary School over the summer. The Division also received funding for one modular classroom at Chinook High School.

- **LCI Project Planning**

GGA Architects are finalizing a draft report as part of the pre-planning phase for the LCI project. The report is tentatively expected to be completed in October.

- **Facilities and Caretaking**

Our Maintenance and Caretaking staff continued to work hard over the summer in preparing our schools. As our facilities age, the demands on maintenance continue to grow, and their efforts are deeply appreciated.

Recommendation:

It is recommended that the Board receive this report as information.

Respectfully submitted,
Kyle Beauchamp

MEMORANDUM

September 23, 2025

To: Board of Trustees

From: Morag Asquith
Associate Superintendent, Instructional Services

Re: Instructional Services Report

Background:

The report of the Associate Superintendent, Instructional Services is attached.

Recommendation:

It is recommended that the Board receive this report as information.

Respectfully submitted,
Morag Asquith

Associate Superintendent Report

Instructional Services

September 2025

WELCOME BACK TO 2025-26!!!

Instructional Services has been blessed with some fabulous new staff who have hit the ground running!! Welcome to the following new staff:

Counselling Coordinator: Steve Comm

Middle School Indigenous Education Teacher- Nolan Little Bear

Inclusive Education Coordinator- Laurie Campmans



They already have worked through many meetings and are connecting with their colleagues and getting to know students in schools. We would also like to welcome **Meg Talbot** the new Lethbridge Police Services Peace Officer who has joined our Youth Engagement Officer Don Realini to support our schools.

DIS Things on the Go

September	
9	Inclusive Education Meeting #1
10	General Counselling Meeting #1
12	SWCSS Leadership Meeting (Southwest collaborative)
15-16	CASS new members training
16	University of Lethbridge Nurse Practicum Orientation meeting
15	Indigenous Education Team meeting
18	Administrators Symposium
18	School Based Approach to Sexual Violence in Youth Training (Counselling staff in Zone 6)
17	Division Placement Committee
22	West Coulee Station- Blackfoot naming ceremony
24	51-25 Banquet
25-26	CASSIX meeting in Lethbridge
30	Truth and Reconciliation Day (Orange Shirt Day)
30	Work Experience Team meeting
October	
6	Wellness Committee #1
8	Indigenous Education Committee Meeting #1
8	Lethbridge Police Services, LSD and Holy Spirit School Stakeholder meeting

Associate Superintendent Report

Instructional Services

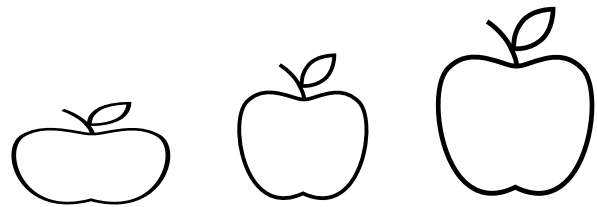
September 2025

Mental Health Capacity Building and Family Support



Nutrition Programming

Lethbridge School Division schools are partnering with **Mindful Munchies** (Lethbridge Food Bank) this year again to support lunch programming for students who require support. Mindful Munchies is also going to be supporting our schools with healthy snacks through the year.



Summer was an exciting time for Mental Health Capacity Building (MHCB).

MHCB facilitated over 31 engaging activities throughout the months of July and August. These activities included Community Park Pop-Up's and Free Sponsored Community Events, all designed to foster mental well-being. More than 1127 children, youth and families participated in these events.

MHCB also attended the 2-day event of Ready Set Go where over 1131 students were registered to receive school supplies for the upcoming school year. Registration for school supplies will continue until September 30, 2025, through My City Care.



Associate Superintendent Report

Instructional Services

September 2025

MHCB Year-In-Review 2024-2025

Classroom Programs Delivered

I am in Control	17
Being Me	33
Peer Relationships	29
The Good Egg	27
Building Your Brain	30
Mental Health Literacy	31
The Real Me	30
Everyday Heroes	32
Gemini Rising	26

Each
Program is
4-5
sessions
in length

We Continue
To Grow
Each Year

2024-2025

255

2023-2024

250

2022-2023

218

2021-2022

100

Classroom Programs
Delivered, by year



62

School Based
Presentations



3

Division Wide Wellness
Initiatives



10

Wellness Pop Up
Events



33

MHCB Summer Fun
Events



MHCB Wellness Team
LETHBRIDGE SCHOOL DIVISION

Learn more
about MHCB:



MHCB_LETHSD

MHCBLETHSD

WELLNESS51

2025-2026 Program Bookings
Are Already Full

Associate Superintendent Report

Instructional Services

September 2025



Early Education Learning

Early Education Program (EEP) registrations- 149 children pre-registered for Early Education and were placed in programs in June, as of September 10th we had 173 students placed in the 7 schools (Probe, Nicholas Sheran, Mike Mountain Horse, Fleetwood, Galbraith, Park Meadows and Westminster), 52 of these students are fee paying.



Curriculum and Instruction

Erin Hurkett, Director of Learning has been busy working through Education Act amendments and aligning Policy and Procedures accordingly. We are currently seeking expressions of interest from teachers for Field Testing grades 7-9 curriculum (Math, Social Studies, PEW, Career Education and Financial Literacy). Erin also has been receiving sexual health resource approval applications from schools, approximately 20 submissions have been made to date that she in turn, has to refer to Alberta Education. Erin also has been attending to the Library Materials Ministerial Order, attending meetings, clarifying direction for staff. She currently is creating a list of library materials that contain graphic images (0 have been found in our system thus far).

Erin Hurkett has also been working with our new teachers on teacher induction and mentorship, specifically professional learning on early years assessments, classroom assessment and reporting. Our Curriculum Support Teacher (Jodie Babki) has been working at Wilson Middle School directly with students and teachers on all new grade 6 curriculum (ELAL, Math, Science, Social). Working on explicit vocabulary instruction in subject areas, and aligning all teaching and assessment practices to curriculum.

Associate Superintendent Report

Instructional Services

September 2025



Off Campus/ Work Experience Department



We have 14 dual credit student registrations at the Polytech in courses like Engineering Math, Wellness and Health Issues, Introduction to Indigenous Studies, Composition, Medical Terminology/Anatomy and Physiology for the Fall. Lethbridge School Division also has 16 students registered in the trades options at SACI (i.e. Intro to the Trades, Intro to Electrical Trades, Intro to Construction Trades).

This past summer was the busiest we have ever had in Off Campus Education; there were over 400 students registered in either work experience, registered apprenticeship, or Green Certificate. Judging by the employer evaluations, nearly all students performed extremely well. Eighteen students participated in a three-week summer trades program. Students were paid through a partnership with Fifth-on-Fifth Youth Services and were able to work in two different trades with local businesses. It was interesting to see how many changed their trade direction based on their experiences.

On Monday, July 7th, representatives from the Evangelical Free Church of Lethbridge stopped by the Lethbridge School Division Education Centre to make a very generous donation.

On behalf of the EFree Kids Ministry, the church dropped off a cheque for \$651.62.

The funds will go towards the Division's [Poverty Intervention Committee](#), a standing committee of the Board of Trustees of Lethbridge School Division.

The committee provides an advisory role within the Division for supporting students living in poverty and provides foundational support of basic needs to ensure our students are ready for learning.



Photo Credit:

[Evangelical Free Church of Lethbridge donates to Poverty Intervention Committee | Lethbridge School Division](#)

MEMORANDUM

September 23, 2025

To: Board of Trustees

From: Robbie Charlebois
Associate Superintendent, Human Resources

Re: Human Resources Report

Background:

The report of the Associate Superintendent, Human Resources is attached.

Recommendation:

It is recommended that the Board receive this report as information.

Respectfully submitted,
Robbie Charlebois

Associate Superintendent of Human Resources Report to the Board of Trustees



Welcome Back!

Human Resources

Our Human Resources department is proud to serve our school division and plays a crucial role in cultivating healthy, supportive, and productive workplaces. We are committed to managing recruitment, hiring, professional development, and employee relations to ensure our staff are well-supported, enabling them to focus on delivering high-quality education and fostering student success.

September marks one of our busiest and most important times in our School Division. As the new school year begins, we work diligently to ensure all positions are filled with qualified professionals, new staff members are welcomed and oriented, returning employees are supported through any transitions, and everyone has the resources they need to start the year successfully. This month represents fresh beginnings, renewed energy, and the opportunity to build upon our collective commitment to excellence in education.

We take great pride in being the foundation that supports our educators, support staff, and administrators, knowing that our behind-the-scenes efforts directly contribute to the positive learning environment our students deserve.

Staffing Updates:


As of August 17 – September 17, 2025

Onboarding

- Support Staff/Casual: 46
- Teacher/TOCS: 16

ATA

- Teacher contracts extended : 1
- Teacher hires : 10

- 
- Teachers added to the sub list: 17
 - Total number of teachers on the sub list: 153

CUPE 290

- Caretakers : 12
- Labourer : 1
- Total CUPE 290 Contracts : 13

CUPE 2843

- Educational Assistant contracts : 16
- Administrative Assistant : 1
- Student Support Worker : 1
- EA's added to the casual list: 3
- Administrative Support and Learning Commons casual list: 2

Non-Union

- N/A for this period

General Updates


- The Human Resources team delivered Workable and ADW training for new Administrators on August 26.
- Human Resources invited staff to register for first aid training. Registrations were due by September 15, after which training dates will be finalized based on participant numbers. The Division provides annual certification and re-certification opportunities for staff.
- The Division has also circulated a variety of Public-School Works safety courses to all staff. Courses are tailored by position and focus on supporting both staff and student safety.
- Human Resources delivered New Hire Orientations were held on August 19, 20, 21, 22, 27, 28 and September 3 and 4, with a total of 67 new employees in attendance. These sessions provided a great way to welcome new staff to our division and support their successful transition.

Enrollment

We are currently compiling enrollment data from all of our schools. This critical information will inform strategic decisions regarding class composition and staffing allocation for the current academic year.

Enrollment Projections: Our enrollment numbers will be finalized by September 30. As anticipated by Baragar, preliminary data indicates that our enrollment may be relatively flat. This stabilization aligns with recent trends in some of our school communities.

Class Size Data: Concurrent with enrollment data collection, we are conducting a detailed analysis of class sizes across all grade levels and schools.



Staffing Considerations: We are working collaboratively with school administrators to assess and address staffing requirements throughout the Division. Our approach includes identifying pressure points and implementing targeted strategies to support adequate human resources where they are most needed.

Elementary Class Size Averages – September 12, 2025

Grade	2024	2025
KG	18.9	19
Grade 1	19.5	20.3
Grade 2	19.5	21.1
Grade 3	19.2	20
Grade 4	21.4	21.7
Grade 5	21.6	23
Combined Classes		
Grade 1&2	20	N/A
Grade 2&3	21.6	21.6
Grade 3&4	23.5	21
Grade 4&5	23.8	24.4

Staff Wellness

Welcome Back Breakfast: Staff attended the Welcome Back Breakfast at Chinook High School on August 29. This annual tradition provides the Board, Leadership, and Education Centre volunteers an opportunity to serve staff and share in the excitement of a new school year.

Send Before 6 Initiative: We are now in the second year of our successful "Send Before 6" initiative, which has received overwhelming support from staff, students, and families. This wellness program encourages non-emergent communication during the hours of 7:00 AM to 6:00 PM to support healthy work-life balance. Send Before 6 is designed to provide staff and families with uninterrupted personal time and reduce the risk of burnout. By adhering to these communication guidelines, we promote a more sustainable and productive learning environment where staff and families can recharge outside of working hours and return each day ready to contribute their best efforts to student success.

Staff Wellness Newsletter: Our staff wellness newsletter continues to demonstrate significant value across the division, with analytics showing hundreds of staff members regularly accessing the information and resources provided. This strategic initiative enhances employee well-being and engagement by serving as a vital resource offering health and wellness insights, information about wellness events and activities, and promotion of available benefits. By incorporating expert advice, celebrating division-wide achievements, and providing practical wellness tips, the newsletter fosters a

culture of health and resilience within our organization, contributing to a positive and effective work environment.

Staff/Workplace Wellness Administrator Advisory Committee: Comprised of elementary, middle, and high school principals, this committee will meet again throughout the 2025-2026 school year to address, discuss, and plan initiatives related to staff and workplace wellness. The first meeting will take place on October 2, 2025.

Union Relations: Human Resources, Instructional Services, and Business Affairs met with CUPE 2843 and CUPE 290 to continue discussions on employee health and safety, an outcome of this past spring's bargaining. The work of this subcommittee will complement, not replace, the Division's OHS Committee. The initial meetings were very positive, with great conversations from all parties.

Partnership with University of Lethbridge Faculty of Education: We have established a collaborative partnership with the University of Lethbridge Faculty of Education to examine educator well-being and develop mutually beneficial support systems. This partnership focuses on research-based approaches to supporting both new teachers entering the profession and experienced teacher leaders within our division. Through this collaboration, we are working together to collect data, identify best practices, share resources, and create pathways that strengthen the transition from pre-service to in-service teaching while fostering ongoing professional growth and wellness throughout educators' careers.

Benefits Support: On August 21, 2025, Human Resources and Business and Operations met in person with LAPP (Pension Plan for our Support Staff) to discuss ways to better support Division support staff in understanding and accessing their pension benefits.

Lethbridge SCHOOL DIVISION

SEND BEFORE 6

SUPPORTING WELL-BEING FOR STAFF, STUDENTS AND FAMILIES IN THE LETHBRIDGE SCHOOL DIVISION

KEEPING OUR EVENINGS AND WEEKENDS FREE FROM NON-EMERGENCY EMAILS AND TEXTS

CLICK HERE TO LEARN MORE

TOGETHER IN WELLNESS

LETHBRIDGE SCHOOL DIVISION IS COMMITTED TO ALL STAFF HEALTH AND WELL-BEING. WE HONOUR YOUR PERSONAL TIME AND THE IMPORTANT ROLES THAT YOU PLAY OUTSIDE OF THE WORK DAY.

THE WHY:
OUR HOPE IS THAT **SEND BEFORE 6** WILL SUPPORT EVERYONE IN THE LETHBRIDGE SCHOOL DIVISION TO ENJOY HEALTHY WORK/LIFE BALANCE ALLOWING EVENINGS AND WEEKENDS TO BE SPENT ON ACTIVITIES THAT BRING RENEWAL AND REST.

WHAT IT MEANS:
SEND BEFORE 6 MEANS THAT ALL NON-EMERGENCY EMAILS AND TEXTS WILL ONLY BE SENT BEFORE 6 PM ON WEEKDAYS. AFTER HOURS AND WEEKENDS CAN WAIT UNTIL REGULAR WORK HOURS.
(NOT BEFORE 7 AM OR AFTER 6 PM).

MEMORANDUM

September 23, 2025

To: Board of Trustees

From: Mike Nightingale
Superintendent of Schools

Re: Assurance Priorities Report

Background:

The Education Centre Leadership Team is committed to keeping the Board informed regarding progress towards priorities identified in the Division Assurance Plan. An update will be provided in the form of a monthly report.

Recommendation:

It is recommended that the Board receive this report as information.

Respectfully submitted,
Mike Nightingale
Superintendent

Assurance Priorities Report September 2025

Domain: Governance

Priorities: Stakeholder Engagement, Advocacy for Education, Resource Allocation, Effective Policy

Stakeholder Engagement

- Carlie Ramotowski, Early Learning Coordinator serves on the board of directors for South Region Parents as Teachers and attended the Board meeting on September 15.
- Carlie Ramotowski attended a Lethbridge Plays meeting on September 16. She contributed two blogs to the Lethbridge Plays community blog; Summer Fun on a Budget: Playful Ideas for Families in Lethbridge and From Package to Playtime: The Joy of Cardboard Creations.
- Carlie Ramotowski attended the South Early Learning Advisory meeting on September 17 hosted by the Professional Learning Consortium.

Resource Allocation

- Associate Superintendent Morag Asquith and Mental Health Capacity Building (MHCP) Program Manager DeeAnna Presley Roberts are working with Lethbridge Food Bank and schools to determine the number of lunches that will be delivered daily to schools through the mindful munchie program

Effective Policy

- Director of Learning Erin Hurkett and Principals Andy Tyslau, Terra Leggat, and Rod Scott reviewed and finalized forms for the Administrative Procedure on Parent Notification and Opt-In Consent.

Domain: Student Growth and Achievement

Priorities: Foundational Learning, Diverse Learning Pathways, Effective Assessment, Indigenous Student Achievement

Diverse Learning Pathways

- Approximately 400 students from Lethbridge School Division were in Work Experience over the summer, this is the highest number yet recorded. We have dual credit courses being offered both semesters at both the University of Lethbridge and Lethbridge Polytech. Dual credit courses are a fabulous opportunity for high school students to generate post-secondary credits toward diplomas/certificates/degrees while still in high school at no cost.

Effective Assessment

- Director of Learning, Erin Hurkett, created assessment Padlets for grades K-5 teachers that include assessment guides related to each organizing idea in the curriculum.
- Erin Hurkett created assessment clarification videos for administrators to use at staff meetings and professional learning sessions to support assessment and reporting work.

- Carmen Carvalho, English Additional Language Support Teacher, supported schools in implementing division-wide EAL benchmark assessment processes, ensuring multilingual learners are accurately identified for supports.

Domain: Teaching and Leading

Priorities: Responding Effectively to Student Needs, Professional Growth, Communication and Collaboration

Responding Effectively to Student Needs

- The September Inclusive Education Meeting, attended by our Learning Support Teachers and an administrator from each school was held on September 9. Schools had an opportunity to collaborate with others on effective transition processes.
- The September Counselling/Wellness Meeting supported learning around the new Education Act amendments and notification/consent processes occur. The Wellness Teams also discussed Violent Threat Risk Assessment (VTRA) process and supports. There will be staff members who will be attending “School-Based Approaches to Sexual Violence in Youth” session September 18th hosted by Chinook Sexual Assault Centre.

Professional Growth

- Erin Hurkett, Director of Learning, and Jodi Babki, Curriculum Support Teacher, provided professional learning for West Coulee Elementary staff in relation to literacy resources and curriculum correlations.
- Erin Hurkett facilitated the Teacher Induction and Mentorship on August 26th. A session for elementary teachers in TIP was held on September 19th in relation to early years assessment and report cards.
- Jodie Babki provided professional learning at G.S. Lakie and Nicholas Sharon in relation to vocabulary and word studies.
- Erin Hurkett, Jodie Babki, and elementary administrators, attended a professional learning session with Myron Dueck on August 28th. Myron speaks about outcomes-based assessment and AI integration.
- Division Psychologists Christie Fticher and Melissa Gleeson offered SIVA (Supporting Individuals through Valued Attachment) training to Galbraith and Fleetwood Bawden staff on August 26 and 27.
- Carmen Carvalho, EAL Support Teacher, updated the division’s English Additional Language Toolkit website, ensuring educators have easy access to current strategies, assessment tools, and supports for multilingual learners.
- Human Resources (Katie Guccione and Jolayne Miko) delivered Workable and ADW training for new Administrators on August 26.
- Human Resources (Carrie Fahl) invited staff to register for first aid training. Registrations are due by September 15, after which training dates will be finalized based on participant numbers. The Division provides annual certification and re-certification opportunities for staff.
- The Division has also circulated a variety of Public School Works safety courses to all staff. Courses are tailored by position and focus on supporting both staff and student safety. Administrative Assistant, Madalynn Guzowski supports with the assignment and distribution of these courses.
- Human Resources (Madalynn Guzowski) delivered New Hire Orientations were held on August 19, 20, 21, 22, 27, 28 and September 3 and 4, with a total of 67 new employees in

attendance. These sessions provided a great way to welcome new staff to our division and support their successful transition.

Domain: Learning Supports

Priorities: Safe and Caring Culture, Equitable Learning Opportunities, Active, Healthy Students, Truth and Reconciliation

Safe and Caring Culture

- The annual 51-25 Club Banquet will be held on September 24. This Fall, 14 inductees will be recognized, and Human Resources is coordinating attendance for this special employee recognition event.
- A group of 30 educators/counsellors participated in an online training session related to conducting violence threat risk assessments for neurodivergent students, it was very helpful for our Administrator-Counselling teams

Equitable Learning Opportunities

- Richard Sallah, English Additional Language (EAL) Student Support Worker, and Carmen Carvalho, EAL Support Teacher, completed 100 intake assessments and family interviews beginning August 18, to support student transitions into schools.
- Richard created and shared a Multicultural and Diversity Newsletter to all schools.
- Richard Sallah worked with schools to fulfill interpreter requests.
- Carmen Carvalho spent time with teachers, administrators, and community partners to address academic, social, and emotional needs of specific EAL learners to support school engagement and achievement. Carmen worked directly with classroom teachers at Mike Mountain Horse to purposefully embed targeted EAL strategies into instruction.

Active, Healthy Students

- The University of Lethbridge Nurses will be doing their practicums this semester at Park Meadows Elementary and Winston Churchill High School. Orientation took place on September 16th. We look forward to all the ideas and projects they will be doing that benefit school/student wellness.
- This year 18 schools submitted applications and received wellness grant funding to support wellness initiatives at their schools. These projects range from a school wide indigenous art activity, physical activity promotion, supporting outdoor learning space development, recess playground equipment, self-regulation equipment and planning to empathy promotion activities.

Truth and Reconciliation

- West Coulee Station Elementary will be hosting a naming ceremony on September 22nd from 10:30-12.
- September 30th is the National Day for Truth and Reconciliation, make sure you wear your orange shirt that day!

Domain: Local and Societal Context

Areas of Focus: Division Performance Measures, Successful Early Start for Students, Indigenous Education, Division Personal Mobile Device Guidelines, Reporting of Student Progress, Staff Wellness

Successful Early Start for Students

- 173 children have been placed in division Early Education Programs (EEP). This includes 121 spaces for children who meet Alberta Education's eligibility criteria for a supported space in programming (PUF, Mild/Moderate and EAL) and 52 fee paying spaces.
- Donna Davies, casual speech-language pathologist (SLP) support, completed 34 speech and language assessments to assist in identifying children eligible for supports in early education. Division SLPs continue to assess EEP and kindergarten children this month.
- Early Education Programs utilized a staggered entry to support positive transitions and offered a Popsicles in the Park event to build family connections.

Reporting of Student Progress

- Director of Learning, Erin Hurkett completed the Literacy and Numeracy Support Funding 2025/25 Final Report. The report included professional learning, resources, and targeted intervention utilized to support literacy and numeracy at the K-3 level. It also included performance results from the Early Years Assessments.

Staff Wellness

- Staff attended the Welcome Back Breakfast at Chinook High School on August 29. This annual tradition provides the Board, Leadership, and Education Centre volunteers an opportunity to serve staff and share in the excitement of a new school year.
- On August 21, 2025, Human Resources Director Rhonda Aos, Associate Superintendent Kyle Beauchamp, and Director of Finance Avice DeKolver met in person with LAPP (Pension Plan for our Support Staff) to discuss ways to better support Division support staff in understanding and accessing their pension benefits.
- Human Resources issued a reminder about "Send before 6". While not a policy, this practice helps support the well-being of students, staff, and families by encouraging non-emergency emails and texts are only sent before 6:00 p.m. and after 7:00 a.m. on weekdays.
- On September 2, 2025, Human Resources released the latest Wellness Newsletter, featuring resources and information on heart health, transitioning back to school, and reminders about employee and family assistance through GreenShield/ASEBP.
- Human Resources, Instructional Services, and Business Affairs met with CUPE 2843 and CUPE 290 to continue discussions on employee health and safety, an outcome of this past spring's bargaining. The work of this subcommittee will complement, not replace, the Division's OHS Committee. The initial meetings were very positive, with great conversations from all parties.
- The Administrator Staff Wellbeing Advisory Committee and the Human Resources Processes meetings were scheduled for the year.

MEMORANDUM

September 23, 2025

To: Board of Trustees

From: Mike Nightingale
Superintendent of Schools

Re: Donations and Support

Background:

Lethbridge School Division is fortunate to be in a community that strongly supports programs and services for students. The Division is appreciative of the difference the support makes to the lives of children. These partnerships and support further the efforts of helping children come to school ready to learn, providing opportunities for engagement, and facilitating student growth and well-being. Listed below are the donations and support received by the Division.

- Westminster Elementary gratefully received \$250 from Sunrise Rotarians for a year end BBQ and \$3787.20 from Green Acres Foundation for the Sue LaBuhn Memorial Library
- Nicholas Sheran Elementary School was thrilled to receive \$1100 from grandparent, Frances Blackwood to purchase UFLI resources for teachers

Recommendation:

It is recommended that the Board receive this report as information.

Respectfully submitted,
Mike Nightingale

MEMORANDUM

September 23, 2025

To: Board of Trustees

From: Mike Nightingale
Superintendent of Schools

Re: **Acknowledgements of Excellence**

Background:

The Board has a long-standing practice of acknowledging the efforts of students and staff whose commitment to excellence has resulted in outstanding achievement. Details of accomplishments of note are provided as information. Congratulations to the following Division staff and students:

Mike Mountain Horse Elementary School

It has been an exciting few weeks at Mike Mountain Horse Elementary School! This year's start up has been a bit different from previous years with our decrease in enrollment due to the opening of West Coulee Station Elementary School. Meeting new students and families, preparing for new year of teaching and learning, and reconnecting with colleagues makes for an eventful beginning. As our school population changed this year, we decide to make a few changes as a school beginning with hold our Meet The Teacher Open House on August 27 from 4:00pm – 6:30pm. Families were welcomed to the school to meet their child's classroom teacher and explore the school spaces before we returned for our regular start up. Once again Kona Ice partnered with us to offer sweet treats outside as students and families came to the school.

On August 28th we began our school professional learning residency with a full day of literacy learning with Dr. Robin Bright. Dr. Bright will be working with our school throughout the year, supporting staff in addressing comprehensive literacy classrooms and supporting best practice in literacy instruction for students. Dr. Bright will be joining our staff on two additional PL days as well as connecting with individual teachers to mentor, team teach or model lessons. We are so excited about this amazing partnership!

Our first school-wide activity took place on September 5th with our first blue and yellow spirit day and annual Welcome Back Assembly. We certainly noticed the difference in having 150 less student packed into our gym!

Upcoming events include our annual Westside Elementary Schools Terry Fox walk on September 23, and engaging students in meaningful acts of reconciliation including continued focus on learning the Blackfoot language, engaging in quality literature and creating art projects to celebrate and honour Buffalo Treaty Day, Orange Shirt Day and National Day for Truth and Reconciliation. And as always, we continue to engage all members of our school community in a

focus on kindness and empathy. BOOST notes are completed whenever a student does something kind, notes are turned into the office and read each day over the announcements and then posted on a bulletin board for all to see.

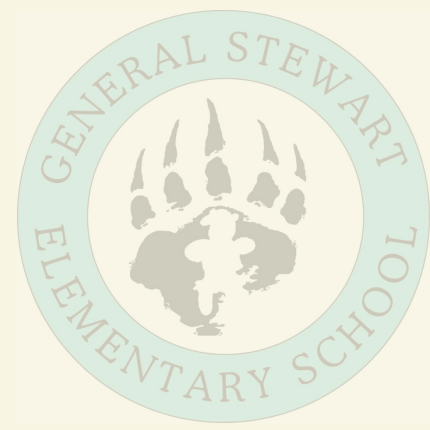
General Stewart- See Report Attached

Recommendation:

It is recommended that the Board receive this report as information.

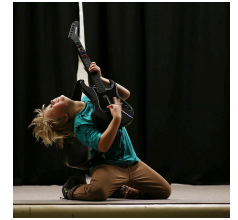
Respectfully submitted,
Mike Nightingale

GENERAL STEWART ELEMENTARY SCHOOL



Acknowledgement of Excellence 2025-2026

Welcome to General Stewart



We are excited to begin another amazing school year filled with opportunities for growth, learning, and community connection. Although our school is small, we take great pride in the strong relationships we have built within our community.

Our year began with a successful Welcome Back Barbecue, which was warmly attended by many of our school families. It was a wonderful opportunity to share a meal together and open our doors for classroom visits and a "Meet the Teacher" event. Families also had the chance to explore our new sensory nooks and follow the sensory path throughout the building—an initiative made possible through generous support from the Community Foundation of Lethbridge's grant and our Lethbridge School Division Wellness grant. We are deeply grateful for these resources that enhance our students' learning and well-being.

Reflecting on last year, we were thrilled to host several community engagement events, including Art Night, Math Night (supported by the WCHS Math Club), and Yoga Night. These evenings allowed us to connect with families in meaningful ways, and we eagerly anticipate bringing even more enriching experiences to our community this year.

Last year, our students had the opportunity to participate in a school wide Enrichment Day, where they had the choice of various activities from watercolour painting, to building windmills with support from Lethbridge Polytechnic. From the Snowflake Ball (in-lieu of a Winter Concert), Quebec Celebration of Learning to Grade 5 Basketball, our students shone brightly this year! Our year ended by showcasing the talents and lip syncing abilities of our students, a great event for all.

Our school just completed our annual Terry Fox Assembly and Walk—an important tradition at General Stewart. This event honors Terry Fox's legacy and supports cancer research, fostering a sense of unity and purpose among our students and staff. This year we raised over \$600!

Additionally, we are excited to announce that we received a grant from a local business to launch our outdoor learning space. Our vision includes a community garden and outdoor classroom, and we hope to bring this project to life in the coming months. We intend on utilizing our wellness grant to support this hands on, land based learning project!

We welcome you to come and check out the great activities that are happening within our building as our students grow, learn and succeed!

Calendar of Events for Board of Trustees

September	24	51-25 Club Banquet 5:30PM, Sandman Signature Lethbridge Lodge
	29	Division Orange Shirt Day
	30	National Day for Truth and Reconciliation
October	6	Wellness Committee 1:15PM, Education Centre
	6	Division School Council 6:30PM, Education Centre/ Microsoft Teams
	7	Board Committee of the Whole 3:00PM, Education Centre
	8	Indigenous Education Committee 9:00AM, Education Centre
	8	Policy Advisory Committee 1:00PM, Education Centre
	28	Trustee Meet & Greet, Swearing In, Photo, Orientation 8:30AM-4PM, Education Centre
November	3	Division School Council 6:30PM, Education Centre/ Microsoft Teams
	4	Board Organizational Meeting 2:00PM, Education Centre
	5	ABSA Zone 6 Meeting 9:00AM, Education Centre
	5	Policy Advisory Committee 1:00PM, Education Centre
	10	Committee of the Whole 3:00PM, Education Centre
	13	Board Orientation 3:30-6:00PM, Education Centre
	16-18	ASBA Fall Meeting Edmonton AB
	19	Working Conditions Committee 4:00PM, Education Centre
	19-21	PSBAA Fall Conference & AGM Edmonton AB
	25	Board Meeting 1:00PM, Education Centre

MEMORANDUM

September 24, 2024

To: Board of Trustees

From: Mike Nightingale
Superintendent of Schools

RE: World Teachers' Day

Background

World Teachers' Day is held annually on October 5th since 1994 to celebrate the essential role of teachers in providing quality education at all levels. As outlined on the UNESCO website, the aim of World Teachers' Day is to ensure that the needs of future generations will continue to be met by teachers. It also commemorates the anniversary of the 1966 signature of the UNESCO/ILO Recommendation Concerning the Status of Teachers.

The strength of Lethbridge School Division has historically been its staff members, who are committed to providing outstanding learning opportunities for all students while ensuring that each young person feels valued and supported.

Division teachers are recognized across the province for their expertise, with a number serving on regional and provincial curriculum and professional learning committees.

Recommendation

It is recommended that the Board receive this report as information and take the opportunity to publicly acknowledge the commitment to excellence that teachers, and all staff members, demonstrate for the benefit of students.

Respectfully submitted,
Mike Nightingale

MEMORANDUM

Date: September 23, 2025

To: Board of Trustees

From: Christine Light, Chair

RE: Trustee Recognition

Background

Election 2025 marks the end of the current Lethbridge School Division Board of Trustees' tenure. The Lethbridge School Division Board of Trustees for the 2021-2025 Term:

Andrea Andreachuk

Tyler Demers

Kristina Larkin

Christine Light

Allison Purcell

Genny Steed

Craig Whitehead

The Election 2025 Nomination Period Closed on September 22, 2025. Two Trustees are not seeking re-election:

Trustee Andrea Andreachuk (1 Term: 2021-2025)

Trustee Tyler Demers (5 Terms: 2004-2007, 2007-2010, 2013-2017, 2017-2021, 2021-2-25)

As Chair, I would like to extend my gratitude to Trustee Andreachuk and Trustee Demers for their commitment and service to Public Education and the role of Trustee, as well as the positive impact they have had on the students, staff, and families of Lethbridge School Division.

Recommendation

It is recommended that the Board receive this report as information and join in recognizing our fellow Trustees.

Respectfully submitted,
Christine Light

MEMORANDUM

September 23, 2025

To: Board of Trustees

From: Christine Light, Chair

RE: Joint City of Lethbridge and Lethbridge School Boards Committee Update

Background

April 2, 2025

At the Joint City of Lethbridge and Lethbridge School Boards meeting, a sub-committee was formed to amend the Terms of Reference for the committee as well as discuss the feasibility of moving forward. Members of the sub-committee: Trustee Christine Light, Trustee Tricia Doherty, Councillor Jenn Schmidt-Rempel.

May 13, 2025

The sub-committee met and redrafted a Terms of Reference to reflect the purpose and direction the committee expressed desire to move forward with. (see attached document)

July 24, 2025

Chair Christine Light presented the work of the sub-committee to the Governance Standing Policy Committee. At the conclusion of discussion, the following motion was CARRIED (3-1):

BE IT RESOLVED THAT the Governance Standing Policy Committee refer the matter and the documents presented by Ms. Light to the Joint Committee of the City of Lethbridge and Lethbridge School Boards to have them provide the following:

The feasibility of formalizing the Joint Committee as a Committee of Council;

1. A proposed mandate, and governance structure; and

2. Potential costs and resource implications associated with formalization

along with formal approval from the Committee for recommendation to a Governance Standing Policy Committee meeting prior to the end of Q2, 2026

Information requested at the Governance SPC

1. For the City Clerk's Office to provide source documentation to the Joint City School Boards Committee on Joint Committee structure.
2. For Chair Christine Light to provide context on how other municipalities organize governance relations between Councils and Boards.

Recommendation

It is recommended that the Board receive this report as information.

Respectfully submitted,

Christine Light

Joint Committee of the City of Lethbridge and Lethbridge School Boards

Terms of Reference

1. Purpose

The Joint Committee of the City of Lethbridge and Lethbridge School Boards is established to strengthen collaboration, alignment, and mutual understanding between the Municipality and School Divisions. The committee will focus on shared governance priorities, joint advocacy efforts, and the cultivation of strong, effective working relationships that serve the community's best interests—especially children, youth, and families.

2. Mandate and Responsibilities

1. Governance Alignment

- Identify areas of intersecting municipal and educational policy.
- Share strategic plans and explore opportunities for alignment and coordination.
- Provide input on policies or initiatives with cross-sector impact, including but not limited to: land use planning, transportation, infrastructure, recreation, and community development.

2. Advocacy and Joint Initiatives

- Develop and promote unified positions on issues affecting students, schools, and neighborhoods.
- Coordinate advocacy with other levels of government to support funding, legislation, or services that benefit the local community.
- Explore collaborative opportunities for grants, partnerships, and community engagement.

3. Relationship Building and Communication

- Foster respectful, transparent, and consistent dialogue between elected officials and administrative leaders.
 - Build mutual understanding of each organization's roles, responsibilities, and constraints.
 - Strengthen public confidence through joint public communication where appropriate.
-

3. Membership

- The Committee shall consist of equal representation from City Council and the School Boards, typically including:
 - 2 Trustee(s), appointed by Lethbridge School Division
 - 2 Trustee(s), appointed by Holy Spirit Roman Catholic School Division
 - 2 Trustee(s), appointed by FrancoSud School Board
 - 2 City Councillor(s), appointed by Council
 - Administrative staff of City Council and the respective School Boards may attend in advisory roles as needed.
 - Each body will appoint its representatives annually at their organizational meeting or as otherwise required.
-

4. Chairing and Administration

- The role of Acting Committee Chair shall alternate between a City Council representative and School Board representative, based on which organization is hosting.
 - A liaison from the host organization will undertake the responsibility to provide administrative support for the committee. Administrative support includes:
 - Preparation of the agenda
 - Call for agenda items will go out three weeks before the date of meeting, with agenda and all accompanying documents distributed to committee members no later than a week before meeting date.
 - To be included on the agenda, all items require a paragraph description of the issue to be submitted so that each party can be prepared for the meeting. Any backup materials to any of the items (such as maps and presentations) are to be submitted with the item and to be included in the agenda package that is sent out.
 - Attendance at committee meetings
 - Take notes and provide necessary technical support.
 - Preparation and distribution of minutes after the meeting
 - Minutes shall be recorded and circulated to all members within a week of the meeting date, with copies provided to both City Council and the School Boards.
-

5. Meetings

- The Committee shall meet at least six times per year in October - December - February - April - June - August, or more frequently as jointly determined.
 - The August meeting shall be a joint gathering of all governing members from all organizations. This meeting will primarily serve as a social and relationship-building opportunity, with formal business addressed only if necessary.
 - The first meeting of the year shall include outlining what the governance priorities are for each organization, and review of the Terms of Reference.
 - Times of meetings: 9:00am - 11:00am
 - Location will rotate between the School Board offices and City Hall.
-

6. Reporting and Communication

- Committee Members will provide regular updates to the City Council and the School Boards following each meeting.
 - Joint public communications may be issued on matters of shared importance, with prior approval from both governing bodies.
 - Parties are encouraged to reach out to each other in between meetings if they have any concerns about specific issues, rather than waiting for the meeting itself.
-

7. Decision-Making and Authority

- The Committee is advisory in nature and does not have decision-making authority.
 - Recommendations or actions requiring formal approval must be referred to the respective City Council or School Board for endorsement. As per their organizational process.
-

8. Review and Evaluation

- These Terms of Reference will be reviewed annually, or as needed, to ensure continued relevance and effectiveness.
- Feedback from members will inform changes to committee structure or focus.

MEMORANDUM

Date: September 23, 2025

To: Board of Trustees

From: Christine Light, Chair

RE: Election 2025

Background

School board trustees are locally elected representatives who play a critical role in shaping the future of public education. Their role is to oversee and provide important governance for school divisions in our education system. School boards are crucial decision-making bodies that guide the educational experiences of thousands of students across Alberta.

Albertans vote for their trustees as part of their general municipal election. Lethbridge School Division promotes and encourages interested citizens to run for the office of elected school board trustee.

Election Period is **October 8 - October 20, 2025.**

Information on the role of a trustee, running for office, forums and important Lethbridge School Division dates for candidates can be found through the following links:

Lethbridge School Division
[Election Information | Lethbridge School Division](#)

City of Lethbridge
[Elections | City of Lethbridge](#)

Alberta School Boards Association
[Municipal Elections](#)

Recommendation

It is recommended that the Board receive this report as information.

Respectfully submitted,

Christine Light

MEMORANDUM:

August 28, 2025

To: The Board of Trustees

From: Morag Asquith, Associate Superintendent, Instructional Services

Re: Approval of an International Trip

Background:

Dave Fletcher from Lethbridge Collegiate Institute is requesting approval to take approximately 44 grade 9-12 students on an International Trip to Italy from April 3rd – 12th, 2026. Information regarding the educational benefits of the trip and proposed itinerary are attached. The estimated cost per student is approximately \$5200 in Canadian funds.

Recommendation:

That the LCI trip to Italy in April 2026 be approved by the Board, on the condition that all Division policies and procedures are strictly followed and with the understanding that future travel advisories and/or vaccination requirements may affect the trip's ability to proceed.

Respectfully submitted,

Morag Asquith

LCI's Italy Tour 2026

10 days

Trip Dates:

April 2, 2026 - April 11, 2026



Your trip

Locations:

- Venice
- Florence
- Monte Cassino
- Rome

Highlights:

- Gondola ride
- Cooking class
- Gladiator school visit

Inclusions:

- Round-trip airfare
- 8 nights' accommodation in hotels with private bathrooms
- Full European breakfast daily
- Dinner daily
- Full-time services of a professional Tour Director
- Pre-Paid Tipping for the Tour Director and Bus Drivers



What's included

Almost everything!



Round-trip airfare



All on-tour transportation



Accommodation in triple or quad rooms with private bathrooms



Full breakfast daily



Hearty, authentic dinner daily



Entrance fees to attractions per itinerary



Guided sightseeing tours and city walks per itinerary



Full-time, professional Tour Director



Online Tour Diary™, so you can follow our journey from home



24-hour emergency service





Your responsibilities

These costs vary and are not included in the tour fee:



Acquiring a
passport
and a visa
(if applicable)



Travel to and from
the airport (departure
and arrival back
home)



Travel insurance



Spending money for
optional excursions,
free-time activities,
lunches, snacks,
beverages and
souvenirs

These are all necessities each traveller will be responsible for during the tour — please plan accordingly for them.

Passports & Visas

All travellers are responsible for securing the necessary documentation for travel. These pieces of documentation may include a passport and visa.

Passports

- Every destination requires a Canadian Passport valid 99 days prior to departure
- Passport expiration dates must be valid at least 6 months from your return date
- Travellers who do not hold a Canadian passport should have the correct visas or transfer visas for all flights
- Explorica partners with Visa Central. To verify the entry requirements for your destination please visit visacentral.ca/explorica

Visas

- Since requirements vary for each nationality, we recommend all travellers verify the individual requirements for their nationality with the local consulate for all the countries to be visited, or VisaCentral, Explorica's partner for travel visas.

Important note: Passports must be valid for at least six months after our scheduled return date.



Travel protection plan

The Travel Protection Plan Plus, which includes the “Explorer” insurance package from TuGo, covers you for a range of circumstances.



Travel Protection Plan Plus

\$25/day

This plan covers your child for:

- On-tour medical coverage;
- Flight cancellations and delays;
- Theft of passport or visas;
- Loss of luggage and personal effects;
- Trip cancellation or trip interruption due to covered reasons such as illness, injury, death, acts of terror;
- Trip cancellation due to Government of Canada travel advisory for “avoid all travel” or “avoid non-essential travel”;
- School Board or governing organization-enforced trip cancellations



Cancel For Any Reason waiver benefit:

- If you need to cancel for a “non-covered” reason, you are still protected.
- More than 2 days before your scheduled departure, you can claim 75% of the cancellation fees.

For more information, see explorica.ca/protect or contact TuGo directly at 1-855-929-8846.



Your payment plan options

\$5,414 per student – this includes all tipping (\$200+)

Price reflects voucher code: **Lethbridge300**
being redeemed by **Sept 30, 2025**

Deposit Deadline: **Sept 30, 2025**

Automatic monthly payment plan	Manual payment plan
\$664.38 per month as of 06/19/2025	
Travel Protection Plus optional \$250 per student	
\$99 initial payment upon registration (Plus optional travel protection)	\$249 non-refundable deposit paid upon registration (Plus optional travel protection)
Balance divided into 8 monthly instalments	30 days after registration, 2nd payment of \$500 is due
Payments charged automatically	75% of balance due 110 days prior to departure
	Remainder balance due 65 days prior to departure

See explorica.ca/Fletcher-6406 for due dates and amounts, based on sign-up date.



Easy ways to pay

Making it possible for every student to travel



1.

Full payment plan

Entire trip paid upon registration

No remaining balance

Payment rendered manually

2.

Monthly automated payment plan

\$99 initial payment paid upon registration

Balance divided into equal monthly payments

Payments charged automatically

3.

Manual payment plan

\$249 non-refundable deposit paid upon registration

\$500 paid towards balance 30 days later

75% of balance due 110 days prior to departure

Remaining balance due 65 days prior to departure

Payments rendered manually



Financial assistance

Explorica is dedicated to creating inclusive opportunities for individuals to participate in our programs. To support this vision, elementary and secondary school students are eligible to receive financial assistance through the Financial Assistance Program.

Candidates for financial assistance may have undergone family financial hardships that prevent them from joining their classmates on tour, identify as a member of an underrepresented group (Black/African, Hispanic/Latinx, Asian, Indigenous Peoples, LGBTQIA+), or have a disability.

There is an application process that the school must go through on behalf of the participant. **Scholarships are awarded in the order they are received, so if you feel you need assistance, please contact the school.**

All information is kept confidential.



Fundraising feature

- After signing up for your trip, you can get the word out to friends and family to help you fundraise
- First you will need to edit your fundraising page, see star below

Galápagos Island Adventure

405 Days til Departure | Departing From: Toronto
March 12, 2020 - March 22, 2020
TourCenter ID: Knight-4856

print share



▼ TOUR ACCOUNT [make a payment >](#) [terms & conditions >](#)

Remaining Balance: \$2,677.00
Payment Plan: Monthly automated plan (credit card)
Amount Paid: \$1,916.00
Last Payment Made: Jan 20, 2019
Next Payment Due: Feb 20, 2019
[details >](#)


[Go to my fundraising page >](#)

▼ ABOUT YOUR ACCOUNT >

- This is your fundraising homepage, you may customize this page by selecting “Edit Profile”, see star below
- Once you have customized this page you can share it by email or on your social media outlets

Help Send Meghan to Galápagos Island Adventure

[Edit Profile >](#)

 I am preparing for the adventure of a lifetime with my teacher and classmates, and I'm asking for your support to help fund my trip! This educational tour will build upon the things I'm learning about in school, while introducing me to exciting new destinations and cultures. Please consider supporting my trip with a donation of any amount.

RAISED \$500 of \$4,593 goal 405 days left

100% Completed

Share by:

[+](#) [f](#) [t](#) [e](#) [m](#) or copy this link [q](#)

[Submit donation](#)



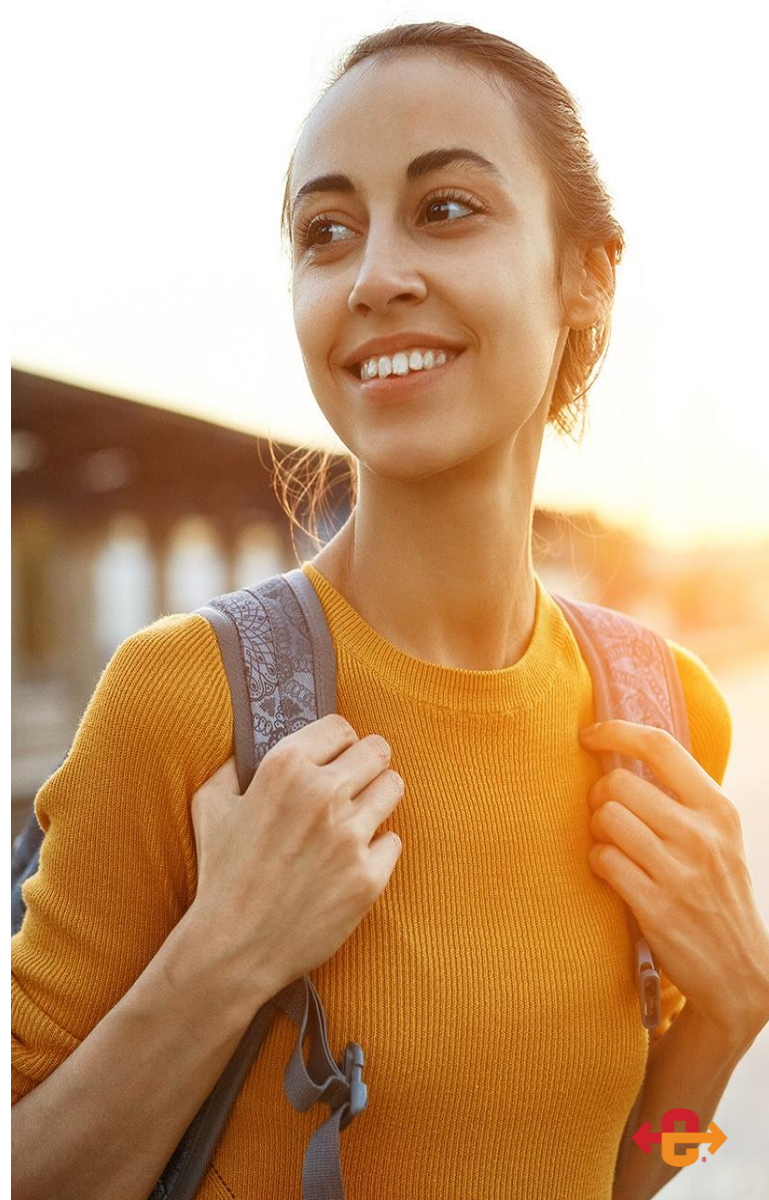
Medical requirements & traveller accessibility

Speak to your Family Doctor about:

- Any prescription medicine you require
- A medical / first aid kit with the basics

Explorica aims to accommodate all special requests of travelling students:

- It is important that your Program Leader and Tour Director are aware of any special requests

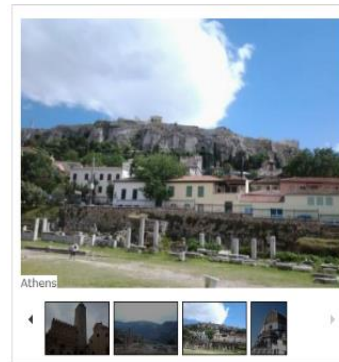


Tour Diary

- Our unique Tour Diaries enable parents to virtually experience the tour through daily updates and photos
- The Tour Diary will contain photos of the students or landscape/sites depending on the request of the school

Florence, Rome & Athens Express

March 30, 2018 - April 7, 2018



select a day: 1 2 3 4 5 6 7 8 9

[next >](#)

DAY 1: MARCH 30, 2018

Ciao how are you? Ready to be charmed by The Renaissance of Florence, by the beauty of the eternal city Rome, by the cradle of democracy „Athens“? See you soon ciao or yassou.





How to enrol



Join us

Don't miss your chance to:

- ✓ Explore exciting destinations
- ✓ Create lifelong memories with friends
- ✓ Grow and mature as a person
- ✓ Prepare for a successful future

Register Today!

explorica.ca/Fletcher-6406

Deadline to receive travel voucher:
09/30/2025



MEMORANDUM

September 24th, 2024

To: Board of Trustees

From: Christine Light, Board Chair

RE: Committee Terms of Reference and Year End Committee Reports

Background

Each year the Board of Trustees review and affirm the Committee Terms of Reference for board committees. Committee Terms of Reference and Year End Reports for the 2024-2025 school year are included in the agenda package.

At the Organizational Meeting held on November 4th, 2025, Trustee membership will be assigned to Standing and Special (ad-hoc) Committees.

Recommendation

It is recommended that the Committee Terms of Reference for the Standing Committees be approved as presented or amended.

Respectfully submitted,

Christine Light, Board Chair

Lethbridge School Division Facilities Committee – Annual Summary 2024/2025

Committee Composition

The Facilities Committee included Trustees Tyler Demers (Chair), Allison Purcell, Christine Light, and Christine Lee (Associate Superintendent, Business and Operations), along with Daniel Heaton (Director of Facility Services) and Doug Williamson (Coordinator of Maintenance, welcomed in December 2024).

Major Capital Projects and Construction Updates

New School Builds

- West Coulee Station Elementary School: Nearing completion with possession expected July 2025.
- Garry Station Elementary School: Enclosed and progressing with interior finishes; possession expected April 2025.
- New West Lethbridge Elementary School (South End): Planning funds received; site selection underway with the City of Lethbridge. Estimated completion in ~5 years.
- New West Lethbridge High School: Identified as a future need based on growth projections from the West Side Study.

Modernizations and Upgrades

- Galbraith Elementary: Undergoing design and geotechnical testing; modernization considered approved and listed as a current project.
- Lethbridge Collegiate Institute (LCI): Accessibility audit completed; modernization planning underway with community engagement. Multiple upgrades including gym refinishing, stair tread replacement, and cooling tower replacement.
- Victoria Park High School: Multi-year upgrade project including ventilation and elevator installation. Phase 2 (third-floor renovation) scheduled for summer 2025.

Modular Classrooms

- Coalbanks Elementary: Two modulares installed; landscaping to be restored in fall.
- Mike Mountain Horse: Demolition of aging relocatable classrooms proposed; awaiting funding approval.
- Modulares also requested for Chinook, Paterson, and Winston Churchill High School.

Capital Planning and Prioritization

Three-Year Capital Plan (2025–2027)

Schools were assessed using Capital Planning Assessment Forms, scoring based on building condition, enrolment pressure, accessibility, and functionality.

Top Priorities for Modernization:

1. LCI (Score: 13)
2. Senator Buchanan (Score: 16) – Accessibility issues
3. Westminster (Score: 16) – Accessibility issues
4. Gilbert Paterson (Score: 14)
5. Mike Mountain Horse (Score: 13)

Funding Requests

- Approximately \$25 million in Capital Maintenance Renewal (CMR) funding requested over three years.
- Infrastructure Maintenance Renewal (IMR) plan reviewed through August 2026.
- Planning and pre-planning funds requested for LCI and accessibility upgrades at Buchanan and Westminster.

Maintenance and Site Work

Numerous site-specific projects were completed or planned across Northside, Southside, and Westside schools, including:

- Emergency generator replacements
- Ventilation and cooling upgrades
- Sidewalk and drainage improvements
- Cabinet installations, lighting upgrades, and accessibility enhancements

Safety Monitor Pilot Program

- Data reviewed from September 2024 to March 2025 showed improvements in aggression alerts.
- Concerns raised about excessive alerts and response capacity.
- Further refinement and support planned; no expansion due to funding constraints.

Strategic Planning and Studies

- West Side Study presented by MSK Developments highlighted significant growth in West Lethbridge through 2050.
- Recommendations included building a new elementary and high school to meet future demand.
- The Division is actively working with the City to secure suitable school sites.

FACILITIES COMMITTEE TERMS OF REFERENCE

1. NAME AND TYPE:

Facilities Committee

2. PURPOSE:

- To review school division facility needs and develop a Facilities Plan.
- To make recommendations to the Board with respect to school facility renovations and construction under the Infrastructure Maintenance Renewal (IMR), Capital Maintenance and Renewal (CMR), Modernization projects, and New School Applications.

3. DUTIES AND RESPONSIBILITIES:

- To review school division facility needs and develop a Facilities Plan.
- The Facilities Committee will review school division facility needs with respect to school facility renovations and construction under the Infrastructure Maintenance Renewal (IMR), Capital Maintenance and Renewal (CMR), and identify school division facility new construction and modernization priorities.
- The Facilities Committee will make recommendations to the Board on school facility Infrastructure Maintenance Renewal (IMR), Capital Maintenance and Renewal (CMR), Modernization projects, and New School Applications.

4. COMPOSITION AND APPOINTMENTS:

- Two trustees serving at the pleasure of the Board, one of who shall act as chair, the Associate Superintendent, Business and Operations, the Director of Facility Services, and Coordinator of Maintenance.
- The trustees will be appointed at the pleasure of the Board at the annual Organizational Meeting.

5. MEETINGS:

- The meetings will be held a minimum of three times per year and as and when necessary to review School Division facility needs and prepare recommendations for the Board.

6. RESOURCES/REMUNERATION:

- The Facilities Committee shall require administrative support.
- No per diem is provided to trustees for Facilities Committee.

7. **SPECIFIC ANNUAL OBJECTIVES:**

- Continue lobby efforts concerning sustainable funding plan for Infrastructure and Maintenance dollars to meet ongoing requirements of the Division. This includes capital projects, IMR, CMR, modular classrooms and Operations and Maintenance funding.
- Continue to support Board dialogue with Minister and MLA's to receive timely Ministerial approval for infrastructure projects – capital, modular classrooms, CMR, IMR and Operations and Maintenance funding.
- Review and recommend to the board the yearly Capital Plan.

8. **REPORTS:**

- The Facilities Committee will provide to the Board recommendations for their approval on the Infrastructure Maintenance Renewal (IMR), Capital Maintenance and Renewal (CMR), Modernization projects, and New School Applications.

9. **REVIEW AND EVALUATION:**

- Recommendations for changes to the Facilities Committee's Terms of Reference will be submitted should government school facilities programs and reporting requirements change.

MEMORANDUM

September 23, 2025

To: Board of Trustees

From: Andrea Andreachuk

Re:

Wellness Committee Annual Report 2024 - 2025

Committee Members:

- Andrea Andreachuk, Chair
- Kristina Larkin, Trustee
- Morag Asquith, Associate Superintendent Instructional Services
- Robbie Charlebois, Associate Superintendent Human Resources
- Rhonda Aos, Director – Human Resources
- Bob White, School Administrator - Elementary (SB)
- Craig deJong - School Administrator - MS (SJF)
- Matthew Bekkering, - School Administrator – MS/HS (ICSS)
- Megan Pasquotti - Classroom Teacher Elementary (Coalbanks)
- Paul Bohnert - Classroom Teacher Middle School (SJF)
- Jaquiline Bennis - Classroom Teacher High School (LCI)
- Edna Asem – Parent Representative
- Skye Curtis – Parent Representative
- Ryan Walker – Parent Representative
- Joel Tail Feathers – Coordinator of Indigenous Education
- Jen Day - Counselling Coordinator
- DeeAnna Presley-Roberts - MCHB Coordinator
- Courtney Epp - Alberta Health Services
- Carly Campbell - Administrative Support
- Sydnie Erlendsen – Digital Wellness FSW
- Cason Machacek – Digital Wellness, Teacher

The Wellness Committee met three times during the 2024 -2025 School Year.

October 7th, 2024

January 13th, 2025

June 2, 2025

Andrea Andreachuk and Kristina Larkin enjoyed our time on the Wellness Committee, well supported by Morag Asquith and Carly Campbell, this past year.

Highlights include:

1. Terms of Reference were reviewed.
 2. Review of the Policy 504.2 Wellness in Schools was tabled as the Board of Trustees was in the process of reviewing all Division policies.
 3. Members reviewed Procedure 504.11 Healthy Nutritional Choices. It was decided a subcommittee should be created as more discussion was necessary. This subcommittee will meet before the end of this school year and recommendations will be presented at the first Division Wellness Committee of the 2025-26 school year.
 4. Human Resources Wellness Update – Robbie Charlebois and Rhonda Aos
 - The Division began a Send before 6 Initiative and has been well received. HR is currently working with outside applications that send automatic emails to align with the send before 6 initiative.
 - A Staff Wellness Newsletter was created on behalf of HR that focused on the health and wellbeing of LSD Staff. HR coordinated with MHCB on their staff initiatives as well.
 - A Staff wellness advisory committee with representation from elementary, middle and high schools was established for this school year.

Wellness Committee members were asked to provide feedback by answering the following questions: What are you noticing about staff and student well-being in schools? (focused on current observations and trends in well-being)

What aspects of staff and student wellness do you feel are being overlooked or need more attention in education? (focused on gaps or areas that you feel require attention)

 - This feedback will be combined with feedback from the Staff Wellness Advisory Committee to determine what strategies can be implemented to support staff wellness.
 5. Counselling Update – Jen Day - As always, a focus of the school year was creating a safe space for all students. Schools worked hard at creating a safe and caring atmosphere while administering new assessments required at the beginning of the year. An increase in complex behaviors including unsafe behaviours and unsafe language have been seen in schools. The multifaceted array of systems and the increase in complex behaviors made this start up difficult.
- Counselling was busy throughout the year.
- The use of Second step (digital curriculum program) will not be continued for the 2025-26 school year due to cost.
- Recovery Alberta has new resources available to assist families
 - A walk in service is currently available for single session counselling (12:00-4:30pm at the Melcor Centre).

- Recovery Alberta now has a nurse practitioner who, with the assistance of psychologists, can do a mini psych assessment to provide more timely care. o They are also looking at a team to assist with high level VTRA assessments which will aid in the immediacy of these situations
- We are thankful for the hard work and care the counselling and school teams continue to provide to all students.

6. 2024-2025 Nurses - Gilbert Paterson, Victoria Park, Chinook and Senator Joyce Fairbairn hosted a cohort of 12 Nurse Practicum students from the University. U of L's Bob Marthiensen shared his passion for working with nurses and the importance of the nurse placement program within Lethbridge School Division Schools. This program focuses on 4 processes to promote health in schools: assessment, planning, implementation and evaluation. Some of the initiatives this year include:

- Mindfulness Mondays (practicing stress management techniques)
- Tiger Tuesdays (making a strengthening connections)
- Sunshine Baskets (basket filled with inspirational words)
- Hosting a booth at Parent Teacher Interviews (parent questionnaire)
- Social Media posts
- Attending classes (eg: Foods class to promote healthy eating)
- Health Trivia Wheel in the Atrium (to build relationships and share health related facts)
- Hand Hygiene Inservice
- Booths in the atrium featuring: Social Media and Body Image, Sleep Hygiene and Screen Time, Coping with Stress and Building Resilience, Hand Hygiene, Nutrition and Fire Safety
- Weekly activities for staff and students (eg. giant Jenga, mindfulness activities)
- Multi-week Team Challenge activity for staff to increase staff connections
- "Coyote Chats". Students anonymously state difficulties they are experiencing and their peers respond (anonymously) to give support/advice. Conversations were printed in weekly "Coyote Corner" publications within the school. This publication also included other health-related content and upcoming events.

7. Nutrition Update - \$277,000 from Alberta Education for nutrition was allocated to schools:

- 2024-25 Nutrition Grant Report for Senator Buchanan – Lenée Fyfe:
 - Lenée Fyfe shared how Senator Buchanan utilizes the Division Nutrition Grant funds, as well as other outside funds access by the school through community partnerships and grant applications.
 - Food is available to students three times per day, with options focused on nutrition.
 - Breakfast and nutrition breaks are built into the school timetable to allow students time to access and eat breakfast and throughout the day.
 - 'Treats' (processed/packaged food) are only available to student during the last nutrition break.
 - The presentation also included an experiment students performed on the effect of breakfast on memory. o Senator Buchanan also hosts community events (eg. BBQ) that are available for free for families to engage families who may be struggling.

- Left over food is available for families to take home on Fridays as to ensure food does not go to waste.

8. Mindful Munchies who provide 1200 lunches per week to many of our schools have been struggling due to a decrease in funding for this school year. We worked closely with them and brainstormed ways to fundraise as without their support, our schools will be greatly impacted.

9. Wellness Grant Update - \$22,500 was allocated to schools in September. The grant requests covered a variety of wellness initiatives including recess equipment, indoor wellness equipment, outdoor activities etc.

2024-25 Wellness Grant Report for Victoria Park - Cayley King:

- Staff at Vic Park participating in a book study to set the intention for wellness for the year: The Anxious Generation- Jonathan Haidt
- Vic Park focused on attention fragmentation and social deprivation in hopes to reduce addiction and sleep deprivation
- The NEST was created which provided a space where students (and staff) could come together in a non-structured lounge area
- Some structure was needed to show the students HOW the NEST could be used.
- These activities became student led and grew in size- additional space was needed and sometimes took place in the school gym

10. Health Champs PL Update - The Health Champions Committee has a representative from each school in the Division (Teacher or Admin) that take initiatives at the Division level and mobilize them in their own schools. They are dynamic group that is focused on health and wellness. • During the first meeting members took time to think about what is currently working in their schools and a direction of where they want to go. Health Champs were able to take time to collaborate and focus on social awareness and discuss similarities and differences in the schools around the Division.

11. MHCB/Family Support Update – DeeAnna Presley Roberts -

MHCB planned and hosted excellent events for the 2024-2025 year:

- October - The Amazing Race!! Staff members received a pamphlet with information and the first clue for the 2024 Amazing Race – The Best of the Past. This event was well received and ran from October 1st – October 31st.

- February – Kindness Callout and Kitsikakomimm:

MHCB partnered with the Indigenous Lead Team to combine the Kindness Call out event with the Kitsikakomimm (git-si-ga-go-mimm -"I Love You" in Blackfoot) project. As both projects focus on acts of kindness and community and take place close together, it made sense to combine the two. Packages were sent to schools at the beginning of January to allow for time to plan.

- June – Connect for Wellness: This initiative gives Division staff members a chance to connect with each other and reflect on the school year. It allows staff members to send a quick note to someone they otherwise may not. This past year, 716 submissions were received the first week

which puts us on track to share even more! A special “Thank you!” to Rod Scott for providing the photo that is displayed on the post card this year.

- Goat snuggling was back! High schools participated in Goat snuggling during exam break to take some time to relax and alleviate stress during this typically stressful time of year
- The 2025 Free Community Pop up Calendar was shared with staff members. MHCB joined our community partners for FREE pop-up activities in the park throughout the summer such as Building Brains Together.
- Ready Set Go’ was scheduled to take place in August. This event was held at two locations this year. August 20th at the YMCA, and August 21st at the My City Care facility. If needed, families could contact the MHCB team to arrange transportation assistance.
- With the assistance of the Division’s Health Champs, DeeAnna created a calendar of what school wide wellness events are taking place. - Family Support was busy this past year. - Angel tree registration and information was shared with schools with an opportunity for families to self-identify their eligibility and self-register.

12. Digital Wellness Update – Sydnie Erlendsen and Cason Machacek

- A pamphlet was shared about the amazing initiatives taking place this year.
 - With the unknowns moving forward, the Digital wellness team worked hard to create a program that teachers can continue to use and adapt as needed in future years.
 - Discussion on how Digital Wellness is so much more than just screen time. It has grown to include educating staff and students about information sharing, digital privacy, digital literacy etc.
 - A Digital Wellness Parent Engagement Session was held on November 13th which provided an opportunity to discuss the new cell phone policy which came into effect this year.
 - The DW team worked through the curriculum and looked for ways to incorporate Digital Wellness into subjects like Social Studies and English Language Arts.
 - Targeted interventions took place throughout the Division and were focused on what students are doing online that may be contributing to a student’s threat for violence.
- Digital Wellness Day took place on May 21st, 2025 and was about the importance of sleep and sleep deprivation.
- The Digital Wellness Team focused on supporting school and families and shared many resources including stats on sleep, prompts for starting conversations about the importance of sleep, and links to sleep education.
 - There was also information on how to create a healthy sleep pattern as well as indigenous ways including using nature throughout the day.
 - Cason and Shawnee connected indigenous ways of knowing and influences of the digital wellness and how they are connected.
 - The Digital Wellness Team was excited to be part of the ‘Helen Schuler Nature Play Fest’ which took place on June 14th from noon- 4:00 p.m. to provide resources and support families in a play-based summer with reduced screen time.

This was the last year for the Digital Wellness team as the grant used to fund this team is not available for the 2025-26 school year. Thank you to the team as they focused on building resources that staff, students, and their families will continue to have access to.

13. AHS Update – Courtney Epp - The SW Healthy School's team hosted a series of professional learning opportunities in partnership with subject matter experts for all school staff on various hot topics in school health, such as Navigating Cell Phone Guidelines and Digital Wellbeing in Schools.

Andrea Andreachuk, Kristina Larkin and Morag Asquith thank Carly Campbell for her amazing support and all of the committee members for their contributions to the Committee during the 2022-2023 year!!

Attachments:

Wellness Committee Terms of Reference

Recommendation: It is recommended that the Board receive this report as information.

Respectfully submitted,
Andrea Andreachuk

Division Wellness Committee Terms of Reference

Type of Committee

- This is a Division committee.

General Purpose

- To promote and facilitate wellness among students, families and staff of the Division

Composition and Appointments (for life of the committee)

- Two Trustees, one of whom will be chair
- Associate Superintendent, Instructional Services
- Associate Superintendent, Human Resources (as needed)
- 2 School Administrators (one elementary, one MS/HS)
- Three classroom teachers (preferably one elementary, one middle and one high school)
- One Parent, One Alternate
- Representatives from Alberta Health Services
 - Addictions and Mental Health
 - Comprehensive School Health
- Counselling Coordinator (as needed)
- Communications Officer (as needed)
- Other community and school members (as needed)

Meetings

- Meetings will be held three times per year (Sept., Jan/Feb., April/May)
- They will be organized by the Chair, with assistance of the Associate Superintendent, Instructional Services.
- Sub-committees as needed
- 3 Health Champ Meetings a year

Resources

- \$20,000 per year toward Wellness Grants in Schools
- An annual Board contribution to support Committee activities
- The Associate Superintendent, Instructional Services, will administer the funds.
- The budget will be reviewed at the final meeting each year
- Support from Administrative Assistants required
- Applications to grants yearly

Specific Annual Objectives for the 2020-21 School Year

- Support/coordination of the work of the Health Champions

- Continue wellness communications plan with the help of Communications Officer and the Technology Department ("Wellness Spotlight")
- Organization and coordination of events as needed
- Review various wellness assessment data/instruments with a view to inform initiatives for future wellness work and to make recommendations
- Continue to pursue sources of funding to support wellness, as available
- Explore the connection/correlation between positive student engagement and wellness

Reports and Target Dates

- Reports will be submitted annually or as the need arises.
- The Committee will report both in writing and/or orally.

Review and Evaluation

- The Committee will set objectives for the next committee at the end of its mandate
- Recommendations for changes to the Committee's terms of reference would be forwarded to the Board as necessary.

Indigenous Education Advisory Committee Year End Report 2024-2025

Committee Members

Chair: Christine Light, Board Trustee

Co-Chair: Joel Tailfeathers (Naatoyiinniimaa), Indigenous Education Coordinator

Andrea Andreachuk, Board trustee

Morag Asquith, Associate Superintendent Instructional Services

Melanie Morrow, Elementary Teacher of Indigenous Education

Juliet Toledo, Indigenous Grad Coach – WCHS

Shawnee Big Bull, High School Teacher of Indigenous Education

Jean Panther Bone, Indigenous Grad Coach LCI

Lenee Fyfe, Principal – Senator Buchanan Elementary

Taryn Woods, Vice-Principal – Winston Churchill High School

Taylor Keith, Vice-Principal – Wilson Middle School

Megan Pasquotti, Teacher – Coalbanks Elementary

DeAndra Sullivan, Teacher – Chinook High School



Lethbridge School Division, through the Indigenous Education department, continues to assist Division schools to be responsive to the needs of Indigenous students. The program has taken a leadership role in southern Alberta in the development of "Best Practices" in urban Indigenous Education with its wide variety of programming and community partnerships within Lethbridge School Division schools with an increasingly culturally relevant education and learning atmosphere.

The 2024/2025 year was an exciting year for Indigenous Education throughout the Division. We have a highly passionate, innovative, and caring team serving our staff and students, building capacity, awareness, and understanding of Indigenous culture and ways of knowing. The work of the Indigenous Education Team encourages Indigenous students to know their story, value and purpose as they journey to find success in their educational endeavors. Our teaching community has reflected this strength of capacity when engaging in lesson planning and a willingness to lead in Indigenous instruction within the class. It was shared that more teachers are taking on teaching with the Buffalo Kit independently. This development towards a Division Family approach is to be celebrated.

Naatoyiinniimaa (Joel Tailfeathers) continues to lead with vision, passion and humour as the Division moves forward on our path to Truth & Reconciliation.

On October 9 Lethbridge School Division received the *Spirit of Reconciliation Award* at the 2024 Lethbridge Business Awards. This award recognizes a business or organization for making a significant social or economic impact through their commitment to Indigenous reconciliation and fostering an inclusive community. It was an honour to be recognized for the ongoing work of reconciliation and see the positive impact it has had not only in our Division but our broader community.

Strengthening trust and relationship between the Division and Indigenous families has been foundational work. Increased attendance at events has been noted. Bingo nights were successful events that brought new families into our schools. Indigenous Graduation is 'more than just a grade 12 graduation; it's a community graduation' with more than 45 families coming to celebrate and honour their children. Indigenous Awards Night saw many students recognized for leadership, artistic talent, athleticism perseverance and character; over 400 certificates were awarded.

The following events and learning opportunities were presented this year:

- Signing of the Buffalo Treaty
- Missing Murdered Indigenous Women (MMIW)
- The Moose Hide Campaign
- Indigenous Veterans Day
- Rock Your Mocs
- Louis Riel Day: presents opportunity to learn Metis culture
- Think Outside, in partnership with Helen Schuler Nature Centre
- Good Movement Program
- Monthly newsletters
- Pow-Wow option class (WMS)
- UofL Indigenous Mentorship Program
- Blackfoot Class (CHS)
- Ribbon Skirt option class
- Bingo Nights

The 2024-2027 Assurance Plan was released and can be viewed on the Division web site. The 2024/2025 School Year is Year 1 of a 3-year cycle. Both the Indigenous Education 3-Year Assurance Plan and Assurance Results Education Report were reviewed by this committee. The plan for the upcoming school year includes:

- Creating an Indigenous Education Handbook for schools
- working with elders to create 10 monthly Blackfoot values to be shared with the Division
- providing continued Professional Learning opportunities
- creating curriculum resources available for use in the Curriculum Resource Centre and Padlet for Education
- to identify schools that have established Indigenous Education as a priority in their Assurance Plans
- continue to explore barriers to parent engagement and student academic success

This year ended with a positive momentum. The committee looks forward to continuing this work in the 2025/2026 school year.

Respectfully submitted,

Christine Light

Indigenous Education Committee

TERMS OF REFERENCE

TYPE OF COMMITTEE

- This is a standing committee of the Board of Trustees

GENERAL PURPOSE

- To improve educational opportunities and achievement of all students (children and youth)
- To directly improve learning outcomes for all students who self-identify as having Indigenous ancestry.
- To understand and support Indigenous Ways of Knowing.
- To support the capacity of teachers and our Indigenous Education Department to feel comfortable and skilled in delivering and appreciating Indigenous content as per Alberta Education curriculum and Alberta Teaching Quality Standard Competency 5

KEY DUTIES AND RESPONSIBILITIES

- Annually assess the Division's work through reflection upon qualitative and quantitative data, anecdotal reporting, and observations through a strength-based lens
- Continue to build deeper connections within the surrounding Lethbridge community that support Blackfoot people as well as other Indigenous cultures in Canada.
- Explore further opportunities to raise funds to support programming and building of a sustainable and supportive program.
- Generate professional development opportunities that can be integrated into the Indigenous Assurance Plan for all staff in Lethbridge School Division
- Participate in provincial sharing of best practices that support the Indigenous Assurance Plan
- Continue to communicate with stakeholders.
- Communicate, explore, and share strategies that are effective and impact learning and building a deeper understanding of Indigenous Culture and Language within the education setting.

This committee's authority would be limited to Lethbridge School Division and would be advisory in capacity.

COMPOSITION AND APPOINTMENTS (FOR LIFE OF THE COMMITTEE)

- 2 Trustees - one of whom will be chair.
- Education Centre staff member assigned lead responsibilities.
- Coordinator of Indigenous Education
- 2 Administrative Representatives -Elementary & Secondary
- 3 Teachers Representatives- Elementary, Middle and High School
- 1 Indigenous Education Lead Teacher (rotating)
- 1 Graduation Coach - Indigenous Education (rotating)
- 2 Parent/Student Representatives
- 1 Counselling representative (as needed)
- Community Members/Elders
- Guests will be invited to assist the Committee (as needed)

MEETINGS

- There will be 3-4 per year (usually in October, February, May)
- Meetings will be organized by the Chair with assistance of the Education Centre lead person.
- Subcommittees, as needed.

REPORTS AND TARGET DATES

- Reports will be submitted annually or as the need arises.
- The Committee will report both in writing and orally.

REVIEW AND EVALUATION

- The Committee will set objectives for the next committee at the end of its mandate.
- Recommendations for changes to the Committee's terms of reference would be forwarded to the Board as necessary.

MEMORANDUM

September 18, 2025

To: Board of Trustees

From: Kristina Larkin, Trustee

RE Committee Annual Report – Poverty Intervention Committee

Background

In 2024-2025, the Poverty Intervention Committee met in November, January, and May. The March 2025 meeting was cancelled due to illness.

The highlight of the 2024-2025 year was the Tim Horton's Smile Cookie campaign in May 2025. The committee thanks the local owners of Lethbridge Tim Horton's for selecting and supporting the Poverty Intervention Committee. With the support of volunteers and staff and Tim Horton's teams, PIC raised **\$70,750.69** to support the direct services of the school divisions to reduce the barriers to learnings created by families' financial strain.

Other donors in 2024-2025 included Panago Pizza, E-Free church, United Way, and others. Donors to PIC and to schools are thanked for their ongoing contributions and support of our students – learning is a community endeavour, and their support is essential.

Work on food provision in schools, including snacks, breakfast, and lunch, are under review by the division and schools. This is due to changes in the Mindful Munchies program funding at Lethbridge Food Bank, as well as School nutrition Grants changes, and other system efforts. Updates are expected in 2025-2026 school year.

The PIC Trustees Larkin & Light thank all committee members for their participation and efforts. The impacts of financial strain on students and their learning are a challenge across the division, in every school, and the collective effort of PIC committee members and their stakeholder groups are appreciated and valued.

Recommendation

It is recommended that the Board accept this annual report as information.

Respectfully submitted,

Kristina Larkin

Policy ***

Policy

The Board is committed to fair and consistent opportunities for growth, supervision and evaluation. All staff have a responsibility to their own continuous learning and professional growth reinforcing their contributions to our Division.

The Board believes meaningful growth, supervision, and evaluation are dynamic and ongoing processes that create positive impact, provide opportunities for celebration and are critical to student success.

Growth, supervision and evaluation procedures must be consistent with applicable Board policy, Provincial legislation, Provincial quality standards, and Provincial policy.

Definitions

1. Growth: Continuous enhancement of skills and knowledge.
2. Supervision: Overseeing performance, providing guidance, and facilitating professional development and accountability.
3. Evaluation: Formal process of assessing contributions and effectiveness.
4. Designated Supervisor: A designated supervisor within the Division includes positions such as superintendent, associate superintendent, director, coordinator, principal, vice principal, and manager who are responsible for the supervision and evaluation of staff.

Regulations

1. Growth, supervision and evaluation procedures must take into consideration the unique requirements of different roles within the Division.
2. Staff Growth
 - 2.1. Staff growth refers to the continuous enhancement of skills and knowledge.
 - 2.2. Staff shall engage in growth-oriented processes as defined by Division procedures.
 - 2.3. Growth-oriented processes shall normally include:
 - 2.3.1. An opportunity for staff to engage in reflection through a self-assessment process.
 - 2.3.2. A connection to the role description and competencies associated with the position.
3. Staff Supervision
 - 3.1. Staff supervision refers to overseeing performance, providing guidance, facilitating professional development, and ensuring accountability.
 - 3.2. Supervision shall be continuous and ongoing for all staff.
 - 3.3. Designated supervisors, as identified in Division procedures, shall be responsible for supervising staff.
 - 3.4. Supervision shall be informed by observation and/or feedback regarding an employee's performance.
4. Staff Evaluation
 - 4.1. Evaluation refers to the formal process of assessing the contributions and effectiveness of staff.

4.2. An evaluation shall normally be conducted:

4.2.1. For the purposes of making employment decisions for the Division.

4.2.2. When, on the basis of information received through supervision, there is reason to believe staff is not meeting expectations.

4.2.3. Upon written request of staff, as approved by the designated supervisor. Growth, Supervision and Evaluation Procedures

The Board delegates to the Superintendent the authority to develop the procedures necessary to implement this policy.



Poverty Intervention Committee Terms of Reference

Type of Committee

This is a standing committee of the Board of Trustees whose authority is limited to Lethbridge School Division.

General Purpose

- Improving access to, and capacity for student learning within the Lethbridge School Division, through advocacy, direct services and increasing awareness, to identify and reduce barriers created by financial strain.

Related Policies

- 600.3 *Poverty Intervention*
- 504.11 *Healthy Nutritional Choices*

Key Duties and Responsibilities

- Determine the Division's progress in maintaining and implementing strategies to address students' needs as they pertain to financial strain.
- Heighten staff awareness and promote action on issues related to poverty
- Annually assess the Division's implementation of poverty interventions and highlight the impact of Poverty Intervention and best practices
- Facilitate services and programs that address poverty
- Facilitate funding opportunities for poverty intervention
- Strengthen public relations that promote the Poverty Intervention Committee
- Support schools in developing and implementing poverty intervention practices
- Provide information for newsletters on the work of the Poverty Intervention Committee to raise the profile of the work of the Committee
- Maintain a Poverty Intervention Committee link on the Division's website

Composition and Appointments (for life of the committee)

- Two Trustees – one of whom will be chair
- **Executive Council or Designate**
- Making Connections Program Coordinator – Co-Chair
- ~~Counselling Coordinator – Co-Chair~~
- Indigenous Education ~~Coordinator~~ **Representative**
- 2 Division School Council Representatives
- ~~5~~ **3 ATA Representatives: Elementary, Middle School, High School**
 - ~~2 Administrators (1 Principal and 1 Assistant Principal, one from secondary and one from elementary)~~
 - ~~3 Teachers (one from elementary, one from middle, one from high)~~
- Counselling Representative
- CUPE 2843 Representative
- CUPE 290 Representative

- Community ~~Member~~ **Partner Representative**
- Alberta Health Services Representative
- **Newcomer Services Representative**

The Board will appoint the Trustee(s) whereas CUPE and ATA will each appoint their representatives.

Specific representatives will serve no more than three consecutive years.

Guests will be invited to assist the Poverty Intervention Committee as needed.

Meetings

- There will be 4 per year (~~October, December, March, May~~) with other meetings being called, as needed
- They will be organized by the Chair with assistance from the Coordinators of Making Connections Program, Counselling and Trustees
- Representatives will provide reports at each meeting on the status of poverty and poverty interventions from the perspective of their portfolio
- The Poverty Intervention Sub-Committee (Trustee(s), Coordinators of Making Connections Program and Counselling will meet, as needed)

Resources

- Annual Board contribution
- Community grants and donations to support the work of the committee
- The Coordinators of Making Connections Program and Counselling will administer the funds
- The Financial Report will be reviewed at each meeting
- Support from the Division of Instructional Services Administrative Assistant Team will be required

Specific annual objectives

- Continue to support educational opportunities and achievement of students
- Continue to seek new avenues for financial support

Reports and Target Dates

- Reports will be submitted to the Board by the Trustee(s) following each Poverty Intervention Committee meeting as well as in an annual report

Review and Evaluation

- The Terms of Reference will be reviewed by the Poverty Intervention Committee annually in May, if required
- Poverty Intervention Committee members will provide summaries and feedback annually in May

MEMORANDUM

September 18, 2025

To: Board of Trustees

From: Kristina Larkin, Trustee

RE Committee Annual Report – Policy Advisory Committee

Background

In 2024-2025 the Policy Advisory Committee reviewed:

- Policy 1005.6 School Generated Funds
- Policy 1001.3 Communications
- Policy [Draft] Staff Growth, Supervision & Evaluation (to replace Policy 303.3, 402.11.1, and 402.11.2)
- Policy 607.4 Responsible Use of Technology
- Policy 800.1 Signing Authority
- Appendix 502.1 Student Code of Conduct

In 2024-2025 the Policy Advisory Committee met:

- June 4, 2025
- May 7, 2025
- April 2, 2025
- March 5, 2025
- February 12, 2025
- January 15, 2025
- December 11, 2024
- November 13, 2024
- October 9, 2024

The Policy Advisory Committee Trustees Larkin & Steed thank the committee members for their contributions to the important work of ensuring stakeholder engagement in policy review. Committee members paid special attention in 2024-2025 to seeking and reflecting feedback from their community groups including employee groups, parent communities, and all ages of students.

Recommendation

It is recommended that the Board accept this annual report as information.

Respectfully submitted,
Kristina Larkin

Policy ***

Policy

The Board is committed to fair and consistent opportunities for growth, supervision and evaluation. All staff have a responsibility to their own continuous learning and professional growth reinforcing their contributions to our Division.

The Board believes meaningful growth, supervision, and evaluation are dynamic and ongoing processes that create positive impact, provide opportunities for celebration and are critical to student success.

Growth, supervision and evaluation procedures must be consistent with applicable Board policy, Provincial legislation, Provincial quality standards, and Provincial policy.

Definitions

1. Growth: Continuous enhancement of skills and knowledge.
2. Supervision: Overseeing performance, providing guidance, and facilitating professional development and accountability.
3. Evaluation: Formal process of assessing contributions and effectiveness.
4. Designated Supervisor: A designated supervisor within the Division includes positions such as superintendent, associate superintendent, director, coordinator, principal, vice principal, and manager who are responsible for the supervision and evaluation of staff.

Regulations

1. Growth, supervision and evaluation procedures must take into consideration the unique requirements of different roles within the Division.
2. Staff Growth
 - 2.1. Staff growth refers to the continuous enhancement of skills and knowledge.
 - 2.2. Staff shall engage in growth-oriented processes as defined by Division procedures.
 - 2.3. Growth-oriented processes shall normally include:
 - 2.3.1. An opportunity for staff to engage in reflection through a self-assessment process.
 - 2.3.2. A connection to the role description and competencies associated with the position.
3. Staff Supervision
 - 3.1. Staff supervision refers to overseeing performance, providing guidance, facilitating professional development, and ensuring accountability.
 - 3.2. Supervision shall be continuous and ongoing for all staff.
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 - 3.4. Supervision shall be informed by observation and/or feedback regarding an employee's performance.
4. Staff Evaluation
 - 4.1. Evaluation refers to the formal process of assessing the contributions and effectiveness of staff.

4.2. An evaluation shall normally be conducted:

4.2.1. For the purposes of making employment decisions for the Division.

4.2.2. When, on the basis of information received through supervision, there is reason to believe staff is not meeting expectations.

4.2.3. Upon written request of staff, as approved by the designated supervisor. Growth, Supervision and Evaluation Procedures

The Board delegates to the Superintendent the authority to develop the procedures necessary to implement this policy.

Policy Advisory Committee Terms of Reference

Name and Type of Committee

The Policy Advisory Committee is a standing committee of the Board of Trustees of Lethbridge School Division.

Purpose

To advise on the development of Division policies, in consultation with those who will be impacted by them, for consideration by the Board.

Duties and Responsibilities

The Committee shall have the responsibility to:

1. advise in the development and review of Division policies that define the legal and/or philosophical position of the Board with respect to an identified issue.
2. advise in the development and review of regulations - the mandatory requirements of the policy.
3. identify the need for the development of new policy.
4. review annually the Terms of Reference of the Committee.
5. consult with committee members' respective stakeholder groups as appropriate.

Composition and Appointments

The Committee shall consist of two Trustees, one of whom shall act as chair of the Policy Advisory Committee, Superintendent, Coordinator of Learning, and one representative from each of the following groups:

- Administrators' Committee
- Alberta Teachers' Association - Local 41
- Canadian Union of Public Employees - Local 290
- Canadian Union of Public Employees - Local 2843
- Division School Council

Meetings

A schedule of meetings shall be developed annually. The committee will meet at least six times in a school year.

Resources/Remuneration

Record of all meetings will be kept by the Coordinator of Learning who will also provide administrative support to the Committee.

The cost of substitutes and lunches for Committee members will be provided by the Board as required.

Specific Annual Objectives for 2022-2023

- Finish review of any policies which were last reviewed in the 2021-22 school year
- See attached document for review schedule for the 2022-23 school year
- Changes required due to the passing of the Education Act August, 2022 and updated provincial regulations
- Assist in the orientation of new members to the policy development process, as necessary

Reports and Target Dates

The Policy Advisory Committee will provide a summary of concerns received from interest groups and subsequent changes to the draft policy prior to second reading. A similar report will be presented prior to third reading if substantial changes have been made.

Review and Evaluation Process

The Committee will review the Terms of Reference at the first meeting in the school year.

Approval Date

The 2023-24 Terms of Reference will be reviewed by the Policy Advisory Committee at the first meeting of the year on October 4, 2023.

MEMORANDUM

September 18, 2025

To: Board of Trustees

From: Kristina Larkin, Trustee

RE: Committee Annual Report – 2024-2025 Board Budget Committee

Background

Budget Development within the division includes feedback from many stakeholders. For the 2025-2026 Budget, Board activities have included:

January 23, 2025: Board and Administrator Committee Budget Session to receive feedback from administrators in conversation as well as in survey related to the budget.

January 27, 2025 - February 4, 2025: Board Budget Committee Chair offered to meet with individual Trustees to more deeply explore their budget priorities in advance of further budget development. 4 Trustees each individually met with the Board Chair for this discussion, and the notes from these discussions will be provided to the Board of Trustees at Board Strategic Planning in March 2025.

February 4, 2025: Board Budget Committee met to action the request from Board Community Engagement Committee to implement a budget survey. The survey can be completed online until February 26, 2025: <https://www.lethsd.ab.ca/our-district/news/post/budget-survey-now-online-as-division-prepares-for-2025-2026-preliminary-budget>

February 4, 2025: As well, Town Hall 2025 occurred at Victoria Park High School, attended by many students, staff, parents, and community members. Data is being reviewed for use in budget considerations for 2025-2026.

February 11, 2025: Initial review of administrator feedback survey.

March 6 & 7, 2025: Board Strategic Planning session hosted with the Board and Executive Council. Future dates will be confirmed Additional dates for development and review based on release dates of Alberta Education funding details.

April 15, 2025: Board Committee of the Whole hosted with Board and Executive Council, held as a Special meeting with discussion of the budget.

May 20, 2025 – 1pm : Public Presentation of the Draft Budget to the Public

May 26, 2025 - 2pm: Board Budget Debate took place. This is a public meeting with opportunity for each Trustee to share their perspective and then debate each section of the budget.

May 27, 2025 – 1pm: Board Meeting for Budget vote took place, passing the budget. Minutes can be viewed on the Lethbridge School Division website. [Board Meetings | Lethbridge School Division](#)

May 31, 2025 (on or before): Budget Submission to Alberta Education by Lethbridge School Division per legislated requirements.

The public can view all financial documents on the Lethbridge School Division website [Financial Reporting | Lethbridge School Division](#).

The Board Budget Committee Chair thanks the public for their participation in budget engagement opportunities, and thanks the Trustees for their active and thoughtful participation in the budget process. The Finance team at Lethbridge School Division is sincerely thanked for their skill, dedication, and thoroughness in the budget development, engagement, and approval process.

Finally, the Chair also thanks Associate Superintendent Christine Lee, as she has completed her final year and therefore final budget with Lethbridge School Division upon her retirement at the end of 2024-2025. Christine's many years of talented financial leadership have ensured that students always remained at the centre of financial decision making at Lethbridge School Division. Christine promoted a budget culture of transparency and responsibility that stewards the public dollars invested in public education. On behalf of the Board Budget Committee, Christine is sincerely thanked for her commitment, and we celebrate the legacy she leaves upon her retirement.

Recommendation

It is recommended that the Board accept this report as information.

Respectfully submitted,

Kristina Larkin

Board Budget Committee Terms of Reference

Name and Type of Committee

The Board Budget Committee is a standing committee of the Board of Trustees of Lethbridge School Division.

Purpose:

- To gather information and advise the Board on the Division budget.
- To review the budget process to ensure that stakeholders have adequate budget information and appropriate opportunity for input into their school budgets and the Division's budget.
- To advise and provide supporting information to the Board on budget issues relating to advocacy.

Key Duties and Responsibilities:

- Obtain data on the impact of the current year budget for schools, programs, and services.
- Consult with stakeholder groups to determine budget issues and priorities.
- Recommend budget priorities to the Board for each coming year.
- To develop the timelines for the budget process
- Provide supporting information to the Board on budget issues that relate to advocacy.
- To support discussion with the board of trustees to ensure opportunities for timely engagement on priorities and process.

The Board Budget Committee shall be advisory to the Board. Composing the Division budget draft remains the responsibility of Division administration and the Instructional Budget Committee.

Composition and Appointments

- Two trustees (one who chairs) named at the Organizational Meeting each year
- Associate Superintendent, Business and Operations
- Director of Finance

Meetings

- Approximately five meetings will be called annually by the Chair.

Resources

Board Budget Committee expenses, including the cost for substitutes for committee members, would not exceed \$1500. The Board must approve any additional expenses.

The Business Affairs Department will provide committee administrative support.

Specific Annual Objectives

- Develop a work plan with time lines for this committee's duties and responsibilities.
- Finalize the Terms of Reference for the Board Budget Committee.
- Reports and target dates are to be determined by the committee.

Review and Evaluation

The accomplishments of the Board Budget Committee will be reviewed and evaluated at the final meeting of the school year. Recommendations for changes and any new objectives will be identified in preparation for the Board's annual organizational meeting.

Superintendent Evaluation Committee Year End Report 2024-2025

Committee Members: Christine Light (Committee Chair), Allison Purcell, Craig Whitehead, Mike Nightingale

Policy 301.3 Evaluation Process for the Superintendent:

2. Formative Evaluation Formative evaluations of the Superintendent shall:

- 2.1 occur in years in which a summative evaluation is not being conducted;*
- 2.2 include a mid-year feedback session involving the Superintendent and the Board, followed by a survey provided to Trustees to gather additional feedback;*
- 2.3 require the Superintendent to provide the Board of Trustees with a draft report summarizing areas of success, areas for growth and identifying future priorities by the end of May;*
- 2.4 The report will be presented for Board approval at the Board meeting in June;*
- 2.5 the approved report will be filed in the Superintendent's personnel file. The report can be viewed by Trustees after consulting with the Board Chair and must follow all confidentiality requirements in place for Trustees;
- 2.6 the report shall reflect the position of the Board as a whole, rather than of any individual trustee and
- 2.7 have provision for a written response to the report by the Superintendent that will become part of the report.

Items 2.1-2.7 have been completed for the 2024/2025 school year.

Recommendation

To amend 2.4 to read 'The report will be presented for Board approval at the Board meeting in June and be signed by the Board Chair at this meeting'.

Respectfully submitted,
Christine Light

Superintendent Evaluation Committee

Terms of Reference

KEY DUTIES AND RESPONSIBILITIES:

1. Review policy 301.3 Evaluation process for Superintendent of Schools
2. Review Superintendent's Roles and Responsibilities (Policy – Roles and Responsibilities of Superintendent of Schools)
3. Review criteria for annual review, as determined in the previous year
4. Conduct review based on criteria, process and timelines
5. Prepare report for the Board, including recommendations
6. Establish criteria, process and timelines for next evaluation
7. Outline expectations for Superintendent performance for the coming year
8. Provide information to the Board regarding the Superintendent's remuneration and if directed by the Board, provide a recommendation for the Board's consideration.
9. Review Terms of Reference for the Superintendent Evaluation Committee

COMPOSITION AND APPOINTMENTS

1. The committee shall consist of the Board Chair, two other trustees and the Superintendent.
2. Committee members shall be appointed annually by the Board at the Organizational Meeting.
3. The Board shall designate the committee chair at the Organizational Meeting.
4. The committee, at the first meeting of the committee, shall appoint a Vice-Chair.

MEETINGS

1. The committee shall meet as required
2. During the year of a summative evaluation, extra meetings, as necessary may be called by the committee chair or as directed by the Board.

RESOURCES

1. The committee shall bring any resource/budget requests to the Board for approval.
2. A budget estimate will be given for a summative review in the event an external consultant/evaluator/legal services are desired by the committee or Board.
3. The Superintendent shall serve as administrative support to the committee.
4. Additional staff and assistance shall be arranged through the Office of the Superintendent and upon approval of the Board.

SPECIFIC ANNUAL OBJECTIVES

1. Review and re-evaluate Superintendent Roles and Responsibilities.

2. Receive the Superintendent's annual growth plan, its objectives and outcomes. In reviewing the objectives and outcomes the Committee shall take into consideration the most recent summative evaluation as well as the most recent formative evaluation.
3. The annual growth plan will be presented to the Board as committee of the whole each September.
4. Develop a process in consultation with the Superintendent by which the formative evaluation shall take place. Consultation with Executive Council, Directors and School Principals shall be at the Committee's discretion.

REPORTS AND TARGET DATES

1. Initiate meeting with the Superintendent and the superintendent Evaluation Committee in Fall of 2024. Review current policy and process for Superintendent Evaluation and make recommendation and plans moving forward. Complete any necessary revisions to the formative portion of Policy 301.3
2. Plan/organize the evaluation of the superintendent and ensure it is conducted and completed no later than the board meeting in June 2025.

REVIEW AND EVALUATION

1. To be filed in Superintendent's personnel file and Board Chair's Confidential file immediately following Board approval.

Terms of Reference shall be reviewed and if necessary revised for the Board's approval.

Board Audit Committee Report 2024-2025

Committee Members:

Tyler Demers, Chair, Trustee
Genny Steed, Trustee
Don Reeves, Public Member
Jason Baker, Public Member

Auditor:

BDO Canada LLP, Auditors

Management:

Christine Lee, Associate Superintendent Business and Operations
Avice DeKolver, Director of Finance

Committee Activities:

The Audit Committee met twice in the 2024-2025 year.

The first meeting was in September 2024 to address the audit planning for the 2023-2024 audit.

The scope of the audit was discussed as well as selecting which schools would have their school generated funds (SGF) activity reviewed.

The second meeting was in November 2024 after substantial completion of field work and review of the financial statements. The results of the audit and any recommendations for improvement to the controls were discussed. There were no concerns or recommendations for improvement regarding the systems of controls at the Division level.

There were a few recommendations for improvements regarding School Generated Funds. The Business and Operations department continues to address some of the areas noted by the auditors. Thank you to the Finance team for their continued work with schools to facilitate the improvements.

The audit committee also reviewed the Risk Management Matrix prepared by the Division's leadership team which is updated on an annual basis.

November 26th, 2024, the audited financial statements were presented to the Board with a clean audit opinion. The Board of Trustees received quarterly financial reports for the periods, November 30th, 2024, February 28th, 2025, and May 31st, 2025 for the 2024-2025 school year.

Respectfully submitted,
Tyler Demers, Board Audit Committee Member

Board Audit Committee Terms of Reference

Purpose:

To assist the Board of Trustees and the Superintendent of Schools in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control over financial reporting, the audit process (including GAAP compliance), and monitoring the Division's compliance with laws and regulations pertaining to the financial operations.

Authority:

The Audit Committee has authority to conduct or authorize investigations into any matters within its scope of responsibility. It is empowered to:

- With the consent of the Board of Trustees, retain outside counsel, accountants or others to advise the committee or assist in the conduct of an investigation;
- Seek any information it requires from employees – all of whom are directed to cooperate with the committee's requests – or external parties; and
- Meet with Division officers, external auditors or outside counsel, as necessary.

Composition:

The Audit Committee will consist of the following members:

- Two member Trustees one of whom shall act as chair of the Audit Committee; and,
- At a minimum of two members of the general public, who are independent to the Division, have no relationship to the audit firm and who are financially literate.

Resources:

- The Associate Superintendent of Business and Operations and Director of Finance will provide assistance to the committee as deemed necessary.
- The Audit Committee may have access to other third party expertise as deemed necessary.

Meetings:

The Audit Committee will meet at least once a year, with authority to convene additional meetings, as circumstances require. All Audit Committee members are expected to attend each meeting, in person or via tele- or video-conference. The Audit Committee will invite members of management, auditors or others to attend meetings and provide pertinent information, as necessary. It may hold private meetings with auditors and executive sessions.

Minutes of the meetings will be prepared. Audit Committee reports shall be provided at a meeting of the Board of Trustees.

Compensation:

The Audit Committee members from the general public shall be compensated based on a per diem rate.

Responsibility:

The Audit Committee will carry out the following responsibilities:

Financial Statements:

- Review significant accounting and reporting issues, including complex or unusual transactions;
- Review with management and the auditors the results of the audit, including any difficulties encountered;
- Review the annual financial statements, and consider whether they are complete, consistent with information known to committee members, and reflect appropriate accounting principles; and,
- Review with management and the auditors all matters required to be communicated to the Board of Trustees.

Internal Control:

- Consider the effectiveness of the Division's internal controls over annual reporting, including information technology security and control; and
- Understand the scope of auditor's review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with management's responses.

Audit:

- Review the auditor's proposed audit scope and approach
- Review the performance of the auditors, and provide a recommendation to the Board of Trustees the final approval on the appointment or discharge of the auditors;
- Review and confirm the independence of the auditors by obtaining statements from the auditors on relationships between the auditors and the School Division, including non-audit services, and discussing the relationship with the auditors; and,
- On a needs basis, meet separately with the auditors to discuss any matters that the Audit Committee or auditors believe should be discussed privately.

Compliance:

- Review the findings of any examinations by regulatory agencies, and any audit observations; and,
- Obtain regular updates from management and company legal counsel regarding compliance matters.

Enterprise Risk Management (new for 21/22):

- Annually, the audit committee will review the Division's Enterprise Risk Management (ERM) system which will include:
 - The risk assessment register;
 - Key risk mitigation processes or controls;
 - Strategies developed to address key risks; and
 - Identify any changes in key risk areas from prior reports.
- Once the audit committee has reviewed the ERM, it will be submitted to the Board of Trustees for their approval.

MEMORANDUM

September 23rd, 2025

To: Board of Trustees

From: Andrea Andreachuk, Trustee

RE:

Community Engagement Committee Annual Report 2024-2025

Members per Terms of Reference:

- Two Trustees, one of whom will be chair:
 - Trustee Andrea Andreachuk (Chair)
 - Trustee Christine Light
- Superintendent or designate: • Mike Nightingale
- Minimum of One Representative from the Division School Council:
 - Attendees in 2024 included: Shelley Roest, Allison Purcell, Gurpreet Singh (DSC Rep)
- Communications Officer: • Garrett Simmons
- Associate Superintendent – Business and Operations • Christine Lee

Supports: Tina Carnegie Executive Assistant to the Office of the Superintendent

The committee met on October 30, 2024, December 6, 2024, and February 10, 2025. A meeting set for June 13th, 2024 was cancelled by the Chair to enable committee members to get to yearend school events such as concerts.

Topics of 2024-2025, discussions included:

1. Town Hall:

Feedback for possible Town Hall questions and topics began earlier in the year.

Supt. Mike Nightingale provided a recap on the event, and mentioned the evening went well and the turnout, estimated to be 180, was down slightly from 2024, likely due to the cold weather. He highlighted the work of many in the Education Centre who helped make the event a success. People were engaged in meaningful conversation around the tables, he added, and mentioned the transition from the first session to the second session also went smoothly. As for the online Town Hall survey, it was noted the survey had 249 responses as of Feb. 10, and efforts were made by schools to collect more student responses. The feedback and data was compiled and was very helpful in Strategic Planning.

- ##### **2. The ICE Awards Showcase was held on March 27 event at Winston Churchill High School. The committee learned \$11,500 was collected from sponsors for 2025. Supt. Mike Nightingale thanked the community for the incredible support the scholarship and**

the showcase has enjoyed over the years. Door prizes were arranged and sponsor recognition plaques were ordered. Ribbons were handed out, along with \$100, for every elementary and middle school table in attendance. Ribbons were handed out for tables that displayed innovation (Pioneer of Possibilities), creativity (Imagination Champion) and entrepreneurship (Future CEO). The event was very well attended and a wonderful night for students, their parents and the community to take part in and view Innovative, Creative and Entrepreneurial Projects! Thank you to our amazing sponsors, to Christine Lee, Garrett Simmons and their committees, and to Churchill Staff for all of your help in making the evening such a success!

3. The ICE Award Scholarship Awards are an important event for our committee. We thank Garrett Simmons for getting the applications out in January for us and for all of his organizational help! The committee discussed the process involved in shortlisting applications. April 30 was the deadline for application submissions and we had a record number of applications this year! A promotional video was made to help encourage applications. The timeline for shortlisting and judging was also discussed, as committee members settled on early May as a date for the selection committee to meet, and mid May for judging, which would include the student presentations. The committee also expressed a desire to reach out to members of the local business community to add to judging panel.

ICE Scholarship Awards Scholarship Recipients for 2024 – 2025:

On May 29th, Andrea Andreachuk, Christine Light and Garrett Simmons had such a lovely day judging the ICE Scholarship Presentations. The students all did such an amazing job! We thank Shelley Roest for helping with the shortlisting!

We would like to acknowledge Christine Lee's amazing dedication to the ICE Scholarships. Over the last nine years she has championed the ICE Scholarships and been instrumental in encouraging wonderful sponsorships of these important scholarships. We thank Southland Transportation, TLD/CustomWorks, Marsh, DeJong Architecture, Ward Bros. Construction Ltd., FirstTechniCall, Inspiris, RBC, Brownlee LLP, Dawson Wallace Construction, RW Mechanical and Plumbing, Cavendish Farms, FWBA Architects and MNP for their showcase and scholarship support over the past years. Your help is so appreciated and helps the students to achieve their dreams and goals.

We would like to share the list of ICE Scholarship Awards Recipients for 2024 – 2025:

Grade 9/10 Individual Students:

Shindara Kayode-Olayemi - Black History Month - \$1000.00

Tait Low - Creative Song Writer - \$1000.00

Grade 9/10 Group Entry:

Kathleen Wu and Starr Sun - Youth Dragon Boat Group - \$500 to each student

Grade 11/12 Individual Students:

Vinnie Parker - Grief Project - \$1000.00

Mia Baker - Diabetes Care Packages for newly diagnosed children - \$1000.00

Grade 11/12 Group Entry:

Sifan Hossain, Ben Monteiro, Saeran Hossain, Isaak Bartz and Kyler Prete - The Brass Brothers - \$200.00 to each member

Congratulations to all!

Thank you Garrett for producing this excellent article and video of the recipients sharing their projects. It really shows how important the projects were to the students! Please find the link here:

<https://www.lethsd.ab.ca/our-district/news/post/division-honours-winners-of-2024-2025-ice-awards-scholarships>

Thank you most sincerely to Christine Lee for championing these scholarships for the past 9 years! You will be missed! Perhaps you will come back and be a guest judge for the 10th Anniversary of the ICE Scholarships!

4. Community Engagement: Hosted several Community Conversations as a way for the The Board of Trustees to engage with our community.

They were held:

January 21st, YMCA 1 – 1 pm

March 19th, LFGA Hut 9 – 10:30 am

May 7th, Youth One 7 – 8:30 pm

It was mentioned daytime Community Conversation events may be difficult for community members to attend. With that in mind, it was suggested evening meetings, or online meetings, might be better options. In our experience the morning event had the best turnout and was really well attended. Community Conversations will be added to the Terms of Reference so it can be reconsidered in the coming years as a way to connect with the community should a Board wish to.

5. Budget Feedback Over 200 responses were received for the Division's survey pertaining to planning for the 2025/2026 preliminary budget. The survey closed on Feb. 26. Responses were collected and data was presented to the Board to assist in strategic planning. Committee members mentioned the survey was well designed.
6. The One Division One Book project has been included in the Terms of Reference so that it may be revisited in future years.

Andrea Andreachuk (Committee Chair), Christine Light, and Mike Nightingale would like to thank all of the members of the Community Engagement Committee for all of your input and hard work this past year.

Attachments:

Community Engagement Committee Terms of Reference

Recommendation: It is recommended that the Board receive this report as information.

Respectfully submitted,
Andrea Andreachuk, Committee Chair

Community Engagement Committee

Terms of Reference

Type of Committee

This is a Division Board Standing Committee.

General Purpose

To develop and recommend strategies to the Board to fully engage all sectors of the community. Assist with the implementation of strategies where possible.

Composition and Appointments (for life of the committee)

- Two trustees, one of whom shall act as chair of the Community Engagement Committee
- Superintendent or designate.
- Minimum of one representative from the Division School Council
- Communications Officer
- Associate Superintendent - Business and Operations
- Invitees as required - topic relevant.

Meetings

- Meetings will be held a minimum of three times per year.
- They will be organized by the Chair, with assistance of the Superintendent.

Resources

- \$2,000 per year for general operation of the committee including resources needed for meetings and any promotional activities; the Superintendent will administer the funds.
- ICE scholarship budget and tracking of revenue and expenditures for this event will be maintained by the Department of Business Affairs
- Support from secretarial staff will be required.

Specific Annual Objectives

- Explore strategies for generative engagement.
- Link generative engagement to Board Strategic Priorities and review the Annual Communication Plan for Board approval.
- Explore interactive technology options for feedback loops as part of the engagement strategy.
- Consult with producers of media associated with education to optimize opportunities for showcasing District personnel and events.
- Plan and host the ICE scholarship breakfast focusing on student innovation.
- Contribute ideas regarding the structure of Town Hall as well as feedback regarding areas of improvement.
- Determine school community and Lethbridge community interest and passion for continuing the legacy of the One District One Book (2018-19) project every 6 to 7 years.

The Committee will gauge interest and viability two years prior to potential implementation date.

Reports and Target Dates

- Reports will be submitted to the Board following each meeting.
- The Committee will report both in writing and orally.
- An annual report shall be submitted to the Board in September.

Review and Evaluation

- The Committee will set objectives for the next committee at the end of its mandate.
- Recommendations for changes to the Committee's terms of reference will be forwarded to the Board as necessary.

MEMORANDUM

September 23rd, 2025

Spirit of 51 Committee Report Annual Report 2024-2025

Committee Members:

Andrea Andreachuk, Trustee, Chair
Tyler Demers, Trustee,
Robbie Charlebois, Associate Superintendent, Human Resources
Carrie Fahl, Division Administrative Assistance, Human Resources
Rhonda Aos, Director Human Resources, Support Staff

Type of Report: Annual Report to the Board of Trustees

Committee activities:

Employee Recognition – Years of Service:

Spirit of 51 is responsible for employee service recognition gifts in the Division. These awards are presented at the individual school year-end wrap up. The gift schedule is outlined below. We continue to use the more flexible and customized catalogue gift selection for years 10- 25, instead of the coloured glass apples we had been utilizing for the past number of years.

Years of Service: 40: Catalogue gift selection value \$400-450
35: Catalogue gift selection value \$350-400
30: Catalogue gift selection value \$300-350
25: Catalogue gift selection value \$125-175
20: Catalogue gift selection value \$100-125
15: Catalogue gift selection value \$75-100
10: Catalogue gift selection value \$50-75
5: Frame with Certificate

Human Resources facilitates the selection process, orders the awards and wrapping through the catalogue service and organizes them for delivery to each school. The administration at each school along with a Trustee and Executive Council member acknowledge the employee and present the awards.

Event date: School's yearend celebration in May/June (TBA by location)

Retirement: All retiring employees are invited to a banquet, hosted by the Board of Trustees thanking them for their service with the School Division.

Event date: The first Wednesday in June

Friends of 51: This program acknowledges and provides formal recognition to individuals or groups who have provided significant service or contributions to Lethbridge School Division.

A list of recipients of the Friends of 51 is included below. This year the awards were presented at school assemblies throughout the month of June prior to the end of the school year. Each school presented a gift and card to their community partners at their assembly with the support of their school Trustee and/or Executive Council Representative.

Deadline for nominations: Mid-April

Recognition and gift delivery: June

Friends of 51 Recipients for 2024- 2025:

Agnes Davidson & Gilbert Paterson	Dean & Margaret Wenzel (Kona Ice)
Agnes Davidson	Gurpreet Singh(The Oxford Learning Centre)
Agnes Davidson	Lindsay and Jerry Hilgersom (Hilgersom Landscaping Center)
Coalbanks	Amar Razzak - (Cavendish Farms)
Coalbanks	Brad and Kendra Yoshida, Coca Cola
Coalbanks	Brandon and Sasha Mouritts - (Gary Moe Mazda and Gary Moe Dodge)
Coalbanks	Joel and Kristen Kotkas - (Fit Body Boot Camp)
Coalbanks	Reuben and Tannis Tams - (Stone Age Granite)
Coalbanks	Rick and Kendra Deobald - (ATB Wealth)
Coalbanks	Suketu and Kajal Shah - (The Medicine Shoppe)
Coalbanks	Taylor and Claire Yantz - (CT Distributors)
Fleetwood	Courtney Eldridge
Fleetwood	Dianne Shaw
Fleetwood	Jean Kelly
Fleetwood	Mackenzie Jensen
Fleetwood	Sandy Fraser
G.S. Lakie	Brent & Sara Shelton
G.S. Lakie	Gerald and Cassandra Kambeitz
G.S. Lakie	Jacquie Van Dyk
Galbraith	Lethbridge Astronomy Society
General Stewart	Katie Elliott
General Stewart	Roy & Irene Saunderson
ICES	Cynthia Holtrop
ICES	Kristin Vanee
ICES	Stephanie Van Roekel

ICSS	Sam Van't Land
LCI	Tim Schipper & Lethbridge Toyota
Nicholas Sheran	Marjorie Armstrong
Nicholas Sheran	Ryan & Angie Smith
Park Meadows	Lawrena Pokolm
West Coulee Station	C&A Industries
Westminster	Harvey Labuhn

We are now ordering our apples/gift/awards for the Friends of 51 Recipients by a local artisan which has made the practice much more sustainable. They are beautiful and were well received by the recipients.

We have one of our trees which displays the Friends of 51 Recipients' Apples on it, on display. We will be adding one more, taller tree to accommodate all of the Apples. In exciting and important news, we will be partnering with our Indigenous Education Team to honour Indigenous ways of knowing in our front hallway. Mel Morrow will be putting together 2 Beautiful Shadow Boxes which will display the Division's Chamber of Commerce Spirit of Reconciliation Award, a Metis Sash, an Inukshuk, a braid of Sweetgrass, an Oki sign and a little ribbon skirt. They will be hung in the front hall to honour our Lethbridge School Division's Blackfoot name, Aakaipookaisi, which means "Many Children". Thank you to Mel Morrow and the Indigenous Education Team for helping with this important display.

51-25 Club: Employees who have worked over 25 years with the School Division are invited to a banquet, hosted by the Board of Trustees to acknowledge their long service.
Event date: Mid-September

Support Staff Recognition: Annually the Division hosts a recognition event for the Non-Union, CUPE 2843 and CUPE 290 Employee Recognition Program.
Deadline for nominations: Mid-February

We now have a new practice of opening up nominations year-round - nomination form is now kept open year-round. Monthly reminders are sent October – March (up until the event). Any nominations submitted from March – August will be considered for the next year's program.

The committee re-visited the program criteria as it was noted to do so – The decision was made that we will not move the eligibility criteria from three years to two years.

The Spirit of 51 Support staff recognition event takes place in March. This past year we had a lovely in-person evening of Appetizers and Awards. Certificates, pins and adorable cookie kits made by a local home cookie business are given to each nominee as they are honoured.

Andrea, Tyler, Robbie and Rhonda would like to thank Carrie Fahl for her amazing organization and support.

Attachments:

Spirit of 51 Committee Terms of Reference

Recommendation: It is recommended that the Board receive this report as information.

Respectfully submitted,
Andrea Andreachuk, Committee Chair

Spirit of 51 Committee Terms of Reference

Name and Type of Committee:

The Spirit of 51 Committee is a standing committee of the Board of Trustees of Lethbridge School Division.

Purpose:

- To enhance the recognition and appreciation of District # 51 staff and members of the community. The committee will plan for activities, events and initiatives to achieve this purpose.

Key Duties and Responsibilities:

1. Provide advice to, plan for and participate in District recognition and appreciation activities.
2. Promote collegiality among employee groups, the administration and the Board.

The Spirit of 51 Committee will recommend to the Board or take action as per Board motion.

Composition and Appointments:

- Two Trustees appointed annually at the Organizational Meeting of the Board, one to serve as Chair.
- Facilitator
- Associate Superintendent, Human Resources
- Personnel from the Human Resources Department to facilitate planning as determined by the Associate Superintendent of Human Resources

Meetings:

The Committee will meet as needed during the year. Meetings will be called by the Chair. An agenda will be distributed.

Resources: The budget will be approved annually by the Board. Accountability for any funds managed by the Committee shall be the responsibility of the Associate Superintendent of Human Resources. The Associate Superintendent, Human Resource will take minutes and all minutes shall be filed with the Associate Superintendent of Business Affairs. Additional staff time will be granted by the Superintendent.

Annual Objectives:

- Continue to support the Friends of 51
- Continue to support CUPE 290, 2843 and Non-Union Employee Recognition Program
- Evaluate the Employee Service Recognition Program gifts

Reporting:

Written Report to the Board following meetings; and file a written annual report in September of each year.

Review and Evaluation:

The Spirit of 51 Committee will evaluate its progress, challenges, and accomplishments and discuss any proposed changes to the Terms of Reference yearly.

Terms of Reference:

To be reviewed annually by the Board prior to the Organizational Meeting.

MEMORANDUM

Sept. 17, 2025

To: Board of Trustees

From: Craig Whitehead, Trustee

RE: School Boundary Alignment Committee Meeting yearend report

Members

Craig Whitehead, Committee Chair

Allison Purcell, Trustee

Christine Light, Trustee

Mike Nightingale, Superintendent

Morag Asquith, Associate Superintendent, Instructional Services

Christine Lee, Associate Superintendent, Business and Operations

Daniel Heaton, Director of Facility Services

Robbie Charlebois, Associate Superintendent, Human Resources

Cheryl Shimbashi, Transportation Coordinator

Year Highlights:

23-24 Boundary Review Process:

- The committee met to go over for the over suggested boundaries. Once they boundaries options were decided. We presented them to board. We then had an open house where the parents, staff and the public could see the options. They were encouraged to vote for their preferred option. This information was given to the board which made the final decision. The Committee debriefed on the West Lethbridge elementary school boundary realignment process that took place in 2023 and 2024.

Overall, the process was well done with the following as factors:

- Setting the stage early in the process to engage with school communities on the “why”.
- Lots of time provided for the review – not rushed
- Clarity of information
- Lots of engagement and opportunity for feedback
- Opportunity provided for good discussion on language program implications
- Transparency with options provided with pro’s and con’s about options being considered.

Considerations for next time:

- Make sure that many forms of communication are provided, not just social media, web page, and other digital formats. Consider paper flyers, and information in paper to reach all stakeholders.

- If implications to language or speciality programs, engage earlier and consider as factor when making hiring decisions.

Grade Structure Study:

- The Committee discussed a review of the current grade structures within the Division. A thorough study would need significant data. This data would include gather information on:
 - what happens now to support students with transitions between grade 5 and 6 and 8 and 9.?
 - what are our PAT results telling us?
 - what is the experience of our students, parents, staff in current structure?
 - how are spaces in our schools currently being utilized to support student learning (Space Audit)?
- To gather the appropriate amount of data and information on the impact of current grade structures on student learning and overall educational experience, the study will require significant engagement and data gathering.
 - A plan for engagement next year will be created to have conversation with a variety of stakeholders throughout the school year to gather information.
 - Possible area of discussion at 2026 Town Hall.
 - A workplan will be developed to guide the work of the committee in this area.
 - Trustees Craig Whitehead, Christine Light and Allison Purcell will meet to develop a workplan on how to work through the information gathering process for implementation in September 2025. That is still in process.

Respectfully submitted,
Craig Whitehead, Committee Chair

SCHOOL BOUNDARY ALIGNMENT COMMITTEE TERMS OF REFERENCE

1. NAME AND TYPE:

School Boundary Alignment Committee: Standing Committee

2. PURPOSE:

- To review facility capacity, programming, and enrolment projections to determine if new boundaries are required for school communities due to the opening of a new school or community growth.
- To facilitate planning and engagement opportunities with impacted school communities to inform decision making and recommendations to the board of trustees related to any proposed re alignment of boundaries.

3. DUTIES AND RESPONSIBILITIES:

- The boundary review committee will review data to make informed decisions relative to future capacity and space utilization and impacts on student programming.
- The committee will consider a variety of factors when considering boundary changes, such as the following:
 - Existing and proposed boundaries
 - Enrolment projections (5 or 10 years as appropriate)
 - Future residential growth potential
 - Number of students impacted by the boundary change
 - Implications for program delivery (specialty programs, class size, structure)
 - Community based boundaries vs Program boundaries
 - Grade configuration
 - Facility utilization
 - Transportation considerations
 - Capital implications (modular classrooms, new construction, IMR)
- The committee will host two public consultations for engagement. The first engagement will occur prior to the boundary review. Another consultation will be held to solicit feedback on proposed boundary changes prior to final approval of committee recommendations by the Board of Trustees.

4. COMPOSITION AND APPOINTMENTS:

- Three trustees serving at the pleasure of the Board, one which will serve as Chair.
- Superintendent; Associate Superintendents: Business and Operations, Human Resources, and Instructional Services
- Transportation Coordinator
- Director of Facility Services
- Other impacted parties as required, e.g. School administration

5. MEETINGS:

- The meetings held a minimum of three times per year (or as required) to review information and prepare recommendations for the Board.

- The committee will hold public consultations to gather information or feedback or on any proposed recommendations prior to final board approval of any boundary changes.
- All final recommendations for boundary changes to be provided for final approval to the Board of Trustees.

6. RESOURCES/REMUNERATION:

- The Boundary Review Committee shall require administrative support.
- No per diem is provided to trustees for School Boundary Alignment Committee.

7. REPORTS:

- The Boundary Review Committee will provide to the Board updates on committee progress as deemed necessary, proposed changes prior to public consultation, and final recommendations for board approval.

MEMORANDUM:

September 23 , 2025

To: The Board of Trustees

From: Morag Asquith, Associate Superintendent, Instructional Services

Re: Authorization of Locally Developed Courses

Background:

Alberta Education requires that all locally developed senior high courses be authorized for use by the Board of Trustees, including the renewal of past acquired courses that expired on August 31st, 2025. Division high schools have requested the renewal of the expiring courses below, as well as the addition of new ones. The renewal of these courses was delayed as they were being reviewed by Alberta Education and have now been approved for renewal. We ask the Board of Trustees authorize the use of the following locally developed courses in all Division high schools to enhance program offerings to students.

Course Name Version Course Code First Approved Year Last Approved Year

Audio 15 3 Credits (2023-2027) LDC1471 2025-2026 2026-2027

Audio 15 5 Credits (2023-2027) LDC1471 2025-2026 2026-2027

Audio 25 3 Credits (2023-2027) LDC2471 2025-2026 2026-2027

Audio 25 5 Credits (2023-2027) LDC2471 2025-2026 2026-2027

Audio 35 3 Credits (2023-2027) LDC3471 2025-2026 2026-2027

Audio 35 5 Credits (2023-2027) LDC3471 2025-2026 2026-2027

Chemistry (Advanced) 35 3 Credits (2025-2029) LDC3138 2025-2026 2028-2029

Extended Essay 35 3 Credits (2025-2029) LDC3609 2025-2026 2028-2029

Musical Theatre 15 3 Credits (2022-2026) LDC1979 2025-2026 2025-2026

Musical Theatre 15 5 Credits (2022-2026) LDC1979 2025-2026 2025-2026

Musical Theatre 25 3 Credits (2022-2026) LDC2979 2025-2026 2025-2026

Musical Theatre 25 5 Credits (2022-2026) LDC2979 2025-2026 2025-2026

Recommendation:

That Board of Trustees authorize the use of the following locally developed courses in all Division high schools to enhance program offerings to students for the years indicated below:

- acquisition of **Audio 15, 25 & 35 (LDC1471, LDC2471 & LDC3471) for 3 & 5 credits until August 31, 2027**, to enhance program offerings to students.
- continued use of **Chemistry (Advanced) 35 (LDC3138) for 3 credits until August 31, 2029**, to provide continuance of program offerings to students.
- continued use of **Extended Essay 35 (LDC3609) for 3 credits until August 31, 2029**, to provide continuance of program offerings to students.
- continued use of **Musical Theatre 15 & 25 (LDC1979 & LDC2979) for 3 & 5 credits until August 31, 2026**, to provide continuance of program offerings to students.

Respectfully submitted,

Morag Asquith

MEMORANDUM

September 23rd, 2025

To: Board of Trustees

From: Kyle Beauchamp

Associate Superintendent, Business and Operations

RE: City of Lethbridge Joint Use Agreement - Amendment

Background:

Lethbridge School Division and the City of Lethbridge have a joint use agreement (2013) that outlines community use in school facilities after school hours, and school use in community facilities during school hours.

In recent years, the City of Lethbridge has provided funding to Lethbridge School Division to facilitate the upsizing of school gym space:

- West Coulee Station Elementary School - \$850,000
- Dr. Robert Plaxton Elementary School - \$850,000
- Coalbanks Elementary School - \$750,000
- Galbraith Elementary School - \$1,200,000

In consideration for this funding, the Lethbridge School Division has agreed to provide the City of Lethbridge with increased public access to these facilities for community rentals after school hours. The usage would increase from one night a week to two nights a week. While this is current practice, it is being requested by the City of Lethbridge to formalize this as an amendment to the current joint use agreement.

Recommendation:

The current agreement from 2013 was previously signed by the Board Chair, and thus this amendment is being brought to the Board for consideration.

That the Board approve Amending Joint Use Agreement between the Lethbridge School Division and the City of Lethbridge.

Respectfully submitted,

Kyle Beauchamp



CITY OF
Lethbridge

OFFICE OF: City Solicitor

Phone: (403) 320-3903

Fax: (403) 320-4259

OUR FILE NO. 852 (2013)

June 26, 2013

Holy Spirit Roman Catholic Separate
Regional Division No. 4, Board Office
620 - 12b Street North,
LETHBRIDGE, AB T1H 2L7

ATTENTION: Secretary Treasurer
Dear Sir:

RE: Joint Use Agreement

With reference to the above captioned, please find attached fully executed copy of Agreement for your records.

Kindly provide us with a copy of your Insurance Certificate in compliance with the requirements of the Agreement.

Yours truly,



DOUGLAS S. HUDSON, Q.C.
CITY SOLICITOR

DSH/ch
Encl.

cc: A. Matthews, Recreation and Culture Manager
cc: J. Freund, Recreation and Culture Program Manager





CITY OF
Lethbridge

OFFICE OF: City Solicitor

Phone: (403) 320-3903

Fax: (403) 320-4259

OUR FILE NO. 852 (2013)

June 26, 2013

Lethbridge School District No. 51
433 – 15 Street South
LETHBRIDGE, Alberta T1J 2Z5

ATTENTION: Associate Superintendent, Business Affairs

Dear Sir:

RE: Joint Use Agreement

With reference to the above captioned, please find attached fully executed copy of Agreement for your records.

Kindly provide us with a copy of your Insurance Certificate, in compliance with the requirements of the Agreement.

Yours truly,

DOUGLAS S. HUDSON, Q.C.
CITY SOLICITOR

DSH/ch
Encl.

cc: A. Matthews, Recreation and Culture Manager
cc: J. Freund, Recreation and Culture Program Manager

JOINT USE AGREEMENT

THIS AGREEMENT made in quadruplicate
this 26 day of June, A.D. 2013

BETWEEN:

THE CITY OF LETHBRIDGE, a municipal
Corporation, in the Province of Alberta
(hereinafter called "the City")

OF THE FIRST PART

- and -

THE LETHBRIDGE SCHOOL DISTRICT No. 51
(hereinafter called the "Public School Board")

OF THE SECOND PART

- and -

THE HOLY SPIRIT ROMAN CATHOLIC SEPARATE
REGIONAL DIVISION NO. 4
(hereinafter called the "Holy Spirit Catholic School Board")

OF THE THIRD PART

WHEREAS it is the desire of the City, through its Community Services Department, to encourage and assist its citizens to organize and participate in recreational and cultural activities and to this end to construct, maintain, and operate certain recreational and cultural facilities, and to make these available for school programs;

AND WHEREAS the Public School Board and the Holy Spirit Catholic School Board (jointly referred to as the "School Boards") have adopted a policy of making school buildings and grounds available for community recreation and cultural purposes when such facilities are not required for school activities;

AND WHEREAS it is in the interest of the City and the School Boards that users and potential users be better served and the community use of the facilities be encouraged;

AND WHEREAS the City and the School Boards have jointly developed school grounds since 1959, and have cooperated in the use of public buildings for at least that period of time and it is the desire of the City and the School Boards to continue these policies for the benefit of the community;

AND WHEREAS the City and the School Boards pursuant to the provisions of the School Act, Chapter S-3 and the Alberta Municipal Government Act, M-26, R.S.A. 2000, may jointly develop school facilities;

AND WHEREAS the Parties will observe and fulfill the lawful conditions and requirements of all statutes, orders in council, bylaws, rules and regulations now or hereinafter enacted relating to the use of the parties' lands;.

AND WHEREAS the continued development of these properties should result in the most economical provision of school and public recreation and cultural facilities and programs;

AND WHEREAS certain provincial funding may be predicated on the cooperative nature of the programs developed by the City and the School Boards;

AND WHEREAS the parties will ensure the development and maintenance of a HANDBOOK which will be reviewed annually by the City and the School Boards. Amendments, deletions, and/or additions will be approved by all parties and ratified by City Council.

NOW THEREFORE THIS AGREEMENT WITNESSETH THAT THE PARTIES HERETO AGREE AS FOLLOWS:

1. That a Joint-Use Committee is hereby established and shall consist of the following members:
 - (a) The Secretary Treasurer of the Holy Spirit Catholic School Board or designate,
 - (b) The Associate Superintendent of Business Affairs of the Public School District or designate,
 - (c) The Director of Community Services or designate,
 - (d) The Recreation and Culture General Manager or designate,
 - (e) The Park Manager or designate,
 - (f) In addition a Grounds Technical Sub-Committee will be established to meet and discuss issues associated with the management of the Agreement or the Joint-Use Handbook (Appendix 'A'). The Handbook will be maintained and updated by the City of Lethbridge, and implemented by all parties.

2. That the Joint-Use Committee be responsible to the City and the School Boards in carrying out the following duties:
 - (a) Recommend policies to the School Boards and the City pertaining to financial and operational matters,
 - (b) Develop regulations to implement the policies adopted,
 - (c) Advise and communicate with each party the development of new facilities or major renovations to existing facilities,
 - (d) Submit an annual budget to the respective authorities for all projects and programs that are jointly funded,
 - (e) Appoint representatives and coordinate the work of Technical Committees as described in the Joint-Use Handbook (Appendix 'A'),
 - (f) Implement the terms of this Agreement,
 - (g) Monitor the performance measurements and compliance by all parties,
 - (h) Such other duties as the parties hereto shall from time to time assign.
3. That the School Boards will make available school facilities for public use and the City will make available city recreation facilities for school use in the following manner:
 - (a) That the School Boards shall make available school facilities to the City on weekends, holidays, and on school days after school hours or at such times as may be established by the Joint-Use Committee. Terms, conditions, and policies as described in the Joint-Use Handbook (Appendix 'A').
 - (b) That the School Boards shall provide staff and facilities to accommodate public use of facilities under this Agreement and shall provide adequate notification of school programs that affect community access and minimize disruption of approved bookings. Terms, conditions and policies as described in the Joint-Use Handbook (Appendix 'A').
 - (c) The City shall make available public buildings and other facilities to the School Boards for school activities during regular school hours under such conditions as may, from time to time, be established by the Committee. Terms, conditions and policies as described in the Joint-Use Handbook (Appendix 'A').

(d) The City shall provide staff and facilities to handle requests for public use of the facilities under this Agreement, and shall allocate the space and times for such public use provided that school programs shall be given priority in school facilities. Terms, conditions and policies as described in the Joint-Use Handbook (Appendix 'A').

4. The City and the School Boards may participate in the development of new schools and/or open spaces as may be mutually agreed from time to time with each Board participating in the development of its own facility. Additions or changes to the school footprint may be negotiated between the parties on a case by case basis.

5. The initial capital cost of providing service to a school site is the responsibility of the City of Lethbridge.

6. Where school buildings are developed jointly, the capital cost sharing may be established on an individual project basis. Cost sharing will be based on the benefit of the specific project to the respective parties. (i.e. Gym upsizing)

(a) School yard open space development will include leveling, grading, site preparation, irrigation, seeding, trees and fencing the areas in accordance to City of Lethbridge landscape specifications and guidelines within the joint development and will include the costs of fixed equipment such as backstops and goals. The costs shall be borne by the City except as may be otherwise agreed upon.

(b) The capital cost of playground equipment and other movable equipment shall be borne by the School Board or their partners.

(c) School Board perimeter areas are to be agreed upon in the site plans for each school facility (Appendix "B") and are the responsibility of the School Board, except where the City's actions, including but not limited to maintenance of adjacent roadways, creates conditions requiring additional maintenance for the School Board. All areas designated as Joint Use Grounds, as identified in the site plans (Appendix "B") will be the sole responsibility of the City of Lethbridge.

7. Expenses incurred in the operation, maintenance and lifecycle replacement costs including frontage levy of school grounds shall be negotiated annually between the City and School Boards.

8. Expenses resulting from additional costs for caretaking, resulting from approved community bookings are to be recovered through user fees. Each school shall make an attempt to have caretaking duties coincide with scheduled bookings. Any resulting profits or deficits from community use of schools will be distributed between the School Divisions by percentage of facility usage. Should funds be required for facility repairs or upgrades, expenditures will be approved by the Joint Use Committee before profit distribution.

9. That the cost of property damage, other than normal wear and tear, arising out of the use of any of the facilities which form part of this Agreement, shall be assessed to

and paid by the parties responsible for the activity from which the damage resulted. Recovery of damages from the individual or groups will be the responsibility of the parties assessed as above.

10. INDEMNIFICATION AND INSURANCE

Without restricting the generalities of the Agreement the parties shall procure, maintain, and keep in force for the duration of the Agreement and pay for coverage listed in this condition, unless otherwise stipulated, in a form acceptable with Insurers licensed in Alberta.

- (a) The Holy Spirit Catholic School Board, Public School Board and the City shall indemnify, defend, pay on behalf of and hold harmless each other, including their officers, officials, agents, representatives, employees and volunteers from and against all loss, claims, demands, costs (including solicitor/client costs), damages, actions, suits, or proceedings arising out of or in connection with the activities or performance by the Holy Spirit Catholic School Board, Public School Board and the City, including their officers, officials, agents, representatives, employees and volunteers, unless caused by negligence. The Holy Spirit Catholic School Board, Public School Board and the City shall respond to all claims or incidents in a professional and respectful manner within thirty (30) days of notification of a claim and shall, as soon as practicable or such shorter period as may be required, provide a report of the status of the claim or incident to each party listed in this Agreement, who may be named in the claim, or allegedly involved in the incident. In addition, the Holy Spirit Catholic School Board, Public School Board and the City shall continue to provide timely ongoing progress reports to each party listed in this Agreement, who may be named and or allegedly involved in the claim or incident up to and including final resolution of the claim or incident. The Liability of the Holy Spirit Catholic School Board, Public School Board and the City, shall survive the termination of this Agreement.
- (b) The Holy Spirit Catholic School Board, Public School Board and the City shall ensure compliance on their part and on the part of their agents, representatives, employees, volunteers, contractors or subcontractors, with all of the provisions of the Occupational Health and Safety Act of the Province of Alberta and Regulations there under. Should the act or regulations not be complied with, the parties to this Agreement may give written notice to the Holy Spirit Catholic School Board, Public School Board and the City to discontinue their operation until steps are taken to comply with the Act or Regulations. The Holy Spirit Catholic School Board, Public School Board and the City shall discontinue work as of the date of receipt of such notice. The Holy Spirit Catholic School Board, Public School Board and the City shall be solely responsible for any fees, expenses, damages, etc., resulting from such breach of any of the provisions of the Act or Regulations, and the Holy Spirit Catholic School Board, Public School

Board and the City shall indemnify the affected party to this Agreement for any costs incurred as a result of such breach.

11. INSURANCE

Without restricting the generalities of Clause 10, the Holy Spirit Catholic School Board, Public School Board and the City shall procure, maintain, keep in force for the duration of the contract and pay for coverage listed in this condition, unless otherwise stipulated, in a form acceptable to each party to this Agreement with Insurer(s) licensed in Alberta.

(a) Minimum Scope of Coverage

Commercial General Liability Insurance: Occurrence Form coverage as respects liability arising out of activities performed by or on behalf of the Holy Spirit Catholic School Board, Public School Board and the City including Non-Owned Automobile Liability, Broad Form Property Damage Liability, Tenants All Risk Legal Liability, Products and Completed Operations Liability, Contingent Employer Liability, and Blanket Contractual Liability.

(b) Minimum Limits of Insurance

The Holy Spirit Catholic School Board, Public School Board and the City shall maintain limits no less than:

Commercial General Liability: \$5,000,000 combined single limit per occurrence for personal injury (including bodily injury and/or death) sustained by any person or persons and damage to property.

(c) Other Insurance Provisions

The policies are to contain or be endorsed to contain, the following General Liability Policy extensions:

The Holy Spirit Catholic School Board and the City shall each add the other as Additional Insured to their Commercial General Liability Insurance as respects liability arising out of activities performed by or on behalf of the Named Insured.

The Public School Board and the City shall each add the other as Additional Insured to their Commercial General Liability Insurance as respects liability arising out of activities performed by or on behalf of the Named Insured.

A) The coverage shall include a Cross Liability or Severability of Interest wording to the effect that the coverage shall apply to each Insured in the same manner as if separate policies had been issued to each.

B) All the foregoing insurance coverage shall be primary and shall not require the pro rata sharing of any loss by an insurer of each party.

(d) All Coverage

Each party's Commercial General Liability policy as set out under Clause 10(a) shall be endorsed to state that the insurer shall endeavor to provide 30 days written notice of cancellation or reduction in coverage to the other parties to this Agreement.

(e) Verification of Coverage

The Holy Spirit Catholic School Board and the City shall furnish each Party with a Certificate of Insurance as evidence of insurance required under this Agreement.

The Public School Board and the City shall furnish each party with a Certificate of Insurance as evidence of insurance required under this Agreement.

(f) Representation

Each party does not make any representation or warranty with respect to the extent or adequacy of the insurance protection as noted in the foregoing.

(g) Obligations

The furnishing of this insurance shall not limit any of the obligations or liabilities expressed elsewhere in the contract documents.

(h) Reporting of Accidents

The Holy Spirit Catholic School Board and the City *and/or* the Public School Board shall report all incidents of injury, including death, and or property damage occurring during their activities to respective parties listed in this Agreement, who may be named and or allegedly involved in the claim or incident up to and including final resolution of the claim or incident, as soon as practical after the occurrence of the accident or incident. The Holy Spirit

Catholic School Board, Public School Board and the City must submit a copy of the accident or incident report to the respective party listed in this Agreement, which may be named and or allegedly involved in the claim or incident up to and including final resolution of the claim or incident, immediately upon completion. The Holy Spirit Catholic School Board, Public School Board and the City shall cooperate and assist the respective party listed in this Agreement, which may be named and or allegedly involved in the claim or incident, if further investigation of the accident or incident is deemed necessary. All information is subject to the Freedom of Information Protection of Privacy Act.

12 Notice Clause

Notice of such accidents or incidents should be sent to the following parties to the contract:

THE HOLY SPIRIT ROMAN CATHOLIC SEPARATE
REGIONAL DIVISION NO. 4
Board Office St. Basil Catholic Education Center
620-12b Street North
Lethbridge Alberta T1H 2L7
Attention: Secretary Treasurer

LETHBRIDGE SCHOOL DISTRICT NO. 51
Board Office 433-15th Street South
Lethbridge Alberta T1J 1Z5
Attention: Associate Superintendent of Business Affairs

City of Lethbridge
City Hall 910-4th Avenue South
Lethbridge Alberta T1J 0P6
Attention: Director Community Services

12. NOTICE OF TERMINATION

This Agreement shall be in effect from the date of execution thereof and thereafter will continue in effect from year to year. This Agreement may be terminated by any parties to this Agreement by giving one year's written notice of its intention to do so with such notice to be given on or before the 1st day of September of any year.

IN WITNESS WHEREOF the parties hereto have respectively caused to be affixed their respective Corporate Seals attested by the signature of their respective proper signing officers the day, month and year first above written.

THE CITY OF LETHBRIDGE

Mayor

City Clerk

(SEAL)

THE LETHBRIDGE SCHOOL DISTRICT NO. 51

Chair of Board of Trustees

Superintendent

HOLY SPIRIT ROMAN CATHOLIC SEPARATE
REGIONAL DIVISION NO. 4

Chair of Board of Trustees

Superintendent

AMENDING AGREEMENT

THIS AGREEMENT made the ____ day of _____, 2025

BETWEEN:

THE CITY OF LETHBRIDGE

(the "City")

- and -

THE BOARD OF TRUSTEES OF THE LETHBRIDGE SCHOOL DIVISION

(the "Public School Board")

- and -

THE BOARD OF TRUSTEES OF THE HOLY SPIRIT ROMAN CATHOLIC SEPARATE SCHOOL DIVISION

(the "Holy Spirit Catholic School Board")

WHEREAS the City, the Public School Board, and Holy Spirit Catholic School Board, entered into a Joint Use Agreement effective as of June 26, 2013 (the "JUA"), wherein the City agreed to make designated facilities available to the School Boards, and the two School Boards agreed to make their designated facilities available to the City;

AND WHEREAS the City has agreed to provide capital funding to the School Boards in order to expand the School Boards' gymnasium facilities;

AND WHEREAS the funded gymnasium facilities are located at a number of different schools;

AND WHEREAS in consideration of the additional funding provided by the City, the two School Boards have agreed to provide the City with greater community access to the funded facilities than typically required by the JUA;

AND WHEREAS the parties wish to enter this Amending Agreement to set out the additional access that the City will be granted;

THE PARTIES THEREFORE AGREE as follows:

1. Amendment

1.1 The JUA is amended as follows:

(a) by adding new Clauses 13 and 14 as follows:

"13. APPENDIX "C"— CITY CONTRIBUTIONS AND PUBLIC SCHOOL BOARD REQUIREMENTS

The City has agreed to provide funding to the Public School Board so the Public School Board can construct larger school gymnasiums, and in return the Public School Board has agreed to provide the City with access to its school gymnasiums in excess of that contained

in the Joint-Use Handbook contained in Appendix 'A'. Both the contributions and the access requirements are contained in the attached Appendix "C".

14. APPENDIX "D"– CITY CONTRIBUTIONS AND HOLY SPIRIT CATHOLIC SCHOOL BOARD REQUIREMENTS

The City has agreed to provide funding to the Holy Spirit Catholic School Board so the Holy Spirit Catholic School Board can construct larger school gymnasiums, and in return the Holy Spirit Catholic School Board has agreed to provide the City with access to its gymnasiums in excess of that contained in the Joint-Use Handbook contained in Appendix 'A'. Both the contributions and the access requirements are contained in the attached Appendix "D".

- (b) by adding the document attached hereto as "Attachment 1" to the JUA as Appendix "C"; and,
- (c) by adding the document attached hereto as "Attachment 2" to the JUA as Appendix "D".

1.2 All other terms and conditions of the JUA shall remain the same.

IN WITNESS WHEREOF the Parties have caused this Agreement to be executed as of the ____ day of _____, 2025

THE CITY OF LETHBRIDGE

**THE BOARD OF TRUSTEES OF THE
LETHBRIDGE SCHOOL DIVISION**

Per: Lloyd Brierley, City Manager

Per:

**THE BOARD OF TRUSTEES OF THE HOLY
SPIRIT ROMAN CATHOLIC SEPARATE
SCHOOL DIVISION**

Per:

ATTACHMENT 1 to the Amending Agreement

APPENDIX “C” – City Contributions and Public School Board Requirements

1. DEFINITIONS

1.1 In this Appendix, the following terms have the following meanings:

- (a) “Contribution” means the additional funding the City is providing to the Public School Board to increase the size of its sports and recreation Facilities and/or Gymnasiums, and “Contributions” means two or more Contributions;
- (b) “Facility” means a school listed in s. 2.2, including its premises and outdoor fields; and,
- (c) “Gymnasium” means a dedicated open space room configured for events, physical activities, or both, located in a Facility.

2. CITY CONTRIBUTION

2.1 The City has agreed to provide the Contributions to the Public School Board in order for the Public School Board to increase the capacity and type of activities that can be accommodated within its school Facilities and Gymnasiums.

2.2 The City Contribution for each school is as follows:

School	Address	Contribution	City CIP
West Coulee Station Elementary School	1350 Abitibi Rd W Lethbridge, AB T1J 5N5	\$850,000.00	2018-2027 CIP D-17
Dr. Robert Plaxton Elementary School	4510 Fairmont Gate S Lethbridge, AB T1K 8J3	\$850,000.00	2018-2027 CIP D-17
Coalbanks Elementary School	230 Coalbanks Blvd W Lethbridge, AB T1J 4V4	\$750,000.00	2014-2023 CIP D-31
Galbraith Elementary School	1801 8A Ave N Lethbridge, AB T1H 1C5	\$1,200,000.00	2022-2031 CIP D-52

3. PUBLIC SCHOOL BOARD COVENANTS

3.1 In consideration of the City’s Contributions, the Public School Board covenants that it will:

- (a) abide by the terms, conditions of use, policies and procedures as provided in the JUA;
- (b) provide on-site parking for community users; and,
- (c) assume all costs associated with the operation of the Facilities, in accordance with the JUA.

4. PUBLIC SCHOOL BOARD REQUIREMENTS

4.1 The Public School Board has agreed that in exchange for the City’s Contributions, the Public School Board will grant the City with access to its Facilities and Gymnasiums in excess of that required in the Joint-Use Handbook contained in Appendix ‘A’.

- 4.2 The Public School Board agrees that it is responsible for the general care and maintenance of the Gymnasiums.

5. GYMNASIUM ACCESS

- 5.1 In consideration of the Contributions, the Public School Board shall provide access to the Gymnasiums for community use as follows:
- (a) Monday to Thursday the City shall have access to the Gymnasium for two out of four (2 of 4) nights from 5:00 p.m. to 9:30 p.m.; and,
 - (b) Friday, Saturday, and Sunday, Gymnasium access will be coordinated in accordance with the JUA;
- 5.2 The Public School Board will provide Facility availability to the City's programming staff in writing, in advance of the City allocating Gymnasium spaces for its booking season.
- 5.3 In the event a Gymnasium is not able to be accessed by the public (through the City) and therefore unable to be booked the minimum of two nights per week, due to emergency or regularly scheduled school operations or Facility maintenance, an exception may be submitted by the Public School Board in writing, as part of the scheduling process for review and approval by the City.
- 5.4 Access issues between the parties shall be first addressed through the procedures in the JUA Handbook, and then by the Parties' designates of the Joint Use Committee.

6. CITY OBLIGATIONS

- 6.1 The City agrees to:
- (a) provide, manage and assume the costs of booking and coordinating community access to the Facilities; and,
 - (b) abide by the terms, conditions of use, policies and procedures as provided in the JUA.

7. CONFLICT

- 7.1 In the event of any conflict between the terms contained in this Appendix and the terms contained in the rest of the JUA and other Appendices, the conflict shall be resolved in favour of this Appendix C, only insofar as the conflict pertains to the access to and use of the Facility.

ATTACHMENT 2 to the Amending Agreement

APPENDIX “D” – City Contributions and Holy Spirit Catholic School Board Requirements

1. DEFINITIONS

1.1 In this Appendix, the following terms have the following meanings:

- (a) “Contribution” means the additional funding the City is providing to the Holy Spirit Catholic School Board to increase the size of its sports and recreation Facilities and/or Gymnasiums, and “Contributions” means two or more Contributions;
- (b) “Facility” means a school listed in s. 2.2, including its premises and outdoor fields; and,
- (c) “Gymnasium” means a dedicated open space room configured for events, physical activities, or both, located in a Facility.

2. CITY CONTRIBUTION

2.1 The City has agreed to provide the Contributions to the Holy Spirit Catholic School Board in order for the Holy Spirit Catholic School Board to increase the capacity and type of activities that can be accommodated within its school Facilities and Gymnasiums.

2.2 The City Contribution for each school is as follows:

School	Address	Contribution	City CIP
St. Teresa of Calcutta School	235 Mildred Dobbs Blvd N Lethbridge, AB T1J 5N5	\$816,000.00	2014-2023 CIP D-31
West Catholic Elementary School	Located at the intersection of Caledonia Blvd and Abitibi Road Lethbridge, AB	\$850,000.00	2022-2031 CIP D-26

3. HOLY SPIRIT CATHOLIC SCHOOL BOARD COVENANTS

3.1 In consideration of the City’s Contributions, the Holy Spirit Catholic School Board covenants that it will:

- (a) abide by the terms, conditions of use, policies and procedures as provided in the JUA;
- (b) provide on-site parking for community users; and,
- (c) assume all costs associated with the operation of the Facilities, in accordance with the JUA.

4. HOLY SPIRIT CATHOLIC SCHOOL BOARD REQUIREMENTS

4.1 The Holy Spirit Catholic School Board has agreed that in exchange for the City’s Contributions, the Holy Spirit Catholic School Board will grant the City with access to its Facilities and Gymnasiums in excess of that required in the Joint-Use Handbook contained in Appendix ‘A’.

4.2 The Public School Board agrees that it is responsible for the general care and maintenance of the Gymnasiums.

5. GYMNASIUM ACCESS

- 5.1 In consideration of the Contributions, the Holy Spirit Catholic School Board shall provide access to the Gymnasiums for community use as follows:
- (a) Monday to Thursday the City shall have access to the Gymnasium for two out of four (2 of 4) nights from 5:00 p.m. to 9:30 p.m.; and,
 - (b) Friday, Saturday, and Sunday, Gymnasium access will be coordinated in accordance with the JUA;
- 5.2 The Holy Spirit Catholic School Board will provide Facility availability to the City's programming staff in writing, in advance of the City allocating Gymnasium spaces for its booking season.
- 5.3 In the event a Gymnasium is not able to be accessed by the public (through the City) and therefore unable to be booked the minimum of two nights per week, due to emergency or regularly scheduled school operations or Facility maintenance, an exception may be submitted by the Holy Spirit Catholic School Board in writing, as part of the scheduling process for review and approval by the City.
- 5.4 Access issues between the parties shall be first addressed through the procedures in the JUA Handbook, and then by the Parties' designates of the Joint Use Committee.

6. CITY OBLIGATIONS

- 6.1 The City agrees to:
- (a) provide, manage and assume the costs of booking and coordinating community access to the Facilities; and,
 - (b) abide by the terms, conditions of use, policies and procedures as provided in the JUA.

7. CONFLICT

- 7.1 In the event of any conflict between the terms contained in this Appendix and the terms contained in the rest of the JUA and other Appendices, the conflict shall be resolved in favour of this Appendix "D", only insofar as the conflict pertains to the access to and use of the Facility.

MEMORANDUM

September 23rd, 2025

To: Board of Trustees

From: Kyle Beauchamp

Associate Superintendent, Business and Operations

RE: Natural Gas Procurement

Background:

The Lethbridge School Division's current natural gas contract is set to expire on December 31, 2025. This contract was hedged 50%, at a fixed price of \$2.66/GJ.

The natural gas market remains favorable, with current prices low and future prices indexed reasonably stable. This presents an opportunity to hedge a portion of the Division's natural gas consumption (50% is recommended), while remaining exposed to the opportunities and risk through the variable rate market. The objectives targeted through this costing model are:

1. Budget certainty for the next 1 to 5 years in a more volatile market.
2. Protection from upward price risk tied to structural and global supply and demand shifts.
3. Immediate benefit on the unhedged portion because current spot prices are lower than available fixed rates. This lowers the blended cost today while we keep flexibility.

Forward wholesale natural gas pricing continues to reflect a favorable term structure, with load-shaped quotes are currently ranging between \$3.25–\$3.55/GJ, depending on the term.

Financial Implications:

The Division spent approximately \$820,000 on natural gas for our facilities this past fiscal year. Approximately 28% of this cost (\$225,000) was spent on natural gas consumption, while the remaining 78% was spent on transmission and distribution, carbon tax, administrative fees, and other miscellaneous charges. This is to demonstrate that the majority of natural gas charges are not related to actual consumption charges.

For the 2025-2026 fiscal year the Division is expected to spend less on natural gas with the elimination of the carbon tax (\$675,000 budget). However, all things considered equal, the increase in consumption rates is expected to increase total costs between 2% and 4%.

Despite a modest increase in consumption rates, the overall financial impact is minimal and has been accounted for in the Division's 2025-2026 budget.

Alternatives:

Administration did review alternative 70/30 and 30/70 fixed hedging models with the Division's energy consultant (Energy Associates International, EAI). Should prices move meaningful higher for a sustained period in the future, the Division can consider purchasing additional fixed pricing energy at that time.

Based on consultation with EAI, Administration is of belief that a 50/50 hedge model provides a well-rounded mix of budget certainty, while balancing cost saving opportunities and cost escalation risk.

Recommendation:

That the Board authorize Administration to execute a 50% shaped block volume contract for natural gas supply from January 1, 2026, to December 31, 2030.

Respectfully submitted,

Kyle Beauchamp

MEMORANDUM

September 23, 2025

To: Board of Trustees

From: Christine Light, Board Chair

RE: DRAFT Governance Policy Omnibus (2nd Reading)

Background:

Policies are the means through which the Board of Trustees leads, guides and oversees Lethbridge School Division. They provide oversight to the work and mission of the Board and staff in areas including educational philosophy, governance, operation of the division, curriculum, instruction and assessment, personnel and employee relations, business administration and facilities.

The Board of Trustees has hired policy consultant, Brian Callahan, to guide and assist in amending existing policies to ensure clear guidance in an efficient and approachable framework. Much of this work involves collating overlapping policies and more clearly delineating board policy from operational procedures; this further strengthening clarity to the differences between the role of the Board and the role of Operations within the Division.

Working time on policies have occurred during monthly Committee of the Whole meetings, along with a board policy working day held on May 12, 2025.

The first policy section delivered is Governance. These policies are presented as an omnibus and include the following:

- Division Foundation Statements
- Board Operations
- Role of the Trustee
- Role of the Board Chair
- Role of the Alternate Vice-Chair
- Policy Development
- Board Elections
- Role of the Superintendent

1st Reading of the DRAFT Governance Policy Omnibus was presented and CARRIED at the Public Board Meeting on June 17, 2025.

It was MOVED for Second Reading to be held at the September 23, 2025 Board Meeting. Further work has been done on the DRAFT Governance Policy Omnibus following the June 17 Board Meeting Board meeting and is being presented today for consideration.

Recommendation:

That the Board MOVE that 2nd Reading of the DRAFT Governance policy omnibus inclusive of Division Foundation Statements, Board Operations, Role of the Trustee, Role of the Board Chair, Role of the Alternate Vice-Chair, Policy Development, Board Elections and Role of the Superintendent, be accepted as presented.

Respectfully submitted,

Christine Light

Role of the Board and Operations

The Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as required in the *Education Act*.

A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner. The Board believes its affairs must be conducted in public to the greatest extent possible.

There are times when public interest is best served by private discussion of specific issues in "in camera" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go in-camera for issues dealing with individual students, individual employees, land, labour, and legal.

Presentations at Board meetings by members of the public, students and staff can enhance public interest. Public forums dealing with specific educational topics and held in various communities with the Division can enhance communications and the effectiveness of the Board.

1. Elections

1.1 Mandate

The Board of Trustees of Lethbridge School Division operates under the authority of the *Education Act* and policies, Ministerial Orders and regulations pursuant to that legislation. The Board is charged with the responsibility to ensure that each of its resident students is provided with an education program consistent with the requirements of the *Education Act* and exercises its authority through by-law, policy, regulations, Ministerial Orders and resolutions approved at duly constituted meetings of the Board. The Board expects Division operations to be conducted in accordance with approved policy and administrative procedures.

1.2 During the three (3) year period immediately following a general election, a by-election need not be held if there is only one (1) vacancy on the Board and during the fourth year following a general election, a by-election need not be held if there are only two vacancies on the Board. By-elections may be held as determined by the Board.

2. Organizational Meeting

2.1 An Organizational Meeting of the Board shall be held annually, and no later than four weeks following election day, when there has been a general election.

An Organizational Meeting shall normally be held in the first two weeks of September in a non-election year. The first official meeting of the Board following a general election shall be an Organizational Meeting.

Organizational Meeting protocols shall be those contained in the *Board Procedures Regulation, Alberta Education*.

All trustees are encouraged to vote their conscience during the voting at the Organizational meeting

2.2 Each trustee will take the oath of office immediately following the call to order of the Organizational Meeting after a general election. Special provisions will be made for a trustee taking office following a by-election.

2.3 Upon election as Chair, (Regulation 82/2019) they will preside over the remainder of the Organizational Meeting. The Board Chair shall normally be elected for a period of one (1) year.

2.4 The Organizational Meeting shall, in addition:

2.4.1 Elect a Vice-Chair and may elect an Alternate Vice Chair who shall be designated by the Board on a rotational basis.

2.4.2 Establish a schedule (date, time, place) for regular meetings and any additional required meetings for the ensuing year.

2.4.3 Create or validate standing or ad hoc committees of the Board, as deemed appropriate, and appoint members.

2.4.4 Appoint Board representation on the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate.

2.4.5 Review trustee conflict of interest stipulations and determine any disclosure of information requirements; and

2.4.6 Address other organizational items as required.

3. Regular Meetings

The *Education Act* permits the Board to hold as many Regular Meetings as it considers necessary to deal adequately with its business. It also requires that the date, time, and

place of these meetings be made public. The Board directs that Regular Meetings be scheduled and convened in accordance as follows:

- 3.1. Regular Meetings shall be held according to a schedule approved annually by the Board.
- 3.2. The schedule of Regular Meetings shall be
 - 3.2.1 provided to all school principals, the Chair of each School Council, local media outlets, members of the public upon request, and
- 3.3. posted on the Division website.
- 3.4. Regular Meetings shall be open to the public and shall normally be held;
 - 3.4.1. once each month, with the exception of July and August when there will be no Regular Meeting,
 - 3.4.2. on Tuesday afternoons, or as determined by the Board
 - 3.4.3. beginning at 1:00 PM or as determined by the Board
- 3.5. Board Meetings may be made accessible to the public virtually and posted on the Division website until such time as the minutes are approved at the next meeting of the Board.
- 3.6. A trustee may participate in a meeting of the Board by electronic means or other communication facilities if the electronic means or other communication facilities enable the trustees participating in the meeting and members of the public attending the meeting to hear and see each other if at all possible.
- 3.7. The Chair of the Board may cause to be excluded from a meeting any person who, in the opinion of the Chair refuses to refrain from improper conduct at the meeting.
- 3.8. The Board may, by resolution, decide to hold a portion of a Regular Meeting “in camera”.
- 3.9. A Public Forum shall be scheduled for 5:00 PM for the purpose of allowing individuals to address the Board unannounced. TO BE REVIEWED
 - 3.9.1. Each individual shall be required to identify himself/herself.
 - 3.9.2. Comments, including virtual submissions, shall be limited to a maximum of five (5) minutes and subject to the authority of the Chair.
 - 3.9.3. Trustees shall be permitted to ask questions of clarification.

3.9.4. The Board shall provide a written response to public forum presentations and ensure the response is included in the agenda of the following Board meeting.

3.10 Minutes in the prescribed form shall be kept for all Regular Meetings of the Board.

3.11 Board Highlights for each Regular Meeting shall be prepared and circulated to School Council Chairs, trustees, and all Division employees, as well as posted on the division website

4. Special Meetings

Special Meetings shall be called in accordance with the provisions of the *Education Act and Board Procedures Regulation*.

4.1. A special meeting of the Board may be called by the Chair of the Board, a majority of the trustees, or the minister.

4.2. Waiver of notice under section 3 of *Board Procedures Regulation* must be sent at least 2 days before the special meeting.

4.3. Special Meetings shall be open to the public and subject to the meeting protocols in Section 6 *In Camera Sessions*

4.4. Board Meetings may be made accessible to the public virtually with access posted on the Division website until the minutes have been officially approved by the Board.

4.5. A trustee may participate in a meeting of the Board by electronic means or other communication facilities if the electronic means or other communication facilities enable the trustees participating in the meeting and members of the public attending the meeting to hear and see each other if possible.

4.6. The Board may hold a portion of a Special Meeting “in camera”.

4.7. Notice of a Special Meeting and, where possible, the agenda for Special Meetings shall be provided to

4.7.1. school principals,

4.7.2. the Chair of each School Council, and

4.7.3 local media outlets.

4.8. Unless all of the trustees are present at the Special Meeting, no business other than that stated in the notice of the Special Meeting must be conducted at the Special Meeting unless agreed to by unanimous consent.

4.9. Minutes in the prescribed form shall be kept for all Special Board Meetings.

4.10. Board Highlights shall be prepared and circulated following each Special Meeting.

5. Meetings by Electronic Mean

It is the preference of the Board to meet at a common location to conduct Division business with trustees and the Superintendent or designate in physical attendance.

5.2 Notwithstanding the above a Board meeting or committee meeting may be conducted by means of electronic or other communication facilities where conditions or specific needs require the use of electronic/digital communications.

5.3 Trustees and Superintendent or designate participating in a meeting held by means of electronic/digital communication facility are deemed to be present at the meeting.

5.4 The facilities must enable all the meeting's participants to hear each other, and if possible, enable all participants to view each other.

5.5 The facilities must enable the public to listen to the meeting, and if possible, enable the public to view the meeting and participants.

5.6 One (1) facility will be determined by the Superintendent or designate to be the central and public-accessible site, and this site will be communicated to the public with the Board agenda.

5.7 The Superintendent or designate will be responsible for the organization of the electronic/digital communications with participants and will inform trustees at the meeting if the identity of a participant is in question.

5.8 A trustee may participate from a location to which the public does not have access but must be seen and heard by other trustees for voting purposes.

5.9 A trustee must ensure the means and location used to participate in the meeting will allow moving in-camera and will meet all requirements of an in-camera session including the receipt of confidential information.

5.10 Through a Board motion, at least one (1) month in advance, trustees may determine that a future meeting will be exempt from electronic/digital communication.

6. In-Camera Sessions

6.1. The Board may, by resolution:

6.2 schedule an In Camera Meeting at a time and place agreeable to the Board,
or

6.3. recess a meeting in progress for the purpose of meeting “in camera.”

6.4. Without restricting the right of the Board to meet in camera on any issue, In Camera Meetings shall normally be limited to matters related to:

6.4.1. individual trustees, employees, or students;

6.4.2. collective bargaining;

6.4.3. legal actions involving the Board ,and

6.4.4. contract negotiations related to items such as the sale or purchase of real estate, goods or services.

6.5. Unless otherwise specified in the resolution, attendance at an In Camera Meeting shall be limited to:

6.5.1. members of the Board, and

6.5.2. the Superintendent and Executive Assistant; Associate Superintendent, Human Resources; Associate Superintendent, Instructional Services; and Associate Superintendent, Business and Operations or other individuals approved by the Board.

6.6. Agendas shall be prepared and distributed for scheduled In Camera Meetings.

6.7. Agendas and background/briefing information shall be confidential and provided only to Trustees, the Superintendent; Associate Superintendent, Human Resources; Associate Superintendent, Instructional Services; and Associate Superintendent, Business and Operations.

6.8. In Camera Meetings shall be strictly confidential.

6.9. Discussion and debate shall not be repeated outside the meeting.

6.10. Minutes in the prescribed form shall be kept for all In Camera Meetings of the Board. Trustees are responsible for the safe keeping of their personal notes.

7. Agenda for Regular Meetings TEMPLPATE IS BEING DEVELOPED

The Agenda Planning Committee is responsible for preparing an agenda for Board meetings.

7.1 The order of business at a regular meeting shall generally be as follows:

7.1.1 Call to Order

7.1.2 Approval of Consent Agenda (consent agenda includes procedural and fiduciary items that are presented for information. Should any trustee require clarification on an item, they would move to have item removed from consent agenda and placed on regular agenda.)

7.1.3 Procedural Items (Review and Adoption of the Regular Agenda; Approval of Minutes)

7.1.4 Strategic Items (items which require action or a board motion to be taken but do not need significant discussion. Trustee may request additional information and have strategic item moved to a Generative Item at a future meeting.)

7.1.5 Generative Items (items which require significant discussion before a motion or action be made. Also includes presentations and delegations.)

7.1.6 Fiduciary Items (Substantive Motions; In-Camera discussions, Financial Reports, Committee and Trustee School Reports, Trustee Calendar and Workplan, Staffing and Executive Reports, Policy and Correspondence. Unless discussion/action/clarification is required, these items would be dealt with in the Consent Agenda.)

7.1.7 Items Removed from the Consent Agenda

7.1.8 Adjournment Items scheduled for a specific time shall be clearly identified on the agenda. Items on the agenda shall generally be arranged in an order that will provide efficiency in the consideration of issues.

7.2 The agenda will be supported electronically by copies of letters, reports, contracts and other materials as are pertinent to the business that will come before the Board and will be of value to the Board in the performance of its duties. A recommendation on action items may be included at the Superintendent's or designates discretion.



7.3 Items may be placed on the agenda in one (1) of the following ways:

7.3.1 By notifying the Board Chair or Superintendent at least seven (7) calendar days prior to the Board meeting.

7.3.2 By notice of motion at the previous meeting of the Board.

7.3.3 As a request from a Committee of the Board.

7.3.4 Issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda to accommodate truly emergent items may be made by a majority of those present.

7.4 The electronic agenda package, containing the agenda and supporting information, will be provided to each trustee three (3) calendar days prior to the Board meeting. Subsequently, information may be provided at the meeting; and further, the Superintendent shall advise the Board Chair regarding the emergent nature of such information.

7.5 The Board will follow the order of business set by the agenda unless the agenda is altered, or new items are added by motion of the Board.

7.6 The list of agenda items shall be posted on the Division website for a minimum of one (1) year and be available in the Division Office. Any elector may inspect the agenda and request a copy.

8. Minutes for Regular or Special Meetings

The Board shall maintain and preserve by means of minutes a record of its proceedings and motions.

8.1 The minutes shall record:

8.1.1 Date, time and place of meeting

8.1.2 Type of meeting

8.1.3 Name of presiding officer

8.1.4 Names of those trustees and senior administration in attendance

8.1.5 Approval of preceding minutes

8.1.6 All motions, including the Board's disposition of the same, placed before the Board, are to be entered in full

8.1.7 Names of persons making the motions

8.1.8 A brief summary of the topic of discussion

8.1.9 Points of order and appeals

8.1.10 Appointments

8.1.11 Receipt of reports of committees Receipt of reports of committees

8.1.12 Recording of the vote on all motions

8.1.13 Trustee declaration of conflict of interest pursuant to the Education Act

8.1.14 Departure and re-entry times of trustees and

8.1.15 The time of adjournment.

8.2 The minutes shall:

8.2.1 Be prepared as directed by the Superintendent

8.2.2 Be reviewed by the Superintendent prior to submission to the Board

8.2.3 Be considered an unofficial record of proceedings until such time as adopted by a motion of the Board; and

8.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.

8.3 The Superintendent or designate shall ensure, upon acceptance by the Board, that appropriate initials are affixed to each page of the minutes, and that appropriate signatures are affixed to the last page of the minutes.

8.4 The Superintendent or designate will establish and maintain a file of all Board minutes.

8.5 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.

8.6 The approved minutes of a regular or special meeting shall be posted to the Division website as soon as possible following approval. The Superintendent or designate is responsible to distribute and post the approved minutes.

9.1 Motions do not require a seconder.

9.2 Notice of Motion The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.

9.2.1 In the case of a motion made for immediate consideration, which in the judgment of the Chair is deemed to more properly be deferred for subsequent consideration, the Chair may rule to accept the motion as a notice of motion only. This ruling shall be subject to the normal procedure of challenging rulings by the Chair.

9.2.2 Notices of motion shall be recorded in the minutes of the meeting at which they are made, and shall become agenda items for the meeting at which they are specified or for the next regular meeting of the Board.

9.3 Discussion on Motions

The custom of addressing comments to the Board Chair is to be followed by all persons in attendance. A Board motion or a recommendation from administration must generally be placed before the Board prior to any discussion taking place on an issue. The Board Chair may allow for every Trustee to speak to a recommendation at least once before a motion is made. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion. Motions may be submitted by any trustee, including the Board Chair.

9.4 Speaking to the Motion

The mover of a motion first and every trustee shall have an opportunity to speak to the motion. The mover of the motion is permitted to close debate on the motion. As a general guide, a trustee is not to speak longer than five (5) minutes on any motion. The Board Chair has the responsibility to limit the discussion by a trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the motion being before the Board.

No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Board Chair.

When a trustee arrives at the meeting after a motion is before the Board and prior to taking a vote, the trustee may request further discussion prior to the vote. The Board Chair shall rule on further discussion.

9.5 Reading of the Motion

A trustee may require the motion under discussion to be read at any time during the debate, except when a trustee is speaking.

9.6 Required Votes

The Board Chair, and all trustees present, unless excused by motion of the Board or by the provisions of the *Education Act*, shall vote on each question. Each motion shall be decided by a majority of the votes of those trustees present. A simple majority of a quorum of the Board will decide in favour of the question. In the case of an equality of votes, the question is defeated.

A vote on a motion shall be taken by open vote, expressed by show of hands.

Votes to elect the Board Chair or Vice-Chair(s) shall be by secret ballot.

Votes by Trustees attending by electronic/digital means shall be asked individually to announce their name and vote.

9.7 Debate

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to Robert's Rules of Order. If this reference is inadequate, procedure may be determined by motion supported by the majority of trustees in attendance.

10. Delegations at Board Meetings

It is the Board's intention to hear the views and receive stakeholder input on educational matters. Nevertheless, in order for governance of the Division to be effective, it is expected that appropriate channels will be followed in presenting information or concerns to the Board including following the dispute resolution process. To facilitate this, the following procedures have been established for receiving delegations.

10.1 Groups or individuals who wish to appear before the Board to make a presentation to or a request of the Board will first discuss the request with the Superintendent of Schools or a designate. This provides the presenter an opportunity to clarify their understanding of Division practices related to the presentation topic and determine what other assistance may be available through the administration.

10.2 If after meeting with the administration an appearance before the Board is still desired, the delegation must make their request in writing to the Superintendent of Schools at least two weeks in advance of the preferred meeting at which they wish to appear. Notwithstanding the notice, the Superintendent of Schools may consider a request to waive the timelines if circumstances warrant; for example, if the Board will be making a decision on the matter before the delegation is scheduled to present to Board.

10.3 The Board reserves the right to determine whether the delegation will be heard, and if so, whether it will be heard by the Board or by a committee of the Board. For matters clearly within the practice and mandate of the Board, the Board office in consultation with the Superintendent of Schools and Board Chair will make appropriate arrangements for the delegation to be heard.

10.4 Written materials of the information to be presented the delegation wishes to be considered by the Board must be submitted to the Board office at least five days prior to the meeting. The notice and the brief will be provided to each Trustee with the notice of meeting at which the delegation is to appear.

10.5 In cases where a concern pertains to Board policy or any other matter directly under the auspices of the Board, the matter may be referred to the Board through the channels outlined below.

10.6 In cases where a concern pertains directly to a matter under the auspices of a Committee of the Board, the Committee shall hear the presentation before the matter proceeds to the Board.

10.7 Where the matter relates to the administrative practices of the Division or any of its schools or services, the matter shall not proceed to the Board until all other avenues have failed to resolve the issue, as set out in the Board policies.

10.8 A delegation may be permitted to make a presentation to the Board or Committee of the Board. The procedure outlined below for scheduling delegations will be followed.

10.8.1 Scheduling of representations to the Board or Committees shall be through the office of the Superintendent or designate.

10.8.2 Committees of the Board or the Board will try to accommodate an appointment time acceptable to the representative.

10.8.3 Normally presentations are to be restricted to less than fifteen (15) minutes and may be followed by questions and discussion for clarification.

10.8.4 Persons making representations are not to expect immediate disposition of their concern. The Board or the Committee will normally



consider the matter later in the meeting and may arrange for further reviews before any decision is made.

11. Audio/Video Recording Devices

The Board expects that anyone wanting to use recording devices at a public Board meeting shall obtain prior approval of the Board Chair.

12. Committees of the Board

The Board has the authority, under the *Education Act*, to establish committees and to participate in joint committees established through agreement with other persons or organizations. The committees serve two major functions: • Advisory: to provide information and/or advice • Operational: to carry out specific duties and/or responsibilities.

The function of each committee and the extent of its authority will be clearly defined through written Terms of Reference that are approved annually by the Board. The Board expects that all committees shall carry out their responsibilities in a manner which is consistent with the goals, objectives, and principles of the Division.

The Board believes that the work of certain committees of the Board is on-going and that such committees should be permanently in existence. The Board, therefore, approves establishment of the following “standing” committees of the Board:

- Facilities Committee
- Policy Advisory Committee
- Board Budget Committee
- Poverty Intervention Committee
- Spirit of 51 Committee
- Superintendent Evaluation Committee
- Board Audit Committee
- Division Wellness Committee
- Community Engagement Committee
- Indigenous Education Advisory Committee
- Boundary Review Committee
- ATA, CUPE and non-unionized staff
- Ad Hoc Committees as approved by the Board as may arise

In accordance with the *Education Act*, the Board may authorize the above committees to support the work of the Board. Committee recommendations shall be brought to the Board for consideration. The Board is committed to developing policies in consultation



with those who will be impacted by them. The Board authorizes the establishment of a Division Policy Advisory Committee and delegates to the Superintendent of Schools, in consultation with this committee the responsibility and authority to develop Division policies for consideration by the Board.

13. Board Representatives.

The Board authorizes the naming of persons to represent the Board at events where such representation is deemed necessary or desirable. The Board expects named representatives to fairly and accurately represent the views of the Board conduct themselves in a manner that reflects positively upon the Board and Division and if necessary consult with the Board regarding developing positions upon consideration of new information.

14. Trustee Compensation and Expenses

The Board recognizes that trustees are entitled to some compensation for time and expenses incurred in the performance of their duties. The Board also believes that as elected representatives of their community and advocates for children and education, trustee professional development is a valuable and necessary component of trusteeship. Entitlements will normally be established at the next Board meeting following the Organizational Meeting date. The Board believes that the Board's budget must be set, monitored and publicly reported as are all Division budgets.

14.1 Budget: The Board governance budget will be developed and approved during the annual budget development process subject to the following considerations:

14.1.1 The budget will specify allocations for the Board Chair and the trustees and general Board expenses. Decisions made in the development of the Board Governance budget will remain in effect for the budget year and will be reviewed when developing the next year's budget.

14.1.2 The budgets allocated to the Board Chair and Vice Chairs and the trustees will cover trustee per diems and expenses and are not to be exceeded without Board approval.

14.1.3 The budget allocated to general Board expense will cover Board functions, Board directed activities and Board elections.

14.1.4 During the budget year, amendments to the specific allocations within the approved Board governance budget may be made after consideration and approval by the Board.

14.2 Per Diem Allowance For the purposes of this policy and to define how days are calculated, the following are to be used:

14.2.1 A meeting of up to four (4) hours in length is paid at one half (0.5) of the daily rate.

14.2.2 A meeting of up to eight (8) hours in length is paid at the full daily rate.

14.2.3 A meeting of more than eight (8) hours in length is paid at 1.5 times the daily rate.

14.2.4 One and one-half (1.5) days (Three (3.0) days for Board Chair) per month to reflect preparation time relating to trustee duties professional development.

14.2.5 Travel time to attend meetings is to be included in the time calculations.

14.2.6 The Board will review the Alberta Consumer Price Index (CPI) for the month of July at the August Board meeting. The Board may by motion adjust their per diem rates. All to reflect current LPSD protocols.

14.3 Reimbursement of Personal Expenses; Reimbursable expenses to attend regularly scheduled meetings of the Board and its Committees and other business activities of the trustees such as conventions, special Board meetings, workshops, and other meetings generally held outside of the Division shall be reimbursed. Expense funds are to be used prudently and responsibly, with a focus on accountability and transparency.

14.3.1 Each trustee shall be reimbursed for registration, transportation, accommodation, meals, and other personal expenses as per expense reimbursement rates in effect. Alcohol is not a reimbursable expense.

14.3.2 When a personal vehicle is used, mileage shall be paid on a "per kilometer" basis from the trustee's residence to the meeting location and return for all authorized activities. Taxis are the preferred method of ground transportation when the use of a personal vehicle is not feasible.

14.3.3 When the activity lasts more than one (1) day and the participant chooses to travel each day, the total daily claim for mileage cannot exceed the rate payable for standard room accommodation.

14.3.4 Travel costs shall be paid at the lesser of mileage or economy airfare, which is the booking class for all flights.

14.4 Professional Development

14.4.1 Annual Trustee Professional Development is decided during the development of the Board Governance budget as per 14.1.1.

14.4.2 The Superintendent or designate will maintain an ongoing record of expenditures for each trustee.

14.4.3 A brief report on each conference or workshop attended will be filed with the Board.

14.4.4 Trustees will receive monthly allowances for internet connection and personal laptop/device maintenance.

14.4.5 Trustees can enrolled in the Division's health benefit plan, which can be divided between health benefit/wellness. Should a trustee wish to have the full benefit plan, they are able to opt in at personal expense.

14.4.6 Per Diems and expense claims shall be submitted electronically, via the financial software, in a timely manner and approved by the Board Vice Chair. The Board Vice Chair's per diems and expenses will be approved by the Board Chair. Detailed receipts are required.

14.4.5 The Administration shall prepare for the Board a quarterly report on trustee expenses as related to budget allocations.

15 Trustee Conflict of Interest

The trustee is expected to be conversant with the relevant sections of the *Education Act*.

15.1 The trustee is responsible for declaring themselves to be in possible conflict of interest.

15.1.1 The trustee shall make such declaration in open meeting prior to Board or Committee discussion of the subject matter which may place the trustee in conflict of interest.

15.1.2 Following the declaration of conflict of interest by a trustee, all debate and action shall cease until the trustee has left the room

15.1.3 It shall be the responsibility of the trustee in conflict to absent themselves from the meeting in accordance with the requirements of the Education Act and ensure that their declaration and absence is properly recorded within the minutes. Subject to Board finalizing the Trustee Code of Conduct Policy.

16. Trustee Attendance at Board Meetings.

Trustee will endeavour to attend the public meetings of the Board as outlined in the Education Act. Section 82 (h)

It states that that a trustee who is absent without being authorized by a resolution of the board to do so, from 3 consecutive regular meetings of the board, unless the person's absence is due to illness and the person provides evidence of that



illness in a form of a medical certificate respecting the period of the person
absence is disqualified from remaining as a trustee of a board

16. Board Self-Evaluation

The Board self-evaluation process shall be undertaken annually to reinforce alignment of purpose except in the year of a general election.

17. Delegation of Authority

The Board delegates to the Superintendent the authority to develop Administrative Procedures that are consistent with provincial laws and regulations, Board policies, regulations and procedures, as well as the delegation of authority as provided for in Section 33, 51/53 of the *Education Act*.



100 Division Foundation Statements

Mission Statement

Lethbridge School Division is inclusive, forward thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds, and responsible citizens.

The Vision

Learners are innovative thinkers who are successful, confident, respectful, and caring.

Our Values,



Learning: To inspire curiosity, creativity, critical thinking and ownership of learning in a culture of innovation;

Respect: To uphold a culture where every person treats each other with kindness, empathy and dignity

Leadership: To empower every person to be responsible, ethical and effective leaders in their communities.

Well Being: To foster the physical and emotional wellness of every person in an optimal learning environment,

Inclusion: To ensure every person feels valued and respected and can participate fully as a member of the community.

Guiding Principles

The Board believes a focus on learning builds capacity for continual improvement, innovative thinking, and confident, caring, and respectful citizens.

The Board expects the operations and activities of the Division will reflect the following Guiding Principles that provide the foundation for our learning system:

Learning Foundations

- Every individual can learn.
- Learning is a lifelong activity.
- Learners that grow are resilient, adaptable and confident.
- Students learn in different ways and at different rates.
- Innovative thinkers engage critically and creatively.

Cultural Foundations

- Schools are welcoming, safe, caring, and respectful.
- Diversity is celebrated in an inclusive culture.
- Students are empathetic and responsible for the well-being of self and others.
- Schools inspire a passion for learning.

System Foundations

- Our school division functions within the structure of Alberta Education.
- Priorities and decisions are further guided by collaboratively developed educational goals.
- Parents/Guardians are foundational to their children's learning.
- Quality education goes beyond the school walls and involved opportunities for engagement within the community.
- High standards result in successful school completion and transition to the adult world.

300 Superintendent of Schools Roles and Responsibilities

The Board recognizes effective integration of governance and Division operations is essential for achieving organizational success. The Superintendent of Schools plays a pivotal role in bridging governance and operations to ensure all students have access to high quality learning opportunities.

This policy seeks to delineate the roles and responsibilities of the Superintendent. The *Education Act* requires the Board to hire a Superintendent of Schools to serve as the chief executive officer of the Board and chief education officer of the Division. The Superintendent will be responsible for the operation of schools and the provision of education programs in the Division.

While the Superintendent may delegate decision-making authority to employees and contractors of the Board, the Superintendent reports to and is ultimately responsible and accountable to the Board for all of the operations and programs of the Division.

The appointment of the Superintendent will conform to the requirements of the *Education Act* and Ministerial Regulations with respect to notification and qualifications.

Subject to statutory requirements, the Superintendent Leadership Quality Standard, Board policy and direct motions the Superintendent is responsible for:

SLQS 1: Building Effective Relationships

A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.

Achievement of this competency is demonstrated by indicators such as:

- a. collaborating with community and provincial agencies to address the needs of students and their families;
- b. employing team-building strategies and using solution focused processes to resolve challenges;
- c. building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;
- d. modeling ethical leadership practices, based on integrity and objectivity;
- e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and

- f. facilitating the meaningful participation of members of the school community and local community in decision-making

SLQS 2: Modeling Commitment to Professional Learning

A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research informed opportunities for enhancing leadership, teaching and learning, and completes professional learning on the code of professional conduct for teachers and teacher leaders.

Achievement of this competency is demonstrated by indicators such as:

- a. communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;
- b. collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise;
- c. actively seeking out feedback and information from a variety of sources to enhance leadership practice;
- d. seeking and critically reviewing educational research and applying it to decisions and practices, as appropriate;
- e. providing leadership to support school authority research initiatives, where appropriate; and
- f. engaging teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

SLQS 3: Visionary Leadership

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

Achievement of this competency is demonstrated by indicators such as:

- a. ensuring that the vision is informed by research on effective learning, teaching and leadership;
- b. promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;
- c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives; and
- d. ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's



achievements, meets all requirements identified in provincial legislation and incorporates the school community's perspectives.

SLQS 4: Leading Learning

A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.

Achievement of this competency is demonstrated by indicators such as:

- a. fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms;
- b. providing learning opportunities, based on research informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;
- c. ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study;
- d. promoting collegial relations, collaboration, critical thinking and innovation in the school community;
- e. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;
- f. building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and
- g. ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

SLQS 5: Ensuring First Nations, Métis and Inuit Education for All Students

A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Achievement of this competency is demonstrated by indicators such as:

- a. supporting staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis, Inuit and all other students;
- b. engaging and collaborating with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;
- c. understanding historical, social, economic and political implications of: treaties and agreements with First Nations; legislation and agreements negotiated with Métis; and residential schools and their legacy;
- d. aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
- e. pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

SLQS 6: School Authority Operations and Resources

A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

Achievement of this competency is demonstrated by indicators such as:

- a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
- b. ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan;
- c. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;
- d. providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts;
- f. respecting cultural diversity and appreciating differing perspectives expressed in the school community;
- g. recognizing student and staff accomplishments; and
- h. implementing programs and procedures for the effective management of human resources in support of mentorship, capacity building and succession planning.

SLQS 7: Supporting Effective Governance

A superintendent of schools as referred to in the *Education Act*, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the *Education Act* and other provincial legislation.

Achievement of this competency is demonstrated by indicators such as:

- a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
- b. ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- c. ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
- d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
- e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;
- f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;
- g. implementing board policies and supporting the regular review and evaluation of their impact;
- h. ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- i. facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development;
- j. building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends;



- k. supporting the board in its engagement with the school community to develop a vision of a preferred future for student success;
- l. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities; and
- m. promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

1. In accordance with Section 52 of the *Education Act*:

- 1.1. The Board authorizes the Superintendent to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with Section 52(4) of the *Education Act*, cannot be delegated.
- 1.2. The Board delegates to the Superintendent the power to suspend the services of a teacher and the power to terminate the services of a teacher, in accordance with Section 52(5) of the *Education Act*.
- 1.3. The Superintendent may delegate decision-making authority to employees and contractors of the Board except for those powers referred to in Section 52(4) and (5) of the *Education Act*. The Superintendent will remain accountable to the Board for the proper exercise of such delegated decision-making authority.

References

Alberta *Education Act*: Sections 52, 222

Division Policies: 203.1 Policy Development, 204.10 Board Meeting Agendas, 301.3 Evaluation Process for Superintendent of Schools. [Subject to Policy Review Finalization](#)

ROLE OF THE BOARD CHAIR

The Board believes that its ability to discharge its obligation is enhanced when leadership and guidance is forthcoming from its membership. The Board, at the Organizational Meeting and thereafter at any time as determined by the Board, shall elect one of its members to serve as Board Chair, to hold office at the pleasure of the Board. The Board entrusts to its Board Chair primary responsibility for providing leadership and guidance.

The Board delegates to the Board Chair the following powers and duties:

1. Act as the official spokesperson for the Board and the Division, except for those instances where the Board has delegated this role to another individual or group.
2. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the *Education Act* and the policies and procedures as established by the Board.
3. Prior to each Board meeting, confer with the Vice-Chair and Alternate, the Superintendent and/or designate on the items to be included on the agenda, the order of these items and become thoroughly familiar with them.
4. Be familiar with basic meeting procedures.
5. Perform the following duties during Board meetings:
 - 5.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
 - 5.2 Ensure that all issues before the Board are well-stated and clearly expressed.
 - 5.3 Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration.
 - 5.4 Ensure that debate is relevant. In keeping with the Board Chair's responsibility to ensure that debate must be relevant to the question, shall, when of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question.
 - 5.5 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Board Chair may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to the Board by any member duly moved.
 - 5.6 Submit motions or other proposals to the final decision of the meeting by a formal show of hands.

- 5.7 Ensure that each trustee present votes on all motions before the Board.
When appropriate advise trustees of a possibility of a conflict of interest.
- 5.8 Extend hospitality to trustees, officials of the Board, the press and members of the public.
6. Keep informed of significant developments within the Division.
7. Assist with the Board's orientation program for trustees.
8. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.
9. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
10. Convey directly to the Superintendent such concerns as are related to the Chair by trustees, parents or students that may affect the administration of the Division.
11. Provide counsel to the Superintendent as requested.
12. Review and approve the Superintendent's vacation entitlement and expenditure claims.
13. Review and approve trustee expenditure claims, in accordance with Board policy or as delegated.
14. Bring to the Board all matters requiring a corporate decision of the Board.
15. Act as ex-officio member of all Board committees.
16. Act as a signing authority for Board minutes.
17. Act as a signing authority for the Division as follows:
 - 17.1 As required by the Government of Alberta.
 - 17.2 As required by financial institutions.
18. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
19. Address inappropriate behaviour on the part of a trustee. Reference Code of Conduct.
20. Ensure the Board engages in regular assessments of its effectiveness as a Board and of the Superintendent of Schools.



Legal Reference: Section 52, 53, 63, 64, 200, *Education Act*

Section 6 *Local Authorities Election Act*

202 ROLE OF THE TRUSTEE

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. Individual trustees exercise an effective decision making role in the context of corporate action. A trustee who is given authority by Board motion to act on behalf of the Board may carry out duties individually but only as an agent of the Board.

In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the Division. Individual trustees do not have the authority to direct the Division's administration and staff.

Specific Responsibilities of Individual Trustees

1. Become familiar with Division policies/by-laws and procedures, meeting agendas and reports in order to participate in Board business.
2. Provide for the engagement of parents, students and various communities.
3. Respectfully bring forward and present local issues and concerns.
4. Refer matters not covered by Board policy, but requiring a corporate decision, to the Board for discussion.
5. Refer administrative matters to the Superintendent.
6. The trustee, upon receiving a complaint or an inquiry from a parent, staff member or community member about operations, will refer the parent, staff member or community member back to the teacher, Principal or department and will inform the Superintendent or designate of this action.
7. Keep the Superintendent and the Board informed in a timely manner of all matters coming to their attention that might affect the Division. Personnel matters are to be brought to the attention of the Superintendent only.
8. Attend Board meetings, Strategic Planning Retreat, committee of the whole meetings and other meetings as assigned, prepared to participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for education within the Division.
9. Recognize their fiduciary responsibility to the Division and act in the best interests of the Division understanding that the Division needs are paramount.

- 9.1 Vote on every Board motion, unless there is a conflict of interest.

9.2 Support a majority vote of the Board as if the vote had been unanimous.

10. When delegated individual responsibility by the Board, exercise such authority within the defined terms of reference in a responsible and effective way.

11. It is the role of the trustee, as a member of the Board, to participate in the major functions of the Board or as assigned.

- Planning
- Policy-Making
- Allocation of Financial Resources
- Communication
- Evaluation
- Adjudication of Appeals
- Advocacy for Public Education

12. Participate in professional development sessions so the quality of leadership and service in the Division can be enhanced. Share the materials and ideas gained with fellow trustees at a Board meeting or the Committee of the Whole following a professional development activity.

13. Stay current with provincial, and national educational issues and trends.

14. Strive to develop a positive and respectful learning and working culture both within the Board and the Division.

15. Liaise with School Council(s) as assigned and attend Division School Councils (DSC) meetings when possible.

16. Attend, when possible:

16.1 Zone and provincial ASBA and PSBAA functions.

16.2 Division functions/events.

16.3 Trustees are encouraged to attend high school graduation ceremonies.

17. Participate in community initiatives/activities as a member of the community when possible. Trustees are encouraged to attend high school graduation ceremonies subject to availability.

18. Become familiar with, and adhere to, the Trustee Code of Conduct.

19. Report any violation of the Trustee Code of Conduct to the Board Chair, or where



applicable, to the Vice-Chair and Alternate.

Orientation

As a result of elections, the Board may experience changes in trusteeship. To ensure continuity and facilitate smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans.

The Board believes an orientation program is necessary for effective trusteeship. All trustees are expected to attend all aspects of the orientation program.

1. The Division will offer an orientation program for all trustees that provides information on: Board Policy Handbook:

- 1.1 Role of the Board, Board Chair/Alternate Vice Chair and Alternate, Trustee,
- 1.2 Board Operations,
- 1.3 Organizational structures and procedures of the Division,
- 1.4 Existing Division initiatives, annual reports, budgets, financial statements and long range plans,
- 1.5 Division programs and services,
- 1.6 Board's function as an appeal body,
- 1.7 Statutory and regulatory requirements, including responsibilities about conflict of interest,
- 1.8 Trustee remuneration and expenses.
- 1.9 End of term protocols return of resources. Move from Code of Conduct

2. The orientation program may also include:

- 2.1 A tour of the offices and the opportunity to meet Division Office staff.
- 2.2 A tour of the schools and the opportunity to meet principals and staff.

3. The Board Chair and Superintendent are responsible for ensuring the development and implementation of the Division's orientation program for trustees.

4. The Division will provide support within the Board governance budget for trustees attending provincial association sponsored orientation seminars.

5. Incumbent trustees are encouraged to help newly elected trustees become informed about history, functions, policies, procedures and issues.



Legal Reference: Section 52, 53, 77, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96
Education Act

Section 6, *Commissioner of Oaths Act*

DRAFT

Role of The Alternate Vice Chair

The duties of the Alternate Vice Chair are the same as the Vice Chair.

1. The Alternate Vice Chair will work with the Chair when the Vice Chair is absent.
 - 1.1 If the Chair is absent the Alternate Vice Chair will work with the Vice Chair.
2. The alternate vice chair will work with the Chair, the Vice Chair, and the Superintendent in developing agendas for The Committee of the Whole and the Board meetings.
3. The Alternate Vice Chair will be rotated. among. the trustees who would like to be in that position.
 - 3.1 This will allow for mentoring and leadership training for the other trustees.
 - 3.2 The alternate vice chair position will be in this position for three months.
 - 3.3 Take on other duties as may be assigned
 - 3.3 There will be no remuneration for this position.

Policy Development

The Board is solely responsible for the direction, consideration and adoption of all policies that guide the affairs of the school division. It is furthermore committed to developing policies in consultation with those who will be impacted by them.

The board may choose to delegate the authority for the development of policies, regulations, administrative procedures or related documents through board motion or policy.

1. Policy shall be defined as the legal and/or philosophical position with respect to an identified issue.
2. Regulations may be defined as the mandatory requirements of a policy.
3. Administrative Procedures shall be defined as the administrative acts through which policy and regulations are implemented.
4. Responsibility and authority to approve Division policy and regulations shall rest entirely with the Board.
 - 4.1. Board approval of new policy may require three readings.
 - 4.1.1. First reading shall affirm that the intent of the policy reflects the Board's beliefs and values, and provides an opportunity for the Board to discuss and amend the draft policy.
 - 4.1.2. Second reading shall provide further opportunity for the Board to discuss and amend the draft policy from first reading. Second reading shall occur at a subsequent meeting of the Board.
 - 4.1.3. Through motion, third and final reading may occur at the same meeting as second reading with the unanimous consent of the Board.
 - 4.1.4. Third and final reading establishes Board policy.
 - 4.2 Amendments to established Board policy shall be made through Board motion.

4.2.1 Amendments of a substantive nature, which alter the original intent of the policy, shall require first, second and third readings.

4.2.2. Amendments which alter or add to a policy without significantly changing the intent shall be made by Board motion.

4.3. Unless otherwise directed by the Board, policies shall come into effect on the date it is posted to the Division's website or 60 days after approval, whichever comes first.

4.4. The Superintendent or designate shall be responsible for the maintenance and communication of Division policy and regulations.

5. The Board delegates to the Superintendent the authority to develop the Administrative Procedures necessary to implement policy as applicable.

6. Subject to changes in the law or as directed by the Minister of Education, the Board through a Board motion may direct that a new and substantive policy be drafted for consideration and approval by the Board.

7. School policies shall be consistent with Division policy and regulations.

8. Policies, regulations and administrative procedures shall be subject to regular review as determined by the Board.

Legal References

Alberta Education Act: 33, 53, 60, 61

MEMORANDUM

September 23, 2025

To: Board of Trustees

From: Kristina Larkin

Re: DRAFT Growth, Supervision and Evaluation Policy 2nd & 3rd Reading

Background:

During the Board Meeting of June 25, 2025 the Board unanimously approved the first reading of the attached DRAFT Growth, Supervision and Evaluation policy.

Following the Board's direction, the Policy Advisory Committee met on June 4, 2025 and confirmed the shortened growth, supervision and evaluation policy for staff, that was presented to the Board at the April 2025 meeting.

Recommendation:

It is recommended that the Board accept the attached policy "Staff Growth, Supervision, and Evaluation" for the second and third reading.

Respectfully submitted,
Kristina Larkin

402.11.1 Growth, Supervision and Evaluation

Policy

The Board is committed to fair and consistent opportunities for growth, supervision and evaluation. All staff have a responsibility to their own continuous learning and professional growth reinforcing their contributions to our Division.

The Board believes meaningful growth, supervision, and evaluation are dynamic and ongoing processes that create positive impact, provide opportunities for celebration and are critical to student success.

Growth, supervision and evaluation procedures must be consistent with applicable Board policy, Provincial legislation, Provincial quality standards, and Provincial policy.

Definitions

1. **Growth:** Continuous enhancement of skills and knowledge.
2. **Supervision:** Overseeing performance, providing guidance, and facilitating professional development and accountability.
3. **Evaluation:** Formal process of assessing contributions and effectiveness.
4. **Designated Supervisor:** A designated supervisor within the Division includes positions such as superintendent, associate superintendent, director, coordinator, principal, vice principal, and manager who are responsible for the supervision and evaluation of staff.

Regulations

1. Growth, supervision and evaluation procedures must take into consideration the unique requirements of different roles within the Division.
2. Staff Growth
 - 2.1. Staff growth refers to the continuous enhancement of skills and knowledge.
 - 2.2. Staff shall engage in growth-oriented processes as defined by Division procedures.
 - 2.3. Growth-oriented processes shall normally include:
 - 2.3.1. An opportunity for staff to engage in reflection through a self-assessment process.

- 2.3.2. A connection to the role description and competencies associated with the position.

3. Staff Supervision

- 3.1. Staff supervision refers to overseeing performance, providing guidance, facilitating professional development, and ensuring accountability.
- 3.2. Supervision shall be continuous and ongoing for all staff.
- 3.3. Designated supervisors, as identified in Division procedures, shall be responsible for supervising staff.
- 3.4. Supervision shall be informed by observation and/or feedback regarding an employee's performance.

4. Staff Evaluation

- 4.1. Evaluation refers to the formal process of assessing the contributions and effectiveness of staff.
- 4.2. An evaluation shall normally be conducted:
 - 4.2.1. For the purposes of making employment decisions for the Division.
 - 4.2.2. When, on the basis of information received through supervision, there is reason to believe staff is not meeting expectations.

5. Upon written request of staff, as approved by the designated supervisor. Growth, Supervision and Evaluation Procedures

The Board delegates to the Superintendent the authority to develop the procedures necessary to implement this policy.

References

Alberta Education Act: [Sections 20, 94, 96, 105, 106, 107, 108, 109, 117](#)

Division Policies: [301.3 Superintendent Evaluation](#)
[402.8.3 Employee Assistance and Wellness Programs](#)
[402.11.1 Teacher Growth, Supervision and Evaluation](#)

Division Forms: [303.3.1 Administrator Evaluation Form](#)
[303.3 Administrator Growth, Supervision and Evaluation](#)
[402.8.3 Employee Assistance and Wellness Programs](#)
[402.12 Staff Learning](#)

Other Statutes:

Alberta Labour Relations Code, Employment Standards Act

Other:

Employee Collective Agreements, Alberta Leadership Quality Standard
Alberta Education Teacher Growth, Supervision and Evaluation Policy,
Alberta Education Teaching Quality Standard, Employee Collective
Agreements, Job Classification Manuals

DRAFT

MEMORANDUM

September 23, 2025

To: Board of Trustees

From: Robbie Charlebois
Associate Superintendent, Human Resources

Re: Administrative Procedures Re: Policy Review of Staff Growth, Supervision and Evaluation

Background

Associate Superintendent Robbie Charlebois will provide information regarding administrative procedures for teachers, administrators, leadership and support staff growth, supervision and evaluation in support of the policy review and approval process.

Recommendations

It is recommended that the Board receives this report as information.

Respectfully submitted,

Robbie Charlebois

402.11.3 Administrator– Growth, Supervision and Evaluation

Purpose

The purpose of the growth, supervision, and evaluation process for administrators is to support professional learning and enhance instructional practice through constructive, timely, and ongoing feedback. This process provides opportunities for administrators to reflect on their practice, celebrate successes, set professional goals, and engage in meaningful dialogue about their growth in relation to their responsibilities and student learning.

All administrators are expected to meet the Alberta Leadership Quality Standard (LQS) throughout their careers. Designated supervisors are responsible for providing ongoing feedback and support to help administrators achieve and maintain the competencies outlined in the Leadership Quality Standard (LQS). Growth, supervision and evaluation assess effectiveness in meeting these professional standards.

This procedure is designed to build professional capacity, recognize contributions, and strengthen the overall quality of teaching, leading and learning within the Division. It also promotes accountability and maintains a high standard of service, helping to retain and support high-quality leaders who contribute to student and organizational success.

Definitions

Administrator: A Division Principal, Vice-Principal, Assistant Principal, Principal Consultant, Coordinator, Consultant, District Principal to the Superintendent, and other positions defined in the ATA collective agreement.

Growth: Continuous enhancement of skills and knowledge.

Supervision: Overseeing performance, providing guidance, and facilitating professional development and accountability.

Evaluation: Formal process of assessing contributions and effectiveness.

Designated Supervisor: A designated supervisor within the Division includes but is not limited to positions such as superintendent, associate superintendent, director, coordinator, and principal, who are responsible for the supervision and evaluation of administrators as defined in this Administrative Procedure.

Leadership Quality Standard (LQS): The Alberta Education authorized standard for principals and jurisdiction leaders, required to demonstrate all competencies and indicators relevant to their roles, as outlined in the LQS Ministerial Order

Administrator Professional Growth Plan: A career-long learning process in which an Administrator develops and implements an annual written plan aligned with the Leadership Quality Standard (LQS). This Administrator Professional Growth Plan outlines learning goals and proposed professional development activities to enhance leadership practice.

Procedures

The process for administrator growth, supervision and evaluation will address the following;

1. Growth

- 1.1. An administrator employed under a probationary or continuing contract and any administrator placed on a contract during September, which continues until the last day of that school year, must develop, implement and complete an annual written, administrator professional growth plan which meets the requirements of this administrative procedure.
- 1.2. An administrator professional growth plan must:
 - 1.2.1. Reflect goals and objectives based on self-assessment of professional learning needs by the individual administrator;
 - 1.2.2. Show a demonstrable relationship to the Leadership Quality Standard (LQS); and
 - 1.2.3. Take into consideration the education plans of the school, the Division, and Alberta Education.
- 1.3. A professional growth plan may also be a component of a long-term, multi-year plan.
- 1.4. An administrator professional growth plan is to include the following:
 - 1.4.1. Assessment – Identify strengths and growth areas using feedback and self-reflection.
 - 1.4.2. Planning – Set specific goals with timelines and learning activities.
 - 1.4.3. Implementation – Execute the plan and monitor progress.
 - 1.4.4. Reflection – Evaluate results and impact.
- 1.5. By a date determined by Human Resources in a school year, an administrator must submit an annual administrator professional growth plan for initial review and approval to their designated supervisor.
- 1.6. As part of the growth process an administrator plays an active role by;
 - 1.6.1. Engaging in thoughtful self-reflection and aligning their professional learning with the competencies and expectations of the Leadership Quality Standards (LQS).

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- 1.6.2. The administrator will keep their designated supervisor apprised to the status of progression towards achieving the goals/objectives of their professional growth plan.
- 1.7. As part of the growth process a designated supervisor should;
 - 1.7.1. Determine if the administrator has complied with this administrative procedure;
 - 1.7.2. Provide guidance and assistance in implementing the professional growth plan, while maintaining awareness of the plan and its progress.
- 1.8. Unless an administrator agrees, the content of a professional growth plan must not be part of the evaluation process of an administrator.
- 1.9. Notwithstanding the previous section, a designated supervisor may, through supervision, identify behaviours or practices requiring evaluation under this Administrative Procedure, provided the information is based on sources other than the Administrator's annual professional growth plan.
- 1.10. If the administrator fails to submit an annual professional growth plan, or to complete the plan by the dates indicated, the designated supervisor shall provide the administrator with notice in writing that they are in violation of this administrative procedure and may be subject to other disciplinary action at the discretion of the Associate Superintendent of Human Resources or designate.

2. Supervision

- 2.1. The designated supervisor shall conduct supervision on an ongoing basis, formally and informally, to ensure administrator's meet the requirements of the Leadership Quality Standard (LQS). Supervision of administrator practice includes:
 - 2.1.1. Providing ongoing support, guidance and direction to the administrator.
 - 2.1.2. Observing and receiving information from a variety of sources about the administrator's practice including but not limited to the competencies outlined in the Leadership Quality Standard (LQS).
 - 2.1.3. Identifying areas of strength and areas for growth.
 - 2.1.4. Identifying behaviours or practices of the administrator that, for any reason, may require documented improvement; and:
 - 2.1.5. When supervision indicates that an administrator may not meet the requirements of the Leadership Quality Standard (LQS), the designated supervisor should;
 - 2.1.5.1. Work directly with the administrator to provide support, guidance and direction to address the identified concerns.

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- 2.1.5.2. Document concerns addressed, as well as guidance, support and direction provided.
- 2.1.5.3. The designated supervisor may initiate the evaluation process and must consult with Associate Superintendent of Human Resources (or designate).

3. **Evaluation**

- 3.1. The evaluation of an administrator by a designated supervisor may be conducted:
 - 3.1.1. Upon the written request of an administrator;
 - 3.1.2. For purposes of gathering information related to a specific employment or contract decision;
 - 3.1.3. When, on the basis of information received through supervision, the designated supervisor has reason to believe the leadership of the administrator may not be meeting the Leadership Quality Standard (LQS).
- 3.2. On initiating an evaluation, the designated supervisor will communicate to the administrator in a Notice of Evaluation letter and develop an evaluation plan to include:
 - 3.2.1. The reasons for and purposes of the evaluation;
 - 3.2.2. The process, criteria and standards to be used;
 - 3.2.3. Evaluation data sources to be used;
 - 3.2.4. The timelines to be applied; and
 - 3.2.5. The possible outcomes of the evaluation.
- 3.3. The following processes will be used in administrator evaluations:
 - 3.3.1. Observations of the administrator's practice, where possible, in accordance with the Leadership Quality Standard (LQS)
 - 3.3.2. Additional data related to the administrators' leadership practice including but not limited to;
 - 3.3.2.1. Planning documents
 - 3.3.2.2. School performance and administrative artifacts
 - 3.3.2.3. Staff, student and parent interviews or focus group sessions;
 - 3.3.2.4. Surveys, and;
 - 3.3.2.5. Other data sources.
 - 3.3.3. On-going feedback provided to the administrator over the course of the evaluation
 - 3.3.4. Provide a copy of the final evaluation report for the administrator to review that clearly indicates the administrator is meeting or not meeting the expectations of the LQS with areas of strength and areas of growth identified.

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- 3.3.4.1. The administrator may choose to respond in writing to the documentation
- 3.3.5. Meet with the administrator to discuss the final evaluation report
- 3.3.6. Provide the administrator with the completed and signed final evaluation report
 - 3.3.6.1. The administrator may choose to append additional comments to the evaluation report
 - 3.3.6.2. If the administrator refuses to sign the final evaluation report, this shall not invalidate the report nor prevent further steps being taken under this Administrative Procedure.
- 3.3.7. Forward a completed, signed copy of the final evaluation report to Human Resources
 - 3.3.7.1. The administrator being evaluated shall be given a reasonable opportunity, not to exceed 7 school days from the receipt of the report, to append additional comments to an evaluation report.
- 3.4. Remediation
 - 3.4.1. When, following an evaluation, a designated supervisor determines that a continuing contracted administrator's leadership has not met the Leadership Quality Standard (LQS):
 - 3.4.2. The designated supervisor shall immediately notify the Associate Superintendent of Human Resources or designate providing:
 - 3.4.2.1. Complete evaluation documentation
 - 3.4.3. The designated supervisor will provide a written Notice of Remediation to the administrator.
 - 3.4.4. The designated supervisor in consultation with the administrator and the Associate Superintendent of Human Resources shall establish a comprehensive remediation plan containing;
 - 3.4.4.1. The behaviours, practices and competencies that do not meet the LQS and the improvements required
 - 3.4.4.2. The remediation strategies that the administrator is advised to pursue
 - 3.4.4.3. Where appropriate, how success with the remediation strategies will be measured, including timelines, and;
 - 3.4.4.4. The consequences of not achieving the required changes including, but not limited to, termination of the administrator's contract of employment or administrative designation.
 - 3.4.4.5. Notice that the remediation plan stipulated may replace the obligation of the administrator to develop and implement an annual administrator professional growth plan.

3.5. Unsuccessful Remediation

3.5.1. Where a designated supervisor determines that remediation efforts have been unsuccessful, and the administrator continues to not meet the Leadership Quality Standard (LQS):

3.5.2. The designated supervisor shall immediately notify the Superintendent or designate providing comprehensive documentation of:

3.5.2.1. The remediation process undertaken

3.5.2.2. Evidence of continued non-compliance with the LQS

3.5.2.3. Recommendation regarding employment or designation status.

3.5.3. Prior to an employment decision being made, the administrator will be provided with:

3.5.3.1. The opportunity to be heard by the Superintendent or designate regarding the outcome of the remediation plan.

3.5.3.2. The right to representation by their professional association.

3.5.3.3. If the Superintendent or designate determines that a second opinion is not warranted, the Superintendent will subsequently take whatever action they believe is required. This may include termination of the administrator's contract of employment or administrative designation.

3.5.3.4. If the Superintendent or designate determines that a second opinion is required or warranted, then an administrator appointed by The Education Centre will repeat the evaluation process.

3.5.3.5. The second evaluation and subsequent remediation plan, if required, should be developed by the designated Education Centre administrator in consultation with the administrator. Once the new remediation plan and its timelines have passed, and if the competencies are not met, the report shall be submitted to the Superintendent. The Superintendent will provide an opportunity for the administrator to be heard regarding the findings of the evaluation. The Superintendent will subsequently take whatever action they believe is required, which may include termination of the administrator's contract of employment or administrator designation.

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3.6. Evaluation review process

- 3.6.1. An administrator may ask the Superintendent or designate to review the administrator's evaluation to ensure compliance with this Administrative Procedure.
 - 3.6.2. A request for a review of an evaluation must be made within ten (10) calendar days of the administrator receiving the evaluation report and must outline in writing the administrator's reasons for the request.
 - 3.6.3. Upon receiving a request for a review of an administrator's evaluation, the Superintendent or designate must conduct a review and render a written decision within thirty (30) calendar days.
- 3.7. This Administrative Procedure does not restrict a designated supervisor from recommending immediate disciplinary or other appropriate action, where the designated supervisor has reasonable grounds to believe that the actions or practices of an administrator may endanger the safety of students, constitute a neglect of duty, a breach of trust, a refusal to obey a lawful order of the school authority, or concerns over an administrators conduct.
- 3.8. This Administrative Procedure does not restrict the Board or the Superintendent from taking any action or exercising any right or power under the Education Act.
- 3.9. Where an administrator is suspended or terminated, provisions under the appropriate legislation or Board Policy shall apply.
- 3.10. Documents resulting from administrator requested evaluations shall be delivered to the administrator only. The administrator may forward a copy of the evaluation to Human Resources for inclusion in their personnel record.

References – is this section only listed on the Policy?

- Division Policies:
- 402.11.1 Growth, Supervision, and Evaluation
 - 400.1 Welcoming, Caring, Respectful and Safe Work Environments
 - Appendix A 400.1 Employee Code of Conduct
 - 402.12 Staff Learning
 - 607.4 Responsible Use of Technology
 - 1003.1 Channels of Communication and Disputes Resolution
 - 403.3 Employee Discipline
- Other:
- CUPE 2843 Collective Agreement
 - CUPE 290 Collective Agreement
 - Alberta Employment Standards
 - Occupational Health and Safety Act
 - Alberta Education Act (Sections: 196, 197, 222)
 - Leadership Quality Standard (LQS)
 - Teaching Quality Standards (TQS)
 - Teacher Growth, Supervision and Evaluation Policy 2.1.5

402.11.4 - Leadership Team Members – Growth, Supervision and Evaluation

Purpose

The purpose of the growth, supervision, and evaluation process for the leadership team is to support professional development and enhance leadership effectiveness through constructive feedback and ongoing dialogue. This process recognizes the autonomous nature of leadership team roles while maintaining accountability and professional standards.

Leadership team members are expected to demonstrate competencies aligned with their role description, the Leadership Quality Standard (LQS) where applicable, and contribute to the Division's success. This procedure is intended to build capacity, recognize contributions, and strengthen the overall effectiveness of the Division's leadership team, while ensuring accountability and maintaining a high standard of leadership that advances student learning and organizational success.

Definitions

Growth: Continuous development of leadership skills, knowledge, and competencies in alignment with the Division's Education Plan and strategic priorities.

Designated Supervision: Ongoing oversight and support provided by the Superintendent. Other designated supervisors include Associate Superintendents and other Leadership roles as designated by the Superintendent.

Evaluation: Formal process of assessing leadership effectiveness, contributions, and alignment with divisional goals.

Leadership Growth Plan: An annual and ongoing development plan aligned with organizational priorities and individual leadership goals relevant to the role as well as the Leadership Quality Standard (LQS) and/or other Professional Designations.

Leadership Team Members: Non-union positions including Associate Superintendents, Directors, and other executive leadership roles as designated by the Superintendent.

Leadership Quality Standard (LQS): the authorized standard, competencies and indicators as defined in the Ministerial Order #002-2020

Procedures

The process for leadership team members growth, supervision and evaluation will address the following;

1. Growth

- 1.1. Leadership team members will engage in ongoing growth and development on a regular basis, which meets the requirements of this administrative procedure.
- 1.2. The professional growth process will typically include:
 - 1.2.1. Reflect self-assessed professional learning needs
 - 1.2.2. Demonstrate connection to Division priorities
 - 1.2.3. Consider provincial priorities
- 1.3. The professional growth process could typically include;
 - 1.3.1. Assessment of strengths and development areas
 - 1.3.2. Specific goals with timelines
 - 1.3.3. Learning activities and success measures
- 1.4. Leadership team members are responsible for:
 - 1.4.1. Engaging in self-reflection and professional learning
 - 1.4.2. Providing periodic updates on progress to their designated supervisor
- 1.5. Designated supervisors will;
 - 1.5.1. Provide guidance and support as needed
 - 1.5.2. Monitor progress through ongoing dialogue

2. Supervision

- 2.1. Supervision occurs through regular formal and informal interactions focused on:
 - 2.1.1. Providing strategic guidance and support
 - 2.1.2. Monitoring performance and leadership effectiveness
 - 2.1.3. Identifying strengths and development opportunities
 - 2.1.4. Addressing any performance concerns
- 2.2. When supervision indicates potential performance issues, the designated supervisor will:
 - 2.2.1. Work collaboratively with the leadership team member to address concerns

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- 2.2.2. Provide appropriate support, resources and direction
- 2.2.3. Document discussions and agreed upon actions
- 2.2.4. Consider evaluation and consult with the Associate Superintendent of Human Resources (or designate) if concerns persist

3. Evaluation

- 3.1 An evaluation may be conducted:
 - 3.1.1. At the Leadership team member's written request;
 - 3.1.2. For employment or contract decisions;
 - 3.1.3. When performance concerns arise through supervision;
 - 3.1.4. As part of regular Division review cycles
- 3.2. The evaluation process includes but not limited to;
 - 3.2.1. Written notice outlining purpose, process, timelines and possible outcomes
 - 3.2.2. Multiple data sources including but not limited to;
 - 3.2.2.1. Performance observations and outcomes
 - 3.2.2.2. Stakeholder feedback
 - 3.2.2.3. Leadership artifacts and documentation.
- 3.3. Upon completion of the evaluation, the designated supervisor shall provide the leadership team member with the following:
 - 3.3.1. The completed evaluation report;
 - 3.3.2. A written determination indicating whether performance is meeting, not meeting, or partially meeting the expectations of the role; and
 - 3.3.3. An opportunity, not to exceed 3 school days from the receipt of the report, to append additional comments to an evaluation report.
 - 3.3.4. If the leadership team member refuses to sign the evaluation report, this shall not invalidate the report nor prevent further steps being taken under this administrative procedure.
- 3.4. A copy of all written evaluations shall be forwarded to Human Resources.
- 3.5. Where, as a result of an evaluation, the designated supervisor determines that a leadership team member is not meeting the expectations of the role:
 - 3.5.1. The designated supervisor will notify the Superintendent or designate to identify next steps.

- 3.6. Notwithstanding any other provision within the evaluation process, the Superintendent or designate may suspend a leadership team member from their duties under applicable legislation, and/or Board policy.
- 3.7. This administrative procedure does not limit the Division's authority to make employment decisions regarding leadership team members.

References

Division Policies:	402.11.1 Growth, Supervision, and Evaluation 400.1 Welcoming, Caring, Respectful and Safe Work Environments Appendix A 400.1 Employee Code of Conduct 402.12 Staff Learning 607.4 Responsible Use of Technology 1003.1 Channels of Communication and Disputes Resolution 403.3 Employee Discipline
Other:	Alberta Employment Standards Occupational Health and Safety Act Alberta Education Act Leadership Quality Standard (LQS)

402.11.2 - Support Staff – Growth, Supervision and Evaluation

Purpose

The purpose of the growth, supervision and evaluation process for support staff is to foster professional development through constructive, timely, and ongoing feedback. This process provides an opportunity for employees to reflect on their performance in relation to their job responsibilities, celebrate accomplishments, set future goals, and engage in meaningful dialogue about professional growth. Designated supervisors are expected to provide continuous feedback throughout the evaluation period to ensure clarity, support improvement, and promote success during formal evaluations. Growth, supervision, and evaluation assess effectiveness in meeting the requirements of job responsibilities. This process is intended to build capacity, recognize contributions, and strengthen the overall effectiveness of support staff within the Division. It also promotes accountability and maintains a high standard of service, helping to retain and support high-quality employees who contribute to student and/or organizational success.

Definitions

Growth: Continuous enhancement of skills and knowledge.

Supervision: Overseeing performance, providing guidance, and facilitating professional development and accountability.

Evaluation: Formal process of assessing contributions and effectiveness.

Designated Supervisor: A designated supervisor within the Division includes but is not limited to positions such as superintendent, associate superintendent, director, coordinator, principal, vice principal, and manager who are responsible for the supervision and evaluation of staff.

Growth Plan: The career-long learning process whereby support staff annually develop and implement a written plan focused on growth and development consistent with the responsibilities of the role.

Support Staff: include employees in the following employee groups;

- CUPE 2843
- CUPE 290
- Non-Union

Procedures

The process for support staff growth, supervision and evaluation will address the following;

1. Growth

- 1.1. Support staff employed under a continuing and full year temporary contract must develop, implement and complete an annual written, support staff growth plan which meets the requirements of this administrative procedure.
- 1.2. An annual support staff growth plan must:
 - 1.2.1. Reflect goals and objectives based on self-assessment of learning needs by the individual support staff;
 - 1.2.2. Show a demonstrable relationship to their current role and job responsibilities;
- 1.3. A support staff growth plan should include a description of the goal(s) or objective(s), the strategies for achieving them, indicators or measures of success, the timeline for implementation and completion, and any required resources or support.
- 1.4. By a date determined by human resources, a support staff member must submit an annual support staff growth plan for initial review and approval to their designated supervisor using a form provided by Human Resources.
- 1.5. As part of the growth process a support staff plays an active role by;
 - 1.5.1. Engaging in thoughtful self-reflection and aligning their-learning with their roles and responsibilities;
- 1.6. As part of the growth process a designated supervisor should;
 - 1.6.1. Provide guidance and assistance in implementing the plan and will maintain awareness of a support staff growth plan including the status of progression towards achieving the goal(s)/objective(s) of the plan.

2. Supervision

- 2.1. The designated supervisor shall conduct supervision on an ongoing basis, to ensure each support staff member meets the requirements of the role.
Designated supervisor supervision of a support staff includes:
 - 2.1.1. Providing support, guidance and direction to the support staff member;

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- 2.1.2. Observing and receiving information from any source about the support staff may include but not limited to;
 - Feedback from supervisors, teachers, administrators, parents, and students
 - Observations
 - Measurable data such as documentation, information systems (e.g. E-Base, PowerSchool, Dossier, Public School Works)
- 2.1.3. Identifying areas of strength, and;
- 2.1.4. Identifying areas of concern that, for any reason, may require documented improvement.

- 2.2. When, through supervision, a designated supervisor believes a support staff member's performance may not meet the requirements of the role, the designated supervisor should work directly with the staff member to provide support, guidance and direction to address the identified concerns and may move to the evaluation process. The designated supervisor will also ensure consultation with the Associate Superintendent or the Director of Human Resources (or designate).

3. Evaluation

- 3.1. The evaluation of a support staff member may be conducted:
 - 3.1.1. Upon the written request of the support staff member;
 - 3.1.2. For the purpose of gathering information related to an employment decision during an support staff member's probationary period;
 - 3.1.3. For the purpose of gathering information on an support staff member's performance in a new designation;
 - 3.1.4. When, on the basis of information received through supervision, the designated supervisor has reason to believe that the practice of the support staff member may not meet the requirements of the role.
- 3.2. Consultation by the designated supervisor with Human Resources is required when transitioning from supervision of a support staff member to evaluation. At the initial evaluation meeting, the designated supervisor shall clearly communicate to the support staff member:
 - 3.2.1. The reasons and purpose for initiating the evaluation;
 - 3.2.2. The process, criteria, and standards that will be used;
 - 3.2.3. The applicable timelines; and
 - 3.2.4. The possible outcomes of the evaluation.

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- 3.3. Upon completion of the evaluation, the designated supervisor shall provide the support staff member with the following:
 - 3.3.1. The completed evaluation report;
 - 3.3.2. A written determination indicating whether performance is meeting the expectations of the role; and
 - 3.3.3. An opportunity, not to exceed 3 school days from the receipt of the report, to append additional comments to an evaluation report.
 - 3.3.4. If the support staff member refuses to sign the evaluation report, this shall not invalidate the report nor prevent further steps being taken under this administrative procedure.
- 3.4. A copy of all written evaluations shall be forwarded to Human Resources.
- 3.5. Where, as a result of an evaluation, the designated supervisor determines that a continuing contract support staff member is not meeting the expectations of the role:
 - 3.5.1. The designated supervisor will notify the Associate Superintendent or the Director of Human Resources or designate
 - 3.5.2. The designated supervisor will provide an improvement plan to the support staff member
 - 3.5.3. An improvement plan will be established by the designated supervisor in consultation with the support staff member outlining;
 - 3.5.3.1. The behaviours, practices and expectations of the role that are not meeting expectations;
 - 3.5.3.2. The changes and strategies required to meet expectations ;
 - 3.5.3.3. How success will be measured, including timelines; and
 - 3.5.3.4. The consequences of not achieving the required changes and strategies including, but not limited to, termination of the support staff members contract of employment.
 - 3.5.3.5. A copy of the improvement plan shall be placed in the support staff members personnel record, after a copy has been provided to the support staff member and they are given the opportunity to append comments to the improvement plan.
- 3.6. Should acceptable improvement occur, the support staff member shall return to the growth/supervision cycle. Documentation shall be included in the support staff member's personnel file.
- 3.7. If acceptable improvement does not occur and the support staff member's performance is determined to be unacceptable, the matter shall be referred to

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the Associate Superintendent, Director of Human Resources, or designate. They may outline further direction or proceed with an employment decision, which may include termination of the support staff member's contract.

- 3.8. Notwithstanding any other provision within the evaluation process, the Associate Superintendent, Director of Human Resources, or designate may suspend a support staff member from their duties under applicable legislation, collective agreement and/or Board policy.
- 3.9. This administrative procedure does not limit the Division's authority to make employment decisions regarding support staff members.

References

- Division Policies:
- 402.11.1 Growth, Supervision, and Evaluation
 - 400.1 Welcoming, Caring, Respectful and Safe Work Environments
 - Appendix A 400.1 Employee Code of Conduct
 - 402.12 Staff Learning
 - 607.4 Responsible Use of Technology
 - 1003.1 Channels of Communication and Disputes Resolution
 - 403.3 Employee Discipline
- Other:
- CUPE 2843 Collective Agreement
 - CUPE 290 Collective Agreement
 - Alberta Employment Standards
 - Occupational Health and Safety Act
 - Alberta Education Act

402.11.1 Teacher – Growth, Supervision and Evaluation

Purpose

The purpose of the growth, supervision, and evaluation process for teachers is to support professional learning and enhance instructional practice through constructive, timely, and ongoing feedback. This process provides opportunities for teachers to reflect on their practice, celebrate successes, set professional goals, and engage in meaningful dialogue about their growth in relation to their responsibilities and student learning.

All teachers are expected to meet the Alberta Teaching Quality Standard (TQS) throughout their careers. Designated supervisors are responsible for providing ongoing feedback and support to help teachers achieve and maintain the competencies outlined in the Teaching Quality Standard (TQS). Growth, supervision and evaluation assess effectiveness in meeting these professional standards.

This process is designed to build professional capacity, recognize contributions, and strengthen the overall quality of teaching, leading and learning within the Division. It also promotes accountability and maintains a high standard of service, helping to retain and support high-quality employees who contribute to student and organizational success.

Definitions

Growth: Continuous enhancement of skills and knowledge.

Supervision: Overseeing performance, providing guidance, and facilitating professional development and accountability.

Evaluation: Formal process of assessing contributions and effectiveness.

Designated Supervisor: A designated supervisor within the Division includes but is not limited to positions such as superintendent, associate superintendent, director, coordinator, principal, vice principal, and manager who are responsible for the supervision and evaluation of staff.

Teaching Quality Standard (TQS): the authorized standard, competencies and indicators as defined in the Teaching Quality Standard Ministerial Order.

Teacher Professional Growth Plan: means the career-long learning process whereby a teacher annually develops and implements a written plan to achieve professional learning objectives or goals that are consistent with the Teaching Quality Standard (TQS), including the development of an annual teacher professional growth plan which outlines the teachers' proposed professional development activities to enhance teaching practice.

Procedures

The process for teacher growth, supervision and evaluation will address the following;

1. Growth

- 1.1. Each teacher employed under a probationary or continuing contract and any teacher placed on a contract during September, which continues until the last day of that school year, must develop, implement and complete an annual written, teacher professional growth plan which meets the requirements of this administrative procedure.
- 1.2. An annual teacher professional growth plan must:
 - 1.2.1. Reflect goals and objectives based on self-assessment of professional learning needs by the individual teacher;
 - 1.2.2. Show a demonstrable relationship to the Teaching Quality Standard (TQS); and
 - 1.2.3. Take into consideration the education plans of the school, the Division, and Alberta Education.
- 1.3. Subject to the approval of the designated supervisor, a professional growth plan may consist of a planned program of supervising a student teacher or participating in a division teacher mentorship program. A growth plan may also be a component of a long-term, multi-year plan.
- 1.4. A teacher professional growth plan is to include the following:
 - 1.4.1. Professional learning goals/objectives;
 - 1.4.2. Strategies to obtain goals/objectives;
 - 1.4.3. Indicators and/or measures to obtain goals/objectives;
 - 1.4.4. Timeline for estimated implementation and completion;
 - 1.4.5. Required resources and support.
- 1.5. By a date determined by Human Resources in a school year, a teacher must submit an annual teacher professional growth plan for initial review and approval to their designated supervisor.
- 1.6. As part of the growth process a teacher plays an active role by;
 - 1.6.1. Engaging in thoughtful self-reflection and aligning their professional learning with the competencies and expectations of the Teaching Quality Standards (TQS).
 - 1.6.2. The teacher will keep their designated supervisor apprised to the status of progression towards achieving the goals/objectives of their professional growth plan.

- 1.7. As part of the growth process a designated supervisor should;
 - 1.7.1. Determine if the teacher has complied with this administrative procedure;
 - 1.7.2. Provide guidance and assistance in implementing the plan and will maintain awareness of a teacher's professional growth plan including the status of progression towards achieving the goal(s)/objective(s) of the plan.
- 1.8. If the teacher fails to submit an annual teacher professional growth plan, or to complete the plan by the dates indicated, the designated supervisor shall provide the teacher with notice in writing that they are in violation of this administrative procedure and may be subject to other disciplinary action at the discretion of the Associate Superintendent of Human Resources or designate.
- 1.9. Unless a teacher agrees, the content of a growth plan must not be part of the evaluation process of a teacher.
- 1.10. Despite the previous section above and as a result of supervision, a designated supervisor may identify behaviours or practices that may require evaluation in accordance with this Administrative Procedure provided that the information identified is based on a source other than that in the annual teacher professional growth plan.

2. Supervision

- 2.1. The designated supervisor shall conduct supervision on an ongoing basis, to ensure each teacher meets the requirements of the Teaching Quality Standard (TQS). Designated supervisor supervision of teacher practice includes:
 - 2.1.1. Providing support, guidance and direction to the teacher;
 - 2.1.2. Observing and receiving information from any source about the teacher's practice.
 - 2.1.3. Identifying areas of strength and areas for growth
 - 2.1.4. Identifying behaviours or practice of the teacher that, for any reason, may require documented improvement; and
- 2.2. When, through supervision, a designated supervisor believes a teacher's teaching may not meet the requirements of the Teaching Quality Standard (TQS), the designated supervisor should work directly with the staff member to provide support, guidance and direction to address the identified concerns and may move to the evaluation process.
 - 2.2.1. The designated supervisor must consult with the Associate Superintendent of Human Resources or designate prior moving to an evaluation process.

3. Evaluation

- 3.1. The evaluation of a teacher by a designated supervisor may be conducted:
 - 3.1.1. Upon the written request of a teacher;
 - 3.1.2. For purposes of gathering information related to a specific employment decision or consideration for a permanent professional teaching certificate;
 - 3.1.3. For purposes of assessing the growth of the teacher in specific areas of practice; or
 - 3.1.4. When, on the basis of information received through supervision, the designated supervisor has reason to believe the teaching of the teacher may not be meeting the Teaching Quality Standard (TQS).
- 3.2. On initiating an evaluation, the designated supervisor must communicate to the teacher in a Notice of Evaluation letter and develop an evaluation plan to include:
 - 3.2.1. The reasons for and purposes of the evaluation;
 - 3.2.2. The process, criteria and standards to be used;
 - 3.2.3. The timelines to be applied; and
 - 3.2.4. The possible outcomes of the evaluation.
- 3.3. Throughout the evaluation process, the designated supervisor must:
 - 3.3.1. Include observations of the teacher's practice where appropriate
 - 3.3.2. Collect data in accordance with the Code of Professional Conduct for teacher
 - 3.3.3. Provide the teacher with on-going feedback over the course of the evaluation
 - 3.3.4. Provide a copy of the final evaluation report for teacher to review that clearly indicates the teacher is meeting or not meeting the expectations of the TQS
 - 3.3.4.1. The teacher may choose to respond in writing to the documentation
 - 3.3.5. Meet with the teacher to discuss the final evaluation report
 - 3.3.6. Provide the teacher with the completed and signed final evaluation report
 - 3.3.6.1. The teacher may choose to respond in writing to the final evaluation report
 - 3.3.6.2. If the teacher refuses to sign the final evaluation report, this shall not invalidate the report nor prevent further steps being taken under this Administrative Procedure.
 - 3.3.7. Forward a completed, signed copy of the final evaluation report to Human Resources;

3.3.7.1. A teacher being evaluated shall be given a reasonable opportunity, not to exceed 7 school days from the receipt of the report, to append additional comments to an evaluation report.

3.4. Remediation

3.4.1. Where, as a result of an evaluation, a designated supervisor determines that the competencies are not being met by a continuing contracted teacher:

3.4.2. The designated supervisor will notify the Associate Superintendent of Human Resources or designate

3.4.3. The designated supervisor will provide a Notice of Remediation Letter to the teacher

3.4.4. A Remediation plan will be established by the designated supervisor outlining;

3.4.4.1. The behaviours, practices and competencies that remain deficient

3.4.4.2. How success with the remediation strategies will be measured, including timelines; and

3.4.4.3. The consequences of not achieving the required changes including, but not limited to, termination of the teachers' contract of employment.

3.5. Unsuccessful Remediation

3.5.1. Should the designated supervisor determine that remediation has been unsuccessful, and the teacher's practice is still not meeting the Teaching Quality Standard (TQS):

3.5.2. The designated supervisor must inform the Superintendent or designate who will make an employment decision

3.5.3. Prior to an employment decision being made, the teacher will be provided with the opportunity to be heard by the Associate Superintendent of Human Resources regarding the findings of the evaluation;

3.5.3.1. If the Associate Superintendent of Human Resources determines that a second opinion is not warranted, the Superintendent will subsequently take whatever action they believe is required. This may include termination of the teacher's contract of employment.

3.5.3.2. If the Associate Superintendent of Human Resources determines that a second opinion is required or warranted, then an administrator appointed by The Education Centre will repeat the evaluation process.

3.5.3.3. The second evaluation and subsequent remediation plan, if required, should be developed by the teacher in consultation with a The Education Centre administrator.

Once the new remediation plan and its timelines have passed, and if the competencies are not met, the report shall be submitted to the Superintendent. The Superintendent will provide an opportunity for the teacher to be heard regarding the findings of the evaluation. The Superintendent will subsequently take whatever action they believe is required, which may include termination of the teacher's contract of employment.

3.6. Evaluation review process

- 3.6.1. A teacher may ask the Superintendent or designate to review the Teacher's evaluation to ensure compliance with this Administrative Procedure.
- 3.6.2. A request for a review of an evaluation must be made within ten (10) calendar days of the Teacher receiving the evaluation report and must outline in writing the Teacher's reasons for the request.
- 3.6.3. Upon receiving a request for a review of a teacher's evaluation, the Superintendent or designate must conduct a review and render a written decision within thirty (30) calendar days.
- 3.7. This Administrative Procedure does not restrict a designated supervisor from recommending immediate disciplinary or other appropriate action, where the designated supervisor has reasonable grounds to believe that the actions or practices of a teacher may endanger the safety of students, constitute a neglect of duty, a breach of trust, a refusal to obey a lawful order of the school authority, or concerns over teachers conduct.
- 3.8. This Administrative Procedure does not restrict the Board or the Superintendent from taking any action or exercising any right or power under the Education Act.
- 3.9. Where a teacher is suspended or terminated, provisions under the appropriate legislation or Board Policy shall apply.
- 3.10. Documents resulting from teacher requested evaluations shall be delivered to the teacher only. The teacher may forward a copy of the evaluation to Human Resources for inclusion in their personnel record.

References

- Division Policies:
- 402.11.1 Growth, Supervision, and Evaluation
 - 400.1 Welcoming, Caring, Respectful and Safe Work Environments
 - Appendix A 400.1 Employee Code of Conduct
 - 402.12 Staff Learning
 - 607.4 Responsible Use of Technology
 - 1003.1 Channels of Communication and Disputes Resolution
 - 403.3 Employee Discipline
- Other:
- CUPE 2843 Collective Agreement
 - CUPE 290 Collective Agreement
 - Alberta Employment Standards
 - Occupational Health and Safety Act
 - Alberta Education Act (Sections: 196, 197, 222)
 - Teaching Quality Standards (TQS)
 - Teacher Growth, Supervision and Evaluation Policy 2.1.5

MEMORANDUM

September 23, 2025

To: Board of Trustees

From: Robbie Charlebois

Associate Superintendent, Human Resources

RE: Voluntary Retirement – Alberta Teachers' Retirement Fund Members and Local Authorities Pension Plan Members

Background

For the past several years, the Board has approved a Voluntary Retirement opportunity for Alberta Teachers' Association Retirement Fund Members, Canadian Union of Public Employees (CUPE) 290, CUPE 2843 and non-union employees. This allows employees who qualify to collect a pension and are members of the Alberta Teachers' Association Retirement Fund or Local Authorities Pension Plan to retire as of January 31, 2026, and then begin a temporary contract with the Board effective February 1, 2026, to June 26, 2026 (or the end date as per the appropriate employee calendar). This opportunity is subject to the terms and conditions of the Alberta Teachers' Association Retirement Fund or the Local Authorities Pension Plan.

The process for accessing this opportunity is as follows:

- An email will be sent to all Division employees informing them of the Voluntary Retirement opportunity.
- Any employee intending to access this opportunity will be required to notify the Division in writing of their intention to retire by December 12, 2025. This notification must be provided in the letter format prescribed by the Division.
- The Division will respond in writing if the staff member qualifies for the Voluntary Retirement opportunity.
 - Criteria for qualification includes, but are not limited to:
 - Member of an approved pension fund
 - Eligible for retirement per the pension fund
 - Process parameters outlined by the Division have been met
- Should the employee qualify, they will be placed on a temporary contract from February 1, 2026, to June 26, 2026 (or the end date per the appropriate employee calendar).

Recommendation:

That the Board consider if they would like to continue to offer the Voluntary Retirement opportunity for staff members.

If the Board would like to continue to offer this opportunity, the following motion is provided for consideration:

“That the Board extend the Voluntary Retirement opportunity for the 2025-26 school year to employees who qualify to collect a pension and are members of the Alberta Teachers’ Retirement Fund or Local Authorities Pension Plan (CUPE 290, CUPE 2843 and non-union employees). Employees intending to access this opportunity will be required to notify the Division in writing, per the process outlined by the Division and submit a letter of retirement effective January 31, 2026. These employees will be offered a temporary contract effective February 1, 2026 – June 26, 2026 (or the end date as per the appropriate employee calendar).”

If the Board does not want to continue with this option, the following motion is provided for consideration:

“That the Board does not extend the Voluntary Retirement opportunity for employees for the 2025-26 school year.”

Respectfully submitted,

Robbie Charlebois