

# Lethbridge School Division

## Board of Trustees Special Meeting Agenda

October 7, 2025

3:00 p.m.

Microsoft Teams



1. Territorial Acknowledgement
2. Approval of the Agenda
3. Galbraith Scope Change Enclosure #3
4. DRAFT Governance Policy Omnibus (2nd and 3rd reading) Enclosure #4
5. School Fees Policy Enclosure #5
6. Move to in-Camera
7. Adjournment

**MEMORANDUM**

October 7<sup>th</sup>, 2025

To: Board of Trustees

From: Kyle Beauchamp  
Associate Superintendent, Business and Operations

**RE: Galbraith Scope Change**

**Background:**

As part of the March 1, 2023 capital approval announcement, Lethbridge School Division received planning funding for the modernization of Galbraith Elementary School. Since then, extensive work has been undertaken to analyze the scope, schedule, and cost of the project.

Through this design phase, it has become evident that a modernization of the school is no longer a feasible option. The functional layout of the school is poor due to the way the 1960's wing was added on to the original school building. It would be difficult to overcome these functional challenges and cost prohibitive from a modernization approach. As a result, the project design team has requested that the scope of the project be altered from a modernization to a replacement of Galbraith Elementary School, with the intention to retain the original 1912 front façade of the building.

For the scope change to be approved, the Lethbridge School Division must submit a letter to the Minister of Alberta Education and Childcare, requesting the scope change.

**Recommendation:**

A modernization of Galbraith Elementary School is not longer a feasible option, leaving a rebuild as the only viable alternative.

It is recommended that the Board Chair submit a letter on behalf of Lethbridge School Division, to the Minister of Alberta Education and Childcare, requesting to change the scope of Galbraith Elementary School from a modernization to a replacement, while maintaining the original 1912 front façade.

Respectfully submitted,

Kyle Beauchamp

**MEMORANDUM**

October 7, 2025

To: Board of Trustees

From: Christine Light, Board Chair

**RE: DRAFT Governance Policy Omnibus (2<sup>nd</sup> 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.

On June 17, 2025 It was MOVED for Second Reading to be held at the September 23, 2025 Board Meeting. During the September Board Meeting this item was tabled. A MOTION to call a Special Board Meeting on October 7<sup>th</sup> for the second and third reading was unanimously approved.

Further work has been done on the DRAFT Governance Policy Omnibus following the requested amendments from the first reading at the June 17 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



## 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.

## Policy

### 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.

This Policy has an Appendix I

#### 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 Board 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.

5.1 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.

5.2 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.

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

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

5.5 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.

5.6 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.

5.7 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.

5.8 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.

5.9 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.

7.1 Motions do not require a seconder.

7.2 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.

7.2.1 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.

7.2.2 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.

#### 7.3 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.

#### 7.4 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.

#### 7.5 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.

#### 7.6 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.

#### 7.7 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.

### 8. 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.

8.1 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.

8.2 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.

8.3 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.

8.4 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.

8.5 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.

8.6 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.

8.7 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.

8.8 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.

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

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

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

8.8.4 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.

## **9. 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~~ majority of the Board.

## **10. 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.

## **11 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.

Trustees are compensated through monthly honoraria and pre diem allowances given to cover functions outside the city boundaries, exceptions to this are Board strategic planning meetings and collective bargaining duties.

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.

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

11.1.1 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.

11.1.2 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.

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





11.1.4 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.

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

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

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

~~12.2.3 A meeting of more than eight (8) hours in length is paid at 1.5 times the daily rate.~~

~~12.2.4 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.~~

12.2.5 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.~~

12.3 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.

12.3.1 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.

12.3.2 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.

12.3.3 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.

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

12.4 Professional Development

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

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

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

12.4.4 Trustees will receive monthly allowances for home based internet connection and personal laptop/device maintenance and maintaining a home based office. The amount shall be set by the Board.

12.4.5 Trustees can enrolled in the Division's health benefit plan, Health Wellness Spending Account 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.

~~12.4.6 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.~~

To be amended to reflect practice.

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

### 13 Trustee Conflict of Interest

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

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

13.1.1 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.

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

13.1.3 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.

#### **14. 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

#### **15. 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. [The Board shall determine the evaluation format, procedure and timeline.](#)

#### **16. 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*.

### **Appendix 1**

#### **Agenda for Regular Meetings and Minutes for Regular and Special Meetings.**

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

1.1.1 Call to Order

1.1.2 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.)

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

1.1.4 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.)

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

1.1.6 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.)

1.1.7 Items Removed from the Consent Agenda

1.1.8 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.

2.1 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.

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

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

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

2.2.3 As a request from a Committee of the Board.

2.2.4 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.



2.3 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.

2.4 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.

2.5 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.

### 3. Minutes for Regular or Special Meetings

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

3.1 The minutes shall record:

3.1.1 Date, time and place of meeting

3.1.2 Type of meeting

3.1.3 Name of presiding officer

3.1.4 Names of those trustees and senior administration in attendance

3.1.5 Approval of preceding minutes

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

3.1.7 Names of persons making the motions

3.1.8 A brief summary of the topic of discussion

3.1.9 Points of order and appeals

3.1.10 Appointments

3.1.11 Receipt of reports of committees Receipt of reports of committees

3.1.12 Recording of the vote on all motions

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

3.1.14 Departure and re-entry times of trustees and

3.1.15 The time of adjournment.



### 3.2 The minutes shall:

3.2.1 Be prepared as directed by the Superintendent

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

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

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

3.3 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.

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

3.5 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.

3.6 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.

## **Policy: 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.

## **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*

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## 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.

5.8 When appropriate advise trustees of a possibility of a conflict of interest.

5.9 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*

## 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. *The Alternate vice chair may take on duties and responsibilities as assigned by the Chair and participate in such meetings as deemed advisable by the Chair.*
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 the Policy Advisory Committee and 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



## **201 Board 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.

### **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](#)



**MEMORANDUM**

October 7, 2025

To: Board of Trustees

From: Mike Nightingale, Superintendent

**RE: School Fees Policy**

**Background:**

The Board will continue discussion on School Fees and potential supporting policy.

Respectfully Submitted,

Mike Nightingale