



REGULAR MEETING OF THE BOARD OF TRUSTEES

RVS EDUCATION CENTRE
2651 CHINOOK WINDS DR. SW
AIRDRIE, AB

ZOOM LINK: <https://rockyview.zoom.us/my/rvsboard>

JUNE 19, 2025

10:00 a.m. Regular Board Meeting

AGENDA

1. Call to Order
2. Approval of Agenda
3. In-Camera Session
4. Land Acknowledgement
Vice-Chair Judi Hunter
Rocky View Schools would like to acknowledge the land and recognize all the Indigenous Peoples whose footprints have marked these lands from time immemorial. Together, we can learn and honour the ways of knowing of Indigenous Peoples for all future generations.
5. Motions arising from In-Camera
6. Approval of Minutes
 - a) Regular Board Meeting – June 5, 2025
7. Exemplary Practice/ Student Showcase
 - a) Northcott Prairie School – Energy Futures and Innovations
8. Superintendent's Report
9. Chair's Report/Correspondence
10. Committee Reports
 - a) Policy Committee – Board Policy 5, Board Policy 6
 - b) Board Planning Committee – Committees & Representatives Effective Post-election
11. Trustee Reports
12. Notice of Motion
13. Adjournment

This unofficial agenda is subject to change and is not *official* until approved at the Board meeting.



EXEMPLARY PRACTICE

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Date of Meeting: June 19, 2025

Showcase Name: Northcott Prairie School – Energy Futures and Innovations

Teachers: Makayla Widmer

Student Presenters: Aaleyah Kolawole (Grade 6), Jace Krueger (Grade 6), Ainslee Mikkelsen (Grade 6), Easton Nadeau (Grade 6), Olivia Vincent (Grade 6)

Project Description

Near the end of the 2023/24 school year, Northcott Prairie School received an A+ Energy Grant which has allowed the school's Grade 6 team to create learning activities. This school year, the school has put those funds to use by weaving together STEAM education, cross-curricular integration and Indigenous Ways of Knowing to create a rich, meaningful and inclusive learning experience focused on energy topics.

Thanks to this grant, students engaged in hands-on, play-based inquiry which fostered creativity and critical thinking while exploring real-world applications of science, technology, engineering, the arts and mathematics. These included a hands-on Energy Day, classroom learning and an art project that created a vision for the future of energy use. After an overview by Northcott Prairie Teacher, Makayla Widmer, Grade 6 students will highlight what they learned through this project.

Through this A+ Energy Grant, Northcott Prairie has created meaningful and relevant learning that keeps students engaged. Students are demonstrating strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation. These are outcomes of RVS' Education Plan.



SUPERINTENDENT'S REPORT
REGULAR MEETING OF THE BOARD OF TRUSTEES

JUNE 19, 2025

AGENDA

ACTION

- | | | |
|----|---|-------------|
| 1. | Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) Project Intentions for 2025/26 | Information |
| 2. | Q3 Financial Update | Information |
| 3. | Administrative Procedure Update | Information |
| 4. | Delegation of Tender Awards | Directive |
| 5. | Amendment of Terms of Reference of Appeals Committee | Directive |
| 6. | Bills 27, 29 & 51 Update | Information |

Greg Luterbach
Superintendent of Schools



INFORMATION ITEM

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) Project Intentions for 2025/26

Date of Meeting: June 19, 2025

Background:

Infrastructure Maintenance and Renewal (IMR) is a grant provided by the province on a school year basis. It is intended to address maintenance issues, safety, and reconfigurations as required. In March of 2025, as part of the provincial budget, RVS was granted \$2,834,000 for IMR for the 2025/26 school year, and we anticipate a \$300,000 carry-over from 2024/25 due to timing and availability of contractors and materials.

Capital Maintenance and Renewal (CMR) is a grant provided by the province on a government year basis (April 1 to March 31). Reporting requirements are on a quarterly basis and align with the government March year end. CMR is meant to address capital items in nature. As part of the provincial budget, RVS was granted \$3,896,439 for CMR for the 2025-2026 government fiscal year with an anticipated \$894,890 carry-over from 2024/25 due to timing and availability of own forces who were focused on modular installations in 2024/25, contractors and materials.

Current:

The table below shows the planned allocation for IMR projects for the 2025/26 school year.

Projects	Budget Allocation	Comments
Universal washroom renovations	\$450,000	Muriel Clayton & Ralph McCall
Student washroom upgrade	\$350,000	Mitford or George McDougall
Roofing upgrades and replacements	\$200,000	Various facilities throughout the division (small scale projects and inspections)
Mechanical & plumbing preventative maintenance & upgrades	\$160,000	Various facilities throughout the division
Building management controls & fire panel upgrades	\$150,000	Various facilities throughout the division
Gym floor refinishing	\$100,000	Two sites TBD
Plumbing fixture upgrades	\$150,000	Preventative maintenance, various locations
Lighting (LED) upgrades	\$200,000	Mitford Middle School
Painting	\$120,000	Various facilities throughout the division
Flooring replacements	\$350,000	Muriel Clayton, Springbank High, various locations
Duct cleaning and high dusting	\$150,000	Various facilities throughout the division
Various laminate replacements	\$30,000	Throughout the school division

INFORMATION ITEM



TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Barrier free entrances - door hardware	\$40,000	Various facilities throughout the division
Air conditioning units for modulars	\$150,000	Heloise Lorimer & Crossfield Elementary
Parking lots & road surfacing	\$150,000	Various facilities throughout the division
Electrical preventative maintenance	\$100,000	Various facilities throughout the division
Emergent projects	\$284,000	Throughout the school division
Total	\$3,134,000	

The table below shows the planned allocation for CMR projects for the 2025/26 school year.

Projects	Budget Allocation	Comments
Beiseker washroom renovation	\$476,000	Renovate washrooms and add a barrier free washroom
WH Croxford cooling project	\$920,000	Add air conditioning to entire school
Airdrie CLC South Building Renovation	\$450,000	Replace roof, stucco, mechanical equipment, lighting, flooring and painting
Ecole Edwards roof replacement	\$950,000	Replace entire roof
Muriel Clayton mechanical upgrade	\$1,700,000	Replace mechanical system and controls
WH Croxford mezzanine	\$175,000	Add a safety glass wall on the second-floor mezzanine
Banded Peak mechanical upgrade	\$120,000	Phase 1 includes the engineering & RFP packages. Phase 2 – summer of 2026
Total	\$4,791,000	

Recommendation:

The Board of Trustees acknowledges receipt of the Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) Project Intentions for 2025/26 as presented.

INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: Finance Accountability Report – Q3

Date of Meeting: June 19, 2025

Background:

The purpose of this update is to provide the Board with the third quarter financial information for the 2024-2025 fiscal year (Sep 1, 2024 to May 31, 2025).

Current Status:

Revenues

Based on the Q3 Projections for 2024-2025, RVS is projecting total revenues of \$329.0 million by August 31, 2025, compared to budgeted revenues of \$328.5 million expected in the Fall Budget. Significant expected variances include:

- Reduction of \$525 thousand in the transportation chargeback to Calgary Catholic based on actual costs incurred.
- Reduction of \$310 thousand in transportation fees based on actual fees collected
- Increase of \$495 thousand in instructional fees based on current collections
- Increase of \$220 thousand in facility rental income
- Increase of \$650 thousand in investment income due to redemption of investments this school year

As of May 31 (Q3), total revenue recorded is \$246.5 million representing 75.0% of budget and 74.9% of projections.

- Alberta Education revenues which represent 90.2% of the overall budgeted revenue is \$223.2 million representing 75.3% of the budget.
- Alberta Infrastructure revenues of \$7.2 million are lower than last year this time and represent just 47% of current year budget. This reduction in revenue (non-cash revenue) is expected based on the year end true up adjustment for supported assets. The reduction in revenue also has a corresponding reduction in amortization expense for a net zero impact to the full year financials
- The other significant revenue source are school & transportation fees which are at \$9.7 million representing 100.2% of the budget. Transportation fees are also currently lower than the budget by \$318K and are projected to stay at this level.

INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Rocky View School Division Operating Statement	2024-2025 Fall Budget	2024-2025 Q3 Projections	2023-2024 YTD Actuals LY	% Change LY vs CY	2024-2025 YTD Actuals	% of Budget	% of Projections
Alberta Education	\$ 296,423,282	\$ 296,423,282	\$ 214,988,863	3.8%	\$ 223,220,823	75.3%	75.3%
Alberta Infrastructure	15,250,000	15,250,000	7,427,981	-3.5%	7,168,105	47.0%	47.0%
Other Gov of Alberta	400,000	400,000	256,610	5.2%	270,003	67.5%	67.5%
Federal Gov & First Nations	464,785	464,785	463,422	-24.6%	349,582	75.2%	75.2%
Other Ab School Authorities	1,835,000	1,310,000	716,250	24.7%	893,279	48.7%	68.2%
Fees	9,707,803	9,892,803	8,742,122	11.3%	9,726,351	100.2%	98.3%
Other Sales, Fundraising, Donations	3,159,130	3,159,130	2,933,264	-4.0%	2,816,367	89.2%	89.2%
Rental of Facilities	470,000	690,000	533,732	16.7%	622,908	132.5%	90.3%
Investment Income	750,000	1,400,000	565,049	140.4%	1,358,562	181.1%	97.0%
Gains On Disposal of Cap Assets	-	-	-	0.0%	64,310	0.0%	0.0%
Total Revenue	\$ 328,460,000	\$ 328,990,000	\$ 236,627,293	4.2%	\$ 246,490,289	75.0%	74.9%

Expenditures

Based on the Q3 Projections for 2024-2025, RVS is projecting total expenses of \$326.4 million by August 31, 2025, compared to budgeted expenses of \$331.8 million expected in the fall budget. Significant expected variances to the Fall Budget include:

- Reduction of \$1.05 million in support staff costs based on actual average salaries and staffing throughout the year.
- Reduction of \$1.16 million in support staff benefits due to benefits rates with the new provider being lower than anticipated.
- Reduction of Instructional supplies and services of \$1.5 million due to unutilized contingencies and lower spending on supplies and services than anticipated.
- Reduction of \$775 thousand in utility costs due to warmer weather and the elimination of the consumer carbon tax.
- Reduction of \$430 thousand due to higher labour chargebacks to the province due to more modular classroom projects.
- Reduction of bus contractor costs by \$864 thousand due to less routes required than was anticipated.

As of May 31 (Q3), total expenses incurred is \$250.5 million representing 75.5% of budget and 76.7% of projections.

Rocky View School Division Operating Statement	2024-2025 Fall Budget	2024-2025 Q3 Projections	2023-2024 YTD Actuals LY	% Change LY vs CY	2024-2025 YTD Actuals	% of Budget	% of Projections
Certificated Salaries & Benefits	\$ 188,467,624	\$ 188,417,613	\$ 139,810,476	1.9%	142,467,955	75.6%	75.6%
Noncertificated Salaries & Benefits	63,308,324	\$ 61,098,840	48,039,727	6.4%	51,101,285	80.7%	83.6%
Services, Contracts, & Supplies	64,830,051	61,650,668	42,206,022	9.7%	46,296,872	71.4%	75.1%
Interest & Charges	216,650	326,650	256,533	-9.2%	233,041	107.6%	71.3%
Supported Amortization	12,939,130	12,939,130	8,397,064	6.9%	8,974,449	69.4%	69.4%
Unsupported Amortization	2,055,000	2,005,000	1,274,518	9.4%	1,394,511	67.9%	69.6%
Total Expense	\$ 331,816,779	\$ 326,437,901	\$ 239,984,340	4.4%	\$ 250,468,113	75.5%	76.7%
Surplus/(Deficit)	\$ (3,356,779)	\$ 2,552,099	\$ (3,357,047)		\$ (3,977,824)		
Net impact of Amortization & Capital	\$ 1,880,000	\$ 1,830,000	\$ (119,862)		\$ 1,219,511		
Net Reserve Contribution/(Draw)	\$ (1,476,779)	\$ 4,382,099	\$ (3,476,909)		\$ (2,758,313)		



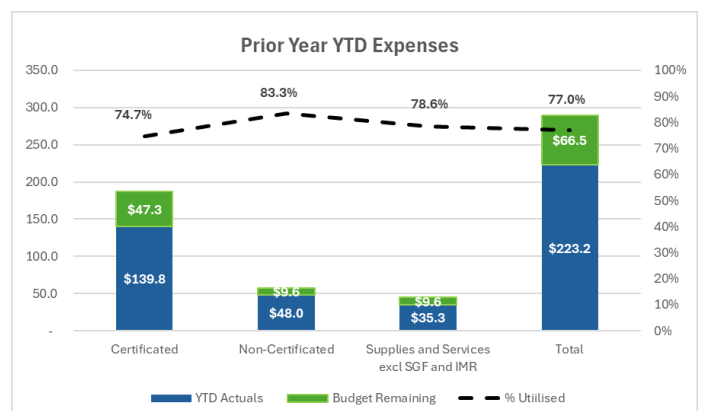
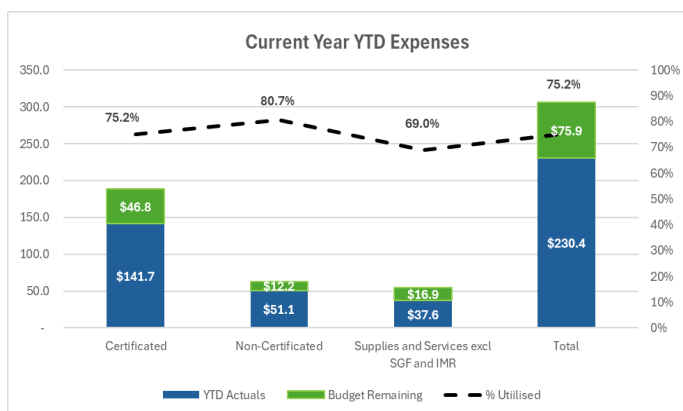
INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Overall spending less School Generated Funds (SGF), Infrastructure Maintenance and Renewal (IMR) and amortization is \$233.5 million representing 76.3% of current budget. This compares to spending of \$223.2 million or 77.0% of the budget at the end of Q3 last year.

- Certificated salaries and benefits are trending at budget at 75.6% compared to 74.7% last year.
- Support staff salaries and benefits are also trending on budget at 80.7%, compared to last year which was at 83.3% of budget.
- Services and supplies are trending lower than budget at 73.4% compared to last year at 78.6%. Some areas driving variances in spending include the following:
 - Instructional: School generated funds are currently at 81.8% of budgeted expenses.
 - Instructional: General supplies and services are 65.6% expended
 - OM: Utilities (Electricity and Natural Gas) are at 70.1% of budget.
 - OM: Insurance is at 74.8% of Budget
 - OM: IMR spending is at 30.4% of Budget with most spending expected to occur in the summer.
 - Transportation: Supplies and services costs are at 87.3% of budget compared to a target of 90%.



INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Teacher Leave Cost

Considering increasing costs in previous few years, the budget for teacher leave costs was increased for 2024/25. As of Q3, overall leave cost is higher than last year and is trending 13% lower than the target of 90%. Total substitute leave cost is \$5.0 million representing 77% of the budgeted short-term substitute leave cost, compared to \$4.4 million in Q3 last year. The current contracted long term replacements cost is \$2.0 million compared to a cost of \$1.7 million last year.

	YTD Current Year	CY % of LY	YTD Last Year
Substitute Leave Cost YTD	\$5,033,000	115%	\$4,370,000
Budget	\$6,574,000		\$4,650,000
% Utilised	77%		94%
	YTD Current Year	CY % of LY	YTD Last Year
Long Term - Replacement Contract Cost	\$2,041,000	119%	\$1,713,000
Budget	\$2,200,000		\$2,000,000
% Utilised	93%		86%

As of May, year to date medical appointments are down 7.25% representing a decrease of 418 days and overall year to date sick absences are up 1.78% representing an increase of 174 days. Personal leave is down 1.37% or 15 days. Total net decrease in absences is 259 days representing a net decrease of 1.56%. See details in Appendix.

Surplus/Deficit/Reserves

Based on the Q3 projections RVS anticipated an operating surplus of \$2.6 million compared to the Fall budgeted operating deficit of \$3.4 million. After accounting for capital purchases and adjusting for amortization, it was budgeted that there will be a net surplus to increase operating reserves by \$4.4 million compared to a net drawdown of \$1.5 million in the Fall budget.

The instructional reserve is projected to be at \$3.9 million by the end of the year. The maintenance department is expecting a surplus due to increased revenues and savings in expenses and is expecting reserves of 3.6 million by the end of the 2024-25 school year. System administration reserves are expected to remain at their opening balance. Transportation reserves are expected to decrease by \$2.0 million to \$3.0 million.

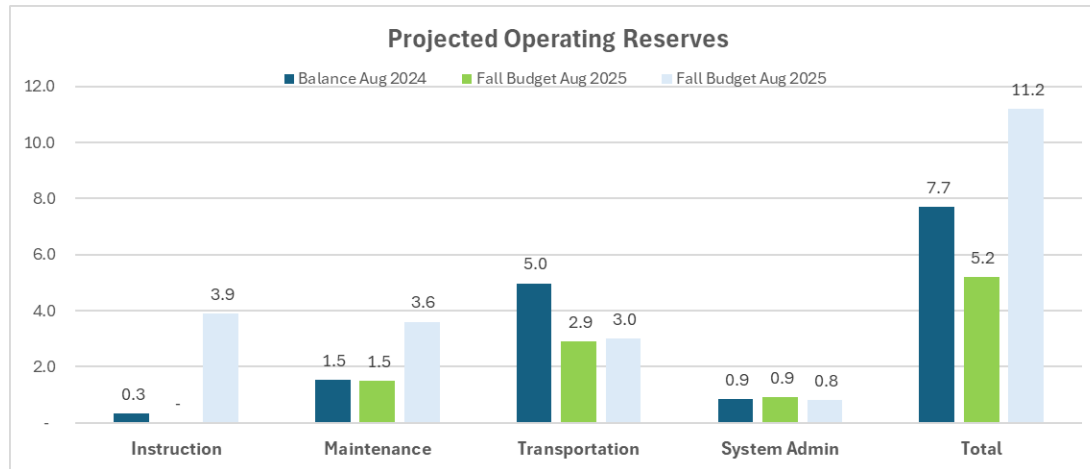
Operating reserves excluding School Generated Funds are expected to be 3.53% of operating expenses and excluding transportation and SGF would represent 2.78%. The required range by the provincial government is for reserves to be with 1 and 6% (excluding SGF). The Board had asked administration to prioritize rebuilding these reserves.



INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS



Future Direction:

The Board will be provided the final 2024-25 financial results with the Audited Financial Statements in November 2025.

Recommendation:

The Board of Trustees acknowledges receipt of the Q3 Finance Update as presented.

Summary of Q3 Financials for 2024-2025

Rocky View School Division	2024-2025	2024-2025	2023-2024	% Change	2024-2025	% of	% of
Operating Statement	Fall Budget	Q3 Projections	YTD Actuals LY	LY vs CY	YTD Actuals	Budget	Projections
Alberta Education	\$ 296,423,282	\$ 296,423,282	\$ 214,988,863	3.8%	\$ 223,220,823	75.3%	75.3%
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Net Reserve Contribution/(Draw)	\$ (1,476,779)	\$ 4,382,099	\$ (3,476,909)		\$ (2,758,313)		



INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Appendix – Teacher Absence Tracking (September to May)

Certificated Employees - Absences 2024/25 vs 2023/24 # Days										
Appointments	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	YTD
Current year	395.9	689.0	669.2	584.4	660.7	452.4	647.9	476.2	769.5	5,345.2
% Change	↓ -8.30%	↓ -5.17%	↓ -15.67%	↓ -1.38%	↑ 8.34%	↓ -17.92%	↓ -2.64%	↓ -20.61%	↓ -2.90%	↓ -7.25%
Last Year	431.7	726.6	793.5	592.6	609.8	551.2	665.5	599.7	792.5	5,763.1
Sick Leave < 4 Days	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	YTD
Current year	507.6	860.5	830.1	773.5	786.8	578.3	930.2	588.5	743.1	6,598.5
% Change	↑ 2.63%	↓ -12.35%	↓ -36.08%	↓ -17.09%	↑ 6.29%	↓ -26.09%	↑ 10.40%	↑ 4.41%	↓ -13.30%	↓ -11.95%
Last Year	494.6	981.8	1,298.6	932.9	740.2	782.4	842.6	563.6	857.1	7,493.8
Sick Leave > 4 Days	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	YTD
Current year	310.6	450.3	355.6	259.5	384.0	267.6	428.0	399.3	471.2	3,326.1
% Change	↑ 72.94%	↑ 142.62%	↑ 11.86%	↑ 1.49%	↑ 45.52%	↓ -5.07%	↑ 29.81%	↑ 86.15%	↑ 106.30%	↑ 47.36%
Last Year	179.6	185.6	317.9	255.7	263.9	281.9	329.7	214.5	228.4	2,257.2
Personal Leave	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	YTD
Current year	78.2	138.6	158.3	97.7	78.2	131.2	108.2	116.1	153.7	1,060.2
% Change	↑ 2.01%	↓ -3.29%	↑ 12.03%	↓ -2.10%	↑ 23.71%	↑ 2.42%	↓ -20.54%	↑ 5.28%	↓ -12.74%	↓ -1.37%
Last Year	76.7	143.3	141.3	99.8	63.2	128.1	136.1	110.3	176.2	1,075.0
Total Absences	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	YTD
Current year	1,292.3	2,138.5	2,013.1	1,715.1	1,909.7	1,429.5	2,114.2	1,580.1	2,137.6	16,330.1
% Change	↑ 9.28%	↑ 4.97%	↓ -21.09%	↓ -8.82%	↑ 13.87%	↓ -18.02%	↑ 7.11%	↑ 6.18%	↑ 4.06%	↓ -1.56%
Last Year	1,182.6	2,037.3	2,551.3	1,881.0	1,677.1	1,743.6	1,973.9	1,488.1	2,054.2	16,589.1



INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: Administrative Procedures Update

Date of Meeting: June 19, 2024

Current Status:

The following changes have been made to administrative procedures since June 2024:

AP100 – Education Plan

Updated with removal of phrase stakeholders, add reference to Board Strategic Plan as guiding document.

AP101 – Annual Education Results Report

Rewrite purpose/background to reflect assurance model, remove phrase stakeholder throughout, change to Education Plan rather than Four-Year Education Plan, updated references.

AP121 – Development and Review of Administrative Procedures

Updated to remove references to stakeholders.

AP135 – Courier Services

Updated to reflect new school on the deliver list.

AP146 – Standardized E-Mail Signature Block and Best Practices for Corporate E-Mail

Updated to remove “how to” section about creating email signatures for the various emails clients, removed word stakeholder.

AP148 – Responsible Use of Personal Mobile Devices and Social Media in Schools

Provides expectations for students in the use of Personal Mobile Devices (PMD) and social media in schools. It addresses the requirements of the Government of Alberta’s ministerial order #104/2024 – Standards for the use of Personal Mobile Devices and Social Media in Schools. Refocusing our efforts on maximizing instructional time by removing PMD from the learning environment except where it contributes directly to the achievement of learning outcomes or supports diverse learners.

AP150 – Community Engagement

Update to remove the word stakeholder and replaced with community member or community members.

AP152 – Dispute Resolution

Updated to remove the word stakeholder and use the phrase community member and updated the link to Board Policy 13.

AP158 – Visual Identity Corporate Branding

Updated to remove the phrase stakeholder.



INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

AP166 – Emergency Health Issues Response

Updated and renamed in light of recent changes to the Education Act and the In-Person Learning Regulation. Clearly states that every student has a right to education during emergencies declared under the Public Health Act or the Emergency Management Act and that RVS must ensure that students are provided either in-person learning or at-home learning during an emergency in accordance with relevant Regulations and Orders. It goes on to require the principal to ensure that parental notification and consent is received in the case of a student who is under the age of 16, and that parental notification and the consent of the student or parent is received for students 16 years or older for any health measures established by the Board that apply to the body of the student. This consent does not apply to any health measure specifically exempted by Order of the Minister.

AP171 – Student Accommodation Consultation

Updated to remove the phrase stakeholder and replaced with community and/or community members.

AP193 – Land Acknowledgement

Updated to reflect the name of the Otipemisiwak Métis Government of the Métis Nation within Alberta District 4.

AP231 – At-Home Learning

New AP created in light of Alberta Education's In-Person Learning Regulation which came into effect on March 1, 2025. It is an AP providing direction about the temporary provision of at-home learning to a student when circumstances necessitate such action.

AP260 – Education Excursions

References updated to reflect less customized informed consents now being used.

AP290 – Research Studies

Updated order to have procedures and committee composition moved to the top, updated timelines for research studies to be received, updated FOIP review process, and added that a final copy of the research report must be provided to RVS.

AP307 – Student Information System

New AP created to outline the purpose and procedures of the Student Information System (SIS) used by RVS for communication of student information to AB Ed, tracking (achievements, attendance, demographics, supports, incident management) and communication with partners. It details the roles and responsibilities of the Division, the Student Information System Coordinator, and School Principals', in ensuring the accuracy, completeness, and timely collection of student data for effective planning and decision-making.

AP312 – Safety Patrol

Updated made to the reference section as well as formatting edits.



INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

AP355 – Student Suspension Recommendation for Expulsion

The references section was updated to remove AF355-A which is no longer in use.

AP410 – Employee Progressive Discipline

Updated to provide timeline for filing an appeal.

AP455 – Employee Attendance Improvement & Monitoring Program

Developed to implement new divisional Attendance Improvement initiative. The AP was developed in consultation with divisional leadership, WEC, and APAC and launched in January 2025. The initiative is a proactive approach to identify employees who may be struggling by using attendance metrics and trends. Employees identified receive supports to resolve their attendance and improve their attendance.

AP5003 – Special Benefits Request

Deleted due to RVS' transition to ASEBP for all employee benefits. Given we no longer operate our own benefits program, special requests are no longer applicable to RVS.

AP5112 – Grant Writing

Updated to reflect that grant applications go through the Business and Operations department.

AP5305 – Non-Standard Items RVS Facilities

This AP was updated with some of the new requests we have received about items in classrooms and some approval processes were adjusted.

AP5308 – Waste Management, Composting and Recycling

Added reference to composting throughout the existing AP.

AP5500 – Student Transportation Services

Updated to be in line with the recently revised Board Policy 17 – Student Transportation and reflects the latest Student Transportation Regulation. Many of the specific details formerly found in Board Policy 17 were moved into this administrative procedure. Parent/guardian and student responsibilities, information and route monitoring and bus video surveillance systems, dispute resolution were added into the AP.

Recommendation:

The Board of Trustees acknowledges receipt of the Administrative Procedures Update as presented.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: Delegation of Tender Awards

Date of Meeting: June 19, 2025

Background:

Administrative Procedure AP5201 outlines the requirement for Board approval on any construction project award over \$200,000.

Construction contract awards may occur over the summer months and a Board motion will not be possible to approve the tender(s) unless a special Board meeting is called. Therefore, administration is requesting that the Board delegate to the Superintendent the power to award these contracts for the period of June 20, 2025, until September 1, 2025, in accordance with Policy 11 and the Education Act which states in Section 52:

(1) that the Board may authorize

(a) any of its employees,

(b) a committee of the board or a committee established by the board, or

(c) a school council

to do any act or thing or exercise any power that the board may do or exercise or is required to do or exercise.

(2) An authorization by a board under subsection (1) must be in the form of a resolution of the board.

Current Status:

Due to the timing of the potential RFPs for construction, administration is requesting that the tender selection be delegated to RVS' Superintendent of Schools, Greg Luterbach. This has been done in the past.

Alternatives:

Alternative I

The Board of Trustees delegates the power to award construction contracts, related to modular classrooms, facility improvements, IMR and CMR projects, during the period of June 20, 2025, to September 1, 2025, to the Superintendent of Schools.

Alternative II

The Board of Trustees requests that, if needed, special Board meetings be called for the award of construction contracts during the period of June 20, 2025, to September 1, 2025.

Recommendation:

The Board of Trustees delegates the power to award construction contracts, related to modular classrooms, facility improvements, IMR and CMR projects, during the period of June 20, 2025, to September 1, 2025, to the Superintendent of Schools.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: Amendment to Terms of Reference for the Appeals Committee

Date of Meeting: June 19, 2025

Background:

The Board supports the right of parents/guardians to make inquiries or bring forward concerns regarding student matters, and to appeal administrative decisions that significantly affect the education of a student of the Board. In the interest of open communication, concerns must first be directed to the staff member(s) most directly involved and adhere to the process as outlined in Administrative Procedure 152 – Dispute Resolution.

In accordance with section 52 of the Education Act, the Board delegates to the Appeals Committee the power to make decisions with respect to appeals on all matters other than the expulsion of a student.

Current Status:

It is rare for appeal hearings to be needed. Procedural fairness would require there to be more than one trustee to hear an appeal and best practice would suggest an odd number of trustees should be on an appeal panel. The current terms of reference for the Appeals Committee only appoints three members and is silent on the concept of alternates.

If a hearing is required, it should be timely. We could run into a situation whereby one of the three assigned members is unavailable and that could delay a hearing. In the terms of reference for the Student Expulsion Hearing Committee, it includes a statement which allows for alternates should one of the regular members of the committee be unavailable. It is recommended that the same statement be added to the terms of reference for the Appeals Committee. See attached for a track changes version of the terms of reference for the Appeals Committee with this statement added.

Alternatives:

Alternative I

The Board of Trustees approves the proposed terms of reference for the Appeals Committee as presented.

Alternative II

The Board of Trustees approves the proposed terms of reference for the Appeals Committee as amended.

Alternative III

The Board of Trustees refers the matter to the Board Planning Committee for further study.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Recommendation:

The Board of Trustees approves the proposed terms of reference for the Appeals Committee as presented.



Appeals Committee

Terms of Reference

Purpose:

The Appeals Committee will hear appeals on administrative decisions on all matters other than expulsion of students and hearings on the transfer of teachers.

Membership:

- a) Three trustees

Any other trustee can serve as a Committee member upon the request of the Superintendent or designate if one or more of the named members are not available for any reason.

Authority:

The Appeals Committee has been delegated the authority by the Board to hear and rule on appeals.

Areas of Focus:

Areas of focus include:

- a) Board Policy 13 – Appeals and Hearings Regarding Student Matters for matters significantly affecting the education of a student other than expulsions.

Meetings:

As needed.

Remuneration of Trustees:

Trustees will be remunerated according to Board Policy.

Budget:

None.



INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: Bills 27, 29 and 51 Update

Date of Meeting: June 19, 2025

Background:

Bill 27: Education Amendment Act, 2024, received Royal Assent on December 5, 2024.

Notification and consent for health procedures

- For students under 16 years of age, school authorities are required to obtain parental consent for any health procedures or health-related requirements that apply to their child during an emergency, such as a public health emergency or state of emergency.
 - Students aged 16 and older may provide their own consent, however parental notification is required.
 - This requirement will not apply to routine health measures such as school cleaning or general hygiene practices.

Right to education

- Students have a new right to education during a public health emergency or state of emergency, in alignment with protections in the In-Person Learning Regulation.
- Shifts of three or fewer school days to at-home learning no longer require a Ministerial Order in certain emergencies, which will be defined in the regulations.
- Any shift longer than three school days will continue to require an exemption via Ministerial Order.
- School authorities must report any shift to at-home learning when they do not also offer an in-person option to the ministry as soon as reasonably possible, in a form and manner acceptable to the minister.

The remainder of the legislative and regulatory changes are expected to come into force on September 1, 2025:

Notification and consent for preferred names and pronouns

- If a student requests that teachers or school staff use a new gender identity-related preferred name or pronouns, the school authority must notify the parent.
- For students under 16 years of age, school staff can only use the new preferred name or pronouns when referring to the student in school once parental consent is provided.
- If parental notification is reasonably expected to cause psychological or emotional harm to the student, or if a student requests assistance, the school authority must ensure the student is provided with counselling or other assistance prior to notifying their parents. This could include supports such as guidance counsellors or social workers that do not require parental consent for students to access in schools.
- Following parental notification, affordable mental health supports can also be accessed through Counselling Alberta. Alberta Education will work with school authorities to ensure



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TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

appropriate referral pathways are in place to ease the transition between school-based supports and Counselling Alberta.

Parental opt-in for content on human sexuality, gender identity or sexual orientation

- Where classroom content deals primarily and explicitly with human sexuality, gender identity or sexual orientation, school authorities must notify parents and provide parents the option to opt-in their child, rather than opt-out, for this instruction.
 - This does not apply to other subjects or incidental references to these topics.
- School authorities must establish and implement policies regarding parental notification and opt-in consent, which must include:
 - providing notice at least 30 days prior to the start of a course, program of study, instruction, or the first use of instructional materials or an exercise;
 - providing parents with sufficient information to make an informed decision; and
 - providing parents the opportunity to opt their child in for all or part of the instruction.
- Alberta Education approval of materials
 - The Minister of Education must approve learning and teaching resources dealing primarily and explicitly with gender identity, sexual orientation or human sexuality.
 - Minister approval of these learning and teaching resources is not required where they are being used for religious instruction.
 - External parties presenting learning and teaching resources that deal primarily and explicitly with human sexuality, gender identity, and sexual orientation will require approval, whether in the context of religious instruction or otherwise.

Policies related to at-home learning

- School authorities must develop publicly available policies related to any shifts to at-home learning in the future to mitigate negative impacts. Policies must include:
 - consideration of ways to potentially accommodate students at other facilities;
 - rationale/criteria for considering a shift to temporary at-home learning;
 - how learning will continue during the shift; and
 - how schools will provide accommodations for students.

In May, Alberta Education released several implementation support materials including:

- A parent guide school authorities can share with parents inquiring about the changes (see attached);
- A frequently asked question (FAQ) document (see attached);
- Information sheets for schools, parents and students on accessing services through Counselling Alberta;
- Checklist for developing policies related to at-home learning where there is no in-person learning option;
- Checklist for developing policies related to parental notification and opt-in consent for subject matter dealing primarily and explicitly with gender identity, sexual orientation or human sexuality;

INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Bill 29, the Fairness and Safety in Sport Act was also passed.

The Fairness and Safety in Sport Act requires organizations offering amateur competitive sport (provincial sport organizations, public post-secondary institutions, independent academic institutions, and **school authorities** with students of appropriate age) to establish, implement, and maintain athlete eligibility policies that align with the accompanying Regulation.

The Fairness and Safety in Sport Regulation, released on June 5, 2025, establishes the requirements for these policies, including requirements that ensure that female leagues, classes and divisions are limited to biologically female athletes, and processes for determining whether individual athletes meet eligibility requirements. The Regulation also contains reporting requirements and frequency.

Bill 51, the Education Amendment Act, 2025, received royal assent on May 15, 2025. The following changes to the Education Act and regulations will come into effect upon proclamation on **September 1, 2025**.

Private School Terminology

- The terms “independent school,” “independent ECS operator,” and “early childhood services program independent operator” will replace all instances of “private school,” “private ECS operator,” and “early childhood services program private operator,” respectively.

Joint Use and Planning Agreements

- School boards will automatically be exempt from entering into joint use and planning agreements with municipalities that are exempt under Municipal Affairs legislation.
 - If this occurs, no further action by the department or school board would be required.
- The Minister of Education and Childcare will have new authority, providing the flexibility to make regulations regarding joint use and planning agreement criteria, requirements, and exemptions, replicating the authority of the Minister of Municipal Affairs.

Teacher Discipline

- The teacher discipline model will be streamlined and clarified to:
 - allow administrators to delegate reporting requirements and other complainant roles to another individual;
 - eliminate duplicate reporting requirements to reduce administrative burden;
 - enable administrators to be notified about ongoing complaints when a teacher or teacher leader becomes employed by a different school authority;
 - clarify that the chair of the hearing committee may apply to the court for an order of compliance when necessary; and
 - implement a \$250 fee for complainant appeals that will be set out in regulation.

Election Eligibility for Displaced Jasper Residents

- Legislative changes regarding election eligibility for displaced Jasper residents came into effect upon royal assent of the Municipal Affairs Statutes Amendment Act, 2025 and will be in force for the next school board election on **October 20, 2025**. These changes will ensure that Jasper residents displaced by the July 2024 wildfires will be able to vote and be nominated



INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

as candidates in the 2025 and 2026 elections for the local school board or francophone education region in the Municipality of Jasper.

Trustee Accountability

- Legislative changes regarding trustee accountability will come into effect on **October 21, 2025**, or the day following the next general municipal election on October 20, 2025:
 - School boards will no longer have the ability to disqualify or remove a trustee for breaching a school board code of conduct.
 - School boards will continue to have authority to sanction trustees as set out in their respective codes of conduct (e.g., removal from meetings, voting privileges).
 - Individual trustees could only be removed through a recall petition process.
 - Trustees can still be automatically disqualified with no action required by the board if they are engaging in criminal activity, as outlined in section 87 of the *Education Act*, or if they are not meeting trustee requirements outlined in the *Local Authorities Elections Act*.

School Property Ownership

- Legislative changes regarding school property ownership came into effect on **March 27, 2025**, at the same time as the *Appropriation Act, 2025*. Alberta Infrastructure can own new and replacement Kindergarten to Grade 12 school buildings and playgrounds, as well as buildings repurposed for educational use, and lease them back to public and separate school boards, francophone regional authorities, and charter schools for operation and maintenance.

Current Status:

Bills 27 and 29 will require a variety of changes in practice in all school divisions in Alberta. The Alberta School Boards Association (ASBA) shared suggested edits to Administrative Procedures (APs) impacted by some of these pieces of legislation.

The following APs will be revised/created to provide guidance to the system in reflect the requirements of these pieces of legislation:

- AP166: Emergency Health Issues Response;
- AP205: Teaching About Controversial Issues;
- AP206: Family Life Education;
- AP207: Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions;
- AP231: At Home Learning (new);
- AP307: Student Information Systems (new); and
- AP320: Student Records.

RVS has reviewed the suggestions from ASBA and government's FAQs, parent guides, policy checklists and is in the process of finalizing these APs. Most of the draft changes have been reviewed by the executive team, RVS' administrative procedure advisory committee yesterday and will be finalized

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TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

and posted over the summer. In August, as part of the school startup process, information about the AP changes will be communicated to all impacted staff.

Bill 51's change about new school property ownership is a significant change for all Boards. The full impact remains unknown but will impact all new school projects across the province announced after Budget2025. RVS' existing approved projects (all 8) will not be impacted by this change. The details in the regulations will be important to study when released. Board Policy 4: Trustee Code of Conduct will need to be revised as of October, 2025 now that boards will no longer have the ability to disqualify or remove a trustee for breaching a school board code of conduct.

Staff have attended webinars from Alberta Education, Alberta Infrastructure, ASBA and legal firms on these legislative changes.

Recommendation:

The Board of Trustees acknowledges receipt of the Bills 27, 29 and 51 Update as presented.

Education Amendment Act, 2024

Parent Guide

Background

The [Education Amendment Act, 2024](#) (formerly Bill 27) amends the *Education Act* to support families and students navigating complex conversations around gender identity, sexual orientation, and human sexuality, while also supporting continuity in a student's learning during a public health emergency or states of emergency.

The amendments create greater transparency between school authorities and parents and result in greater consistency for students, parents and teachers.

Amendments related to notification and consent for health measures, the right to education during emergencies, and updated requirements for shifts to at-home learning took effect on March 1, 2025. School authorities are required to develop related policies by September 1, 2025.

The remaining amendments to the *Education Act* are anticipated to take effect on September 1, 2025. This includes changes related to:

Parental notification and consent of preferred names or pronouns

Alberta Education recognizes the importance of open communication between schools and families while ensuring students feel supported in their learning environment.

If a student under the age of 18 requests that school staff refer to them using a new gender identity-related preferred name or pronouns, the school authority is required to notify the student's parent. For students under 16 years of age, school staff may only use the new preferred name or pronouns in school once parental consent has been provided.

If a student requests access to assistance before parental notification, or if notification is reasonably expected to cause emotional or psychological harm to the student, school authorities will ensure the student is provided with counselling or other assistance to help them through the process.

Students can access guidance counsellors, social workers and other school-based supports without parental consent. After notification has occurred, students and families can also connect with affordable mental health services through [Counselling Alberta](#).

Parental notification and opt-in for subject matter dealing with gender identity, sexual orientation or human sexuality

As a parent, it is important that you are informed about your child's education. When classroom subject matter deals primarily and explicitly with gender identity, sexual orientation or human sexuality, schools must notify you at least 30 days in advance and provide you with the option to opt your child in for this instruction. This requirement does not apply to other subject matter or incidental references to these topics.

Also, once the amendments take effect, all school authorities must have publicly available policies in place for parental notification and opt-in consent. Among other things, these policies must ensure that:

- You get sufficient information and detail to make an informed decision
- If you provide consent, you have the choice to opt your child in either partially or fully

These changes support transparency and help you stay actively involved in your child's learning.

Minister approval of learning and teaching resources and external parties that deal with gender identity, sexual orientation or human sexuality

To ensure transparency and consistency, the Minister of Education must approve any learning and teaching resources that deal primarily and explicitly with gender identity, sexual orientation or human sexuality before they are used in classrooms, unless they are specifically for religious instruction.

If an external party provides or uses learning and teaching resources on these topics—whether in the context of religious instruction or otherwise—the external party itself must also receive Minister approval.

These measures help ensure that parents are involved in their child's learning and understand what is being taught in schools.

Policies for at-home learning

School authorities must have clear policies in place to support students and families if there are circumstances where an in-person learning option is not available. By September 1, 2025, school authorities will establish and publish policies to minimize disruptions and ensure learning continues smoothly.

These policies will include:

- factors the school authority will consider when deciding if learning should be in person or at home or a combination of both
- opportunities for continuing in-person learning at buildings other than the building where students regularly attend school
- how the board plans to provide at-home learning while fulfilling its obligations under the *Education Act* and the regulations
- how the board plans to make reasonable efforts to enable students to participate in at-home learning

These policies will help ensure that, even when in-person learning is unavailable, your child's education remains a priority.

Timing

The amendments are anticipated to come into effect September 1, 2025, and will apply to all school authorities in Alberta, including public, separate, francophone, charter, and independent (private) schools for the 2025/26 school year.

Engagement

Alberta's government engaged with approximately 250 stakeholders including school boards, parents and teacher representatives, superintendents, mental health organizations and other education stakeholders about policy implementation.

For more information

If you have any questions about the policies and procedures coming into effect September 1, 2025, please contact your local school and/or school authority directly. They are your best point of contact for how these policies will apply to your child.

Frequently asked questions: *Education Amendment Act, 2024*

What changes are taking place?

Changes to the *Education Act* and related regulations will support families and students navigating complex conversations around gender identity, sexual orientation and human sexuality, while also supporting continuity in a student's learning during a public health emergency or state of emergency.

When will these changes come into effect?

Some changes came into effect on March 1, 2025:

- notification and consent for health measures
- right to education during emergencies
- updated requirements for shifts to at-home learning

Other changes are anticipated to come into effect on September 1, 2025:

- parent notification and consent for gender identity-related preferred names and pronouns
- parental notification and opt-in consent for subject matter dealing primarily and explicitly with gender identity, sexual orientation or human sexuality.
- Minister approval of learning and teaching resources and external parties presenting learning and teaching resources that deal primarily and explicitly with gender identity, sexual orientation or human sexuality.
- school authority policies related to at-home learning where no in-person learning option is provided

Who do these changes apply to?

The changes apply to all school authorities in Alberta, governed by the *Education Act*, including public, separate, Francophone, charter, and independent (private) schools.

The changes do not apply to First Nations Education Authorities.

Parent notification and consent for gender identity-related preferred names and pronouns

What is changing?

Where a student under 18 years of age requests that teachers or school staff use a new gender identity-related preferred name or pronouns, the school authority must notify the parent. For students who are 16 or 17 years old, school staff can only use the new preferred name or pronouns when referring to the student in school after this notification has occurred. For students under 16 years of age, school staff can only use the new preferred name or pronouns once notification has occurred and parental consent has been provided.

If parental notification is reasonably expected to cause psychological or emotional harm to the student, or if a student requests assistance, the school authority must ensure the student is provided with counselling or other assistance prior to notifying their parents. This could include supports such as guidance counsellors or social workers that do not require parental consent for students to access in schools.

How quickly should a parent be notified when a student requests to change to a preferred name and/or pronoun?

Notifying parents and, where applicable, seeking parental consent should happen in a timely manner. The student's new preferred name/pronouns cannot be used by teachers, teacher leaders or other school staff until parental notification has occurred, and if applicable, consent has been given.

At what age is parental notification and/or consent needed for schools to use students' gender identity-related preferred names or pronouns?

If a student under the age of 18 requests that school staff use a new gender identity-related preferred name or pronouns, the school authority is required to notify the parent, and school staff may only use the new preferred name or pronoun once notification has occurred. For students under 16 years of age, school staff may only use the new preferred name or pronouns in school once notification has occurred and parental consent has been provided.

If parents are supportive of a student's gender identity-related preferred names or pronouns, does the *Education Act* require school authorities required to use them at school?

The legislation requires school authorities to notify the parents of the request. It does not require school authorities to seek parental consent or to use a requested preferred name or pronouns.

School authorities who do not plan to seek parental consent or use a student's gender identity-related preferred name or pronoun, should ensure the school community is aware of their policy/process. Should there be a disagreement between the school authority and parents, the school authority is encouraged to work with the parents and student to help resolve the conflict.

What will happen in the case of students already using a gender identity-related preferred name and/or pronoun at school?

These requirements do not apply retroactively. As a result, where a student is already being referred to in school by a gender identity-related preferred name or pronouns when the amendments to the *Education Act* take effect, the school authority would not be required to notify or obtain parental consent to continue using the preferred name or pronoun.

What about students adopting a preferred name at school for a reason not related to their gender identity?

This requirement only applies to changes to a new preferred name or pronoun the student prefers for reasons related to the student's gender identity (e.g, a name identified by a student that is more aligned with their gender identity, to be used in place of the name that the student has been using).

It does not apply to preferred names or nicknames that are not related to the student's gender identity.

What will happen if a student's parents are not receptive to a student using a preferred name or pronouns related to their gender identity?

In most cases, a child's parent or guardian is in the best position to support their child, including when their child wishes to be referred to by a new preferred name and/or pronouns. Where notifying the student's parent is reasonably expected to result in psychological or emotional harm to the student, or if the student requests access to assistance, the board must ensure that the student is provided with counselling or other assistance prior to parental notification.

If a parent or guardian needs help supporting their child, Family Resource Networks (FRNs), administered by Children and Family Services, are available. They focus on strengthening parenting/caregiver knowledge, building coping and problem-solving skills, understanding child and youth development and supporting well-being and resilience. There are 70 FRNs across Alberta, and all services are free and open to every Albertan, no matter where they live. With respect to exceptional cases where there are reasonable and probable grounds to believe that the safety or security of a student is endangered, the *Child, Youth and Family Enhancement Act* continues to apply to school settings, as it always has.

What supports will be available to students who request assistance before their parents are notified?

Where a student requests access to assistance before parental notification, the school authority is best positioned to determine appropriate assistance in the circumstances. For example, assistance may include access to school-based guidance counsellors or social workers in the school. In some circumstances, a school authority may seek out other options for assistance or counselling.

Can a preferred name be displayed on an official document like a diploma?

Official documents like a diploma reflect a student's legal name. Students must legally change their name if they would like an official record, like a diploma, to reflect a name other than their current legal name. This is a separate process that applies to all name changes and is not affected by these amendments.

In the case of 'independent students' under the *Education Act*, would school authorities have to notify or seek consent from parents?

School boards are responsible for setting operational policies for independent students, in line with the *Education Act*. When a school board determines that a student meets the criteria to be considered independent, that student assumes all the rights, responsibilities and benefits under the *Education Act* that would otherwise belong to their parent. In such cases, the parent no longer holds those rights or responsibilities.

As outlined in the *Education Act* an "independent student" means a student who is 18 years of age or older, or 16 years of age or older and:

- a. living independently as determined by a board in accordance with section 6, or
- b. a party to an agreement under section 57.2 of the *Child, Youth and Family Enhancement Act*.

Do these changes impact school staff

These changes only apply to parent notification and consent for gender identity-related preferred names and pronouns for students. There are no

sharing their pronouns with students or staff?

requirements in the *Education Act* respecting school staff sharing gender identity-related preferred names or their pronouns with students or staff.

Is there a minimum age for a student to request use of a gender identity-preferred name or pronouns?

The requirements apply to all students as defined in the *Education Act*. The term “student” excludes a child younger than 6 years of age who is enrolled in an early childhood services program.

If a parent consents to a gender identity-preferred name or pronoun, how should it be reflected in the student record?

The Provincial Approach to Student Information (PASI), the system used to securely store Alberta student information required by the Student Record Regulation, can accommodate a student’s given name and preferred name, as well as four gender options (M - Male, F - Female, U - Unknown, X - Unspecified). If a parent consents to use of a different gender identity-preferred name, the given name in PASI should remain as the student’s name, as outlined in the Student Record Regulation, but a gender identity-preferred name can be entered as the preferred name should the parent choose to do so in accordance with the school authority’s policies. Parents may also choose to update the gender in accordance with the school authority’s policies.

How do these requirements apply to people who work in a school, but are not employed by the school authority (i.e. staff of a contractor)?

These requirements apply to teachers, teacher leaders, and other school staff. School authorities are responsible for setting the terms of their contracts and may choose to include expectations for contractors to follow their policies and procedures.

How do these changes align with professional requirements for confidentiality that some school counsellors must adhere to?

School counseling services may be provided by various practitioners, including, but not limited to, teachers, social workers and psychologists. These changes are not intended to affect the ethical codes or confidentiality standards that members of professional associations must follow. School authorities should ensure that their processes and procedures align with the professional requirements of their staff.

How should school authorities respond if there is a disagreement between parents on

Where parental consent is required, once a parent, as defined in the *Education Act* provides consent, school staff can use the preferred name or pronoun. Should parents have continued disagreement, they can take steps to resolve it independent of the school. Depending on the circumstances,

the use of a gender identity-related preferred name or pronoun?

this could include accessing community supports, such as through Family Resource Networks (FRNs), or engaging a family law practitioner.

Parental notification and opt-in consent for subject matter dealing primarily and explicitly with gender identity, sexual orientation or human sexuality

What is changing?

Where classroom content includes subject-matter that deals primarily and explicitly with gender identity, sexual orientation or human sexuality, school authorities must notify parents at least 30 calendar days in advance and provide parents the option to opt-in their child, rather than opt-out, for this instruction. This does not apply to other subjects or incidental references to these topics.

School authorities must also establish and implement publicly available policies, by September 1, 2025, regarding parental notification and opt-in consent, which must address:

- The process (form and manner) the school authority will use to provide notice to parents
- The frequency and timing of the notice, which must occur at least 30 days in advance
- The process (form and manner) to seek parents' consent, which must:
 - Include sufficient detail to enable parents to make an informed decision; and
 - provide parents with the option for full or partial consent.

Some boards may choose to provide notification at the start of a school year or semester, while others may provide notification of individual units or events.

What does it mean for school authority policies to be “publicly available?”

For a policy to be publicly available it means that school authorities must ensure that the policy is readily available and/or be provided on request. This could include posting the policy on a school authority's public facing website or being prepared to provide a copy, in a timely manner, when a copy is requested.

Will these changes impact the creation or operation of GSAs/QSAs? Should parents be notified and required to provide opt-in consent for their child to participate in GSAs/QSAs?

Section 35.1(1) of the *Education Act* deals with the establishment of voluntary student organizations activities intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, such as a Gay-Straight Alliance or Queer-Straight Alliance. This has not changed.

New parental notification and opt-in consent requirements for courses, programs of study or instructional materials, or instruction or exercises that include subject-matter dealing primarily and explicitly with gender identity, sexual orientation or human sexuality will not apply to a student's participation in voluntary student organizations or activities such as GSAs.

However, the new requirements related to Minister of Education approval of learning and teaching resources dealing primarily and explicitly with gender identity, sexual orientation, or human sexuality do apply. This means, for example, that where an external party uses or provides learning and teaching resources (materials, presentation, etc.) to students in the context of a GSA, those resources and the external party itself must first be approved by the Minister of Education.

Note: Under section 35.1(b), a staff liaison is a staff member designated by the principal of the school whose role is to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity. A staff member who is the liaison of the GSA would not be considered an external party, nor would student members of the GSA.

What does “primarily and explicitly” mean in reference to the parental opt-in requirement?

The parental opt-in requirement applies when subject matter deals primarily and explicitly with gender identity, sexual orientation or human sexuality. This is referring to direct references to these themes, as part of the following learning outcomes identified by Alberta Education:

- Physical Education and Wellness (Grades 3, 4, 5 and 6)
- Health and Life Skills (Grades 7, 8 and 9)
- Career and Life Management (High School)
- Career and Technology Studies (High School) – Reproduction and Readiness for Parenting
- Career and Technology Studies (High School) – Developing Maturity and Independence

Indirect or incidental references to these topics would not require parental notification or opt-in consent. For example, if there was an indirect reference in a book being discussed in language arts, this would not require parental consent. Another example is Biology 30, which would not require parental opt-in consent. Although some of the learning outcomes are explicit in that they deal with the anatomy and physiology of human reproduction, they are not explicitly about human sexuality.

Will the changes impact the current parental opt-out approach for religious instruction?

The amendments will not impact the parental opt-out approach for religious instruction in Section 58.1 of the *Education Act*. Boards will continue to provide parents notice where there is instruction that deals primarily and explicitly with religion. When a parent makes a written request, a student shall be exempt from such instruction without academic penalty.

What will happen if a student wants to participate in subject matter involving gender identity, sexual orientation or human sexuality, but

A student may not participate unless their parent has opted them in. During this time, the student would leave the classroom or place where the instruction is taking place and would be provided an alternate instruction or supervision.

their parent has not opted them in?

Similar to the opt-out model under section 58.1, if there is a disagreement, the school is encouraged to work with the parents and student to help resolve the conflict.

Is parental consent needed for students 18 years of age and older?

Students aged 18 or older will not require parental opt-in consent to participate in instruction involving gender identity, sexual orientation or human sexuality. Parental opt-in consent is also not required for “independent students” under the *Education Act*.

Will this apply every time sexuality, sexual orientation or gender identity is mentioned in the classroom?

No, it will only apply to scenarios where subject matter deals primarily and explicitly with one or more of these topics. An incidental reference (for example, a single mention in a book in Language Arts) would not trigger the opt-in requirement. It's up to school authorities to determine the timeframe and frequency of parental notification and opt-in (e.g. once per year, quarterly, etc.). However, notification must be a minimum of 30 calendar days before the subject matter is presented.

Do the changes mean that parents will need to opt-in students to learn about consent?

Students will continue to learn about consent in Alberta classrooms at several grade levels. Only one learning outcome that includes instruction on consent will require parental opt-in (Grade 6 - Any sexual activity always requires consent).

Since the change takes effect on September 1, 2025, and 30 days' notice is required, can school authorities offer programming on human sexuality, gender identity or sexual orientation in September?

While the requirements for notification and consent do not come into effect until proclaimed in force (anticipated for September 1, 2025), school authorities have the flexibility to take steps prior to September to ensure appropriate notification and request opt-in consent for September programming.

If a new student registers less than 30 days before related subject matter is to be provided, can they still participate?

The requirements are in place for registered students. In the case of new students or late registrations, school authorities can provide notice during the registration process. Written consent from parents will still be required prior to the student participating in the lesson(s).

Will notification and opt-in consent be needed for a staff member to share their

A staff member sharing their preferred pronouns with students would not require parental notification or opt-in consent.

preferred pronouns
with students?

When seeking
consent, how much
information are
school authorities to
provide parents on
subject matter? Are
school authorities
required to provide
parents with copies of
lesson plans?

How should school
authorities manage
students who do not
receive consent to
participate in a
course, program or
study or instruction?

If a learning common/
library held an
optional book talk
(e.g. on pride books),
would opt-in consent
be required for
students to take
part?

If there are
complaints about how
gender identity,
sexual orientation or
human sexuality
content is being
taught in schools,
who responds or
investigates those
complaints?

School boards are responsible for determining how to provide notice and seek parental consent in accordance with required policies. School authorities must provide sufficient detail to enable parents to make an informed decision about their child's participation, with the option for full or partial consent, but this does not require school authorities to provide parents with copies of lesson plans.

If consent is not provided, teachers must arrange alternate instruction or supervision for the student outside the classroom or setting where the course, program or materials will be used. School authority policies should outline how this will be managed, including for situations of partial consent. As opt-in parental consent is required, no academic penalty can apply to the extent that a student's parent has not opted the student in to the applicable course, program of study or instructional materials, instruction or exercises. Should a parent request specific alternative courses, programs, instruction or instructional materials, school authorities are not required to accommodate the parent's request.

Parental opt-in will not apply to a student's participation in extra-curricular voluntary activities. However, the new requirements related to Minister of Education approval of learning and teaching resources dealing primarily and explicitly with gender identity, sexual orientation, or human sexuality do apply. This means, for example, that where an external party uses or provides learning and teaching resources (materials, presentation, etc.) to students in an extra-curricular context, those resources and the external party itself must first be approved by the Minister of Education.

Where concerns relate to a teacher, it is expected that complaints regarding the teaching of gender identity, sexual orientation or human sexuality content will follow the same process as all complaints involving teachers.

School authorities have guidelines and processes in place to address complaints and concerns related to their employees. Concerns are often addressed and resolved at the local level. If parents are comfortable and it is safe to do so, they are encouraged to try to address concerns at the local level first. Parents can discuss the issue with the teacher or teacher-lead if possible or their supervisor if necessary.

If the complaint is not adequately resolved at the local level, parents can contact the Office of the Registrar to discuss their concerns and may wish to seek further information about submitting a complaint that will be

addressed by the Alberta Teaching Profession Commission. More information is available at <https://www.alberta.ca/alberta-teaching-profession-commission>.

Minister approval of learning and teaching resources and external presenters that deal primarily and explicitly with gender identity, sexual orientation or human sexuality

What is changing?

Anticipated to take effect on September 1, 2025:

- The Minister of Education must approve learning and teaching resources dealing primarily and explicitly with gender identity, sexual orientation, or human sexuality.
 - Minister approval of these learning and teaching resources is not required where they are being used to provide religious instruction.
- External parties using or providing learning and teaching resources that deal primarily and explicitly with gender identity, sexual orientation or human sexuality must be approved by the Minister of Education, whether in the context of religious instruction or otherwise.

What is considered a learning and teaching resource?

A learning and teaching resource means any resource used in a school to engage in learning or teaching, but does not include:

- A resource created by a student, or
- A resource accessed by a student independently, including through a school library.

What will happen to existing learning and teaching resources that cover topics of gender identity, sexual orientation or human sexuality?

School authorities will need to submit learning and teaching resources dealing primarily and explicitly with gender identity, sexual orientation or human sexuality to receive Minister approval prior to classroom use. Minister approval of these learning and teaching resources is not required where they are being used for religious instruction.

What is the department's review process?

The review process for both learning and teaching resources and external parties are similar and are outlined in the Provincial Resource Review Guide and External Party Review Guide, respectively.

To seek approval, school authorities and external parties can complete the request for approval forms found on [New.LearnAlberta.ca](https://www.alberta.ca/new-learn-alberta). Requests are reviewed on an ongoing basis, and Alberta Education will notify the school authority or external party of the decision. The lists of approved of learning and teaching resources and external parties will be updated quarterly on [New.LearnAlberta.ca](https://www.alberta.ca/new-learn-alberta).

Learning and teaching resources that will be used or provided by the external party must be submitted for review separately from the request for approval of the external party itself. Minister approval of learning and

teaching resources is not required where they are being used to provide religious instruction.

Are school administrators and teachers included in the review process?

Alberta Education, school authorities, school leaders and teachers share responsibilities in the selection of approved external parties and learning and teaching resources that meet the needs of local learning environments and align with legislation, provincial and local policies, and directives.

School authorities and external parties are responsible for ensuring that their request for learning and teaching resource approval meets the review criteria set out in the Provincial Resource Review Guide. School authority leaders are responsible for selecting from the list of approved learning and teaching resources and external parties. School staff and administration are responsible for seeking approval from their school authority leader to meet the needs of their local learning environments.

Why are resources used for religious instruction exempt from the requirement for Minister approval?

On November 27, 2024, Minister Nicolaides introduced a house amendment to the legislation to clarify that the Minister's approval is not required for materials that deal primarily and explicitly with gender identity, sexual orientation or human sexuality where these materials are used for religious instruction.

This exemption is based on stakeholder feedback about the interconnection of sexual education and religious instruction. This balances the need for transparency with the autonomy of religious instruction programs to select resources that align with their faith.

Do external parties require Minister approval, even in the context of religious instruction?

Yes – external parties presenting on topics dealing primarily and explicitly with gender identity, sexual orientation or human sexuality will require approval, whether in the context of religious instruction or otherwise. The approval of their learning and teaching resources is not required if they are being used for religious instruction. More information about the process and review criteria for external parties seeking approval is set out in the External Party Review Guide.

How is it determined if a resource is age and developmentally appropriate?

Learning and teaching resources that deal primarily and explicitly with gender identity, sexual orientation or human sexuality will be reviewed using the criteria outlined in the Provincial Resource Review Guide. Learning and teaching resources submitted for approval must demonstrate curriculum alignment and developmental appropriateness. To be considered developmentally appropriate, a learning and teaching resource must be cognitively, physically, and emotionally appropriate for the age of the students for whom it is intended. More information is available in Part 3 of the Provincial Resource Review Guide.

Is there an appeal process if a certain

If a learning and teaching resource or external party does not meet the review criteria, Alberta Education may provide feedback to the school

resource or external party is denied?

authority or external party on their submission, and they may re-submit for approval.

What criteria is used by the Minister to approve learning and teaching resources and external parties?

Requests for approval of learning and teaching resources will be reviewed using the criteria outlined in the Provincial Resource Review Guide. All learning and teaching resources that deal primarily and explicitly with gender identity, sexual orientation or human sexuality submitted for approval must demonstrate curriculum alignment and developmental appropriateness. For more information on the review criteria, please see Part 3 of the Provincial Resource Review Guide.

Request for approval of external parties will be reviewed using the criteria outlined in the External Party Review Guide. All external parties using or providing learning and teaching resources dealing primarily and explicitly on gender identity, sexual orientation or human sexuality must demonstrate a developmentally appropriate instructional approach, agree to conduct themselves in a developmentally appropriate way and use approved learning and teaching resources. The use of approved learning and teaching resources does not apply to external parties seeking approval to present in the context of religious instruction. For more information on the review criteria, please see Part 2 of the External Party Review Guide.

Does the review of learning and teaching resources apply to library books?

These changes don't apply to library books or other resources that students access independently.

How can schools and parents access approved materials on these topics?

Parents can request access to learning and teaching resources for all curricular learning outcomes, including these topics. Parents are encouraged to communicate directly with their child's teacher and school for specific information on their selection of approved learning and teaching resources.

A list of approved learning and teaching resources will be publicly available on [New.LearnAlberta.ca](https://www.learnalberta.ca). Parents are encouraged to reach out to their teacher, school or school authority to see the specific learning and teaching resources being used.

How will you ensure school boards receive timely approvals of learning and teaching resources?

We understand that timely approval of learning and teaching resources will be a priority for schools and teachers. This will be considered as we implement the review process. To support schools, it is anticipated that decision will take up to 90 days from the time of submission of request for approval. Approval of learning and teaching resources and external parties is effective upon receipt of email communicating approval.

Who is considered an external party?

An external party means any person or organization other than:

- a board or an employee of a board,

- a student,
- a student organization established under section 35.1 of the *Education Act*, or
- a staff liaison designated, or responsible adult appointed, under section 35.1 of the *Education Act*.

An external party may include non-profit organizations, a member of a religious organization or a public body such as Alberta Health Services.

Note: a staff liaison is a staff member designated by the principal of the school whose role is to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity under section 35.1 of the *Education Act*.

Will external parties' resources need to be approved?

Yes, unless the external party's learning and teaching resource is being used for religious instruction. Learning and teaching resources that require approval will be reviewed separately using the Provincial Resource Review Guide. Learning and teaching resources presented in the context of religious instruction only do not require approval.

Will approved resources or external parties need to be renewed? If there are changes to the approved resources, do those need to be re-approved?

Once a learning and teaching resource has been approved, if the learning and teaching resource undergoes any changes, including but not limited to any modifications or alterations, the responsible school authority or external party will need to re-submit the updated learning and teaching resource for review and approval. School authorities remain responsible for ensuring that their use of an approved resource otherwise complies with legal requirements, such as those related to copyright/intellectual property.

Approval of external parties is valid for 3 years from the approval date. External parties will need to re-submit a Request for Approval of External Parties Form every 3 years to ensure the approval is still in alignment with the intended student learning in Alberta and to reflect any updates to provincial curriculum.

School authority policies related to at-home learning where no in-person learning option is provided

What is changing?

School authorities must establish, publish, implement, and maintain policies, to be in place by September 1, 2025 related to any shifts to at-home learning where no in-person learning option is offered to mitigate negative impacts. Policies must include:

- consideration of ways to potentially accommodate students at other facilities for in-person learning;
- rationale/criteria for considering a shift to temporary at-home learning for all or some of the students;
- how the board will make reasonable efforts to enable students to continue with the same courses and education program that they were enrolled in as of the date at-home learning begins; and

- how schools will make reasonable efforts to enable students to participate in at-home learning.

How should school authority policies address considerations for students with exceptional needs?

In their policies, school authorities must address how the board plans to provide at-home learning while fulfilling its obligations under the *Education Act* and the regulations, factors for consideration in determining if learning should be in person or at home, or a combination of both as well as how the board plans to make a reasonable effort to provide an in-person learning option to all students. This should include how the school authority will evaluate and distribute resources considering all students in an inclusive, equitable and fair manner. School authorities are also required to make reasonable efforts to enable all students to continue with the same courses and education program that the students are enrolled in as of the date at-home learning begins, which should be reflected in their policies.

Should school authority policies prioritize in-person learning if the result is that students must be transported a long distance from their community?

While in-person learning is important for students' success and mental well-being and should be prioritized, school authorities are responsible for considering the unique circumstances and priorities of the communities they serve when determining how best meet the needs of their students.

What does it mean for school authority policies to be "published?"

For a policy to be published it means that school authorities must ensure that the policy is readily available and/or be provided on request. This could include posting the policy on a school authority's public facing website or being prepared to provide copies, in a timely manner, when a copy is requested.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

Item: Policy 5 Role of the Board Chair

Date of Meeting: June 19, 2025

Background:

In June 2024, the Board completed its annual self-evaluation and identified goals for the upcoming year. One of the goals approved by the Board was to “review and refine the Role of the Board, Role of the Trustee, Role of the Board Chair and the Role of the Vice Chair policies”. When creating the Board development plan for 2024/2025, the Board Planning Committee (BPC) tasked the Policy Committee with this work and to bring suggested edits back to the BPC for discussion.

Also, as part of the Policy Committee’s mandate to review each policy at least once during the term of the elected trustees, Policy 5 Role of the Board Chair was recently reviewed by the Committee.

This policy was last reviewed in January 2020.

Current Status:

The Committee met and reviewed the existing Role of the Board Chair in light of recent changes to policies about the role of the Board, trustee and superintendent. The group discussed the existing wording and potential edits to the background and each point.

The attached documents show the current policy, the proposed policy without track changes, and the track changes copy of the proposed edits. Of note, most of the policy remains the same; the track changes copy reflects some added language and movement within the policy.

Highlights of recommended edits from the Policy Committee include:

- Reordered some of the existing text from the background section describing high-level responsibilities of the Board Chair.
- Updated and modernized some wording to reflect language in other policies previously updated.
- Nothing was removed from the responsibilities.
- Items that were added include:
 - Part of item 2 – reflect current practice where Board Chair may act as spokesperson for the Division (not solely the Board) for matters that may have potential political implications. This reflects current practice.
 - Item 4 – add expectation to keep trustees and Superintendent aware of significant matters that might affect the Board or Division. This item was found in some other Board’s policies.
 - Item 5 – Emphasizes the supportive relationship between the Board Chair and the Superintendent.
 - Item 9 – New. Highlights who the Board Chair needs to maintain positive, professional working relationships with.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

- Item 13 – New. Acts as temporary backup for Vice Chair, which reflects current practice.

Alternatives:

Alternative I

The Board approves the proposed Policy 5 Role of the Board Chair as presented.

Alternative II

The Board approves the proposed Policy 5 Role of the Board Chair as amended.

Alternative III

The Board refers Policy 5 Role of the Board Chair to the Board Planning Committee for further review.

Alternative IV

The Board refers Policy 5 Role of the Board Chair to the Policy Committee for further review.

Recommendation:

The Board approves the proposed Policy 5 Role of the Board Chair as presented.

BACKGROUND

The Board of Trustees recognizes the leadership role of the Chair. In the *Education Act*, the necessity of holding an organizational meeting and the election of Chair and Vice-Chair is stipulated. Therefore, the Board, at the Organizational Meeting and thereafter at any time as determined by the Board, shall elect one (1) 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.

Specific Responsibilities

The Board delegates to the Board Chair the following powers and duties:

1. Perform the following duties during Board meetings:
 - 1.1 Preside over all Board meetings and ensure that such meetings are conducted in accordance with legislation and the policies as established by the Board.
 - 1.2 Maintain the order, proper conduct and decorum of the meeting.
 - 1.3 Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration. The Board Chair ensures that debate is relevant.
 - 1.4 Extend hospitality to trustees, officials of the Board, the press and members of the public.
2. Act as the official spokesperson expressing the collective will of the Board. The Chair may delegate this role to another individual or group.
3. Be in regular contact with the Superintendent in relation to specific role responsibilities.
4. Bring to the Board all matters requiring a corporate decision of the Board.
5. Serve on designated committees and act as an ex-officio member on any other Board committees.
6. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
7. Help trustees fulfill their role in a positive manner and encourage a sense of teamwork and cooperation.
8. Assist with the Board's orientation program for trustees.
9. Ensure the Board engages in regular assessments of its effectiveness as a Board.
10. Review, process and approve the Vice-Chair's expenditure claims, in accordance with Board policy and current administrative procedures.



POLICY 5

ROLE OF THE BOARD CHAIR

Approved: 2020 01 23

11. Act as a signing authority for Board minutes.
12. Act as a signing authority for the Division.
13. Act on behalf of the Superintendent in his/her inability to act due to conflict of interest.
14. To exercise any other function as directed by the Board.

Legal Reference:

- Section 33, 51, 52, 53, 64, 67 Education Act
- Board Procedures Regulation

Current

BACKGROUND

The Board of Trustees recognizes the ~~important leadership~~ role of the Board Chair ~~and entrusts the Board Chair with primary responsibility for providing leadership and guidance to the Board. In the Education Act, the necessity of holding an organizational meeting and the election of Chair and Vice-Chair is stipulated. Therefore, t~~The Board, at the Organizational Meeting and thereafter at any time as determined by the Board, shall elect one (1) of its members to serve as Board Chair, to hold office at the pleasure of the Board. ~~The Board entrusts to its Board Chair~~ leads the Board in fulfilling its responsibilities as described in Board policy and legislation and encourages effective governance of the school division. primary responsibility for providing leadership and guidance.

~~Specific Responsibilities~~ **GUIDELINES**

~~The Board delegates to t~~The Board Chair is delegated the following ~~responsibilities powers and duties:~~

~~1. Perform the following duties during Board meetings:~~

2.1. Preside over all Board meetings and ensure that such meetings are conducted in accordance with legislation and the policies as established by the Board.

2.1.1 Maintain the order, proper conduct and decorum of the meeting.

2.2.1.2 Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak ~~on the subject under consideration. The Board Chair and~~ ensures that all debate is relevant remains focused on the subject under consideration.

2.3.1.3 Extend hospitality to trustees, officials of the Board, guests, the media ~~press~~ and members of the public.

3.2. _____ Act as the official spokesperson expressing the collective will of the Board, except for those instances where the Board Chair has delegated this role to another individual or group, and spokesperson for the Division when there are potential political implications. ~~The Chair may delegate this role to another individual or group.~~

3. ~~Be in~~ Ensure regular contact with the Superintendent to stay informed of significant developments, current issues and events within the Division in relation to specific role responsibilities.

4. Keep the Board and Superintendent informed in a timely manner of significant matters coming to their attention that might affect the Board and/or Division.

4.5. Provide counsel to the Superintendent as requested.

5.6. Bring to the Board all matters requiring a corporate decision of the Board.

6.7. _____ Serve on designated committees and act as an ex-officio member on any other Board committees.

POLICY 5

ROLE OF THE BOARD CHAIR

Approved: 2020 01 23

7-8. Represent the Board, or arrange alternative representation, at official meetings or other public functions.

9. Maintain positive, professional working relationships with:

9.1 all members of the Board;

9.2 the Superintendent;

9.3 the ATA Local President;

9.4 the Minister of Education;

9.5 local MLAs;

9.6 municipal-elected officials; and

9.7 Board Chairs of other Alberta school boards.

8-10. Provide guidance to trustees and help them~~trustees~~ fulfill their role in a positive and effective manner and foster an environment of respect~~encourage a sense of teamwork~~ and cooperation.

9-11. Assist with the Board's orientation program for trustees~~and ensure the Board engages in regular evaluations of its effectiveness as a Board.~~

~~10. Ensure the Board engages in regular assessments of its effectiveness as a Board.~~

12. Review, process~~and approve the Vice-Chair's expenditure expense~~ claims and additional honoraria, in accordance with Board policy and current administrative procedures.

~~14-13. Assist the Vice Chair with their duties, where reasonable, in their absence or inability to act.~~

12-14. Act as a signing authority for Board minutes.

13-15. Act as a signing authority for the Division.

14-16. Act on behalf of the Superintendent in their~~his/her~~ inability to act due to conflict of interest.

15-17. _____~~To exercise~~
Perform any other additional functions as directed by the Board.

Legal Reference:

- Section 33, 51, 52, 53, 64, 67 Education Act
- Board Procedures Regulation

BACKGROUND

The Board of Trustees recognizes the important role of the Board Chair and entrusts the Board Chair with primary responsibility for providing leadership and guidance to the Board. 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 Chair leads the Board in fulfilling its responsibilities as described in Board policy and legislation and encourages effective governance of the school division.

GUIDELINES

The Board Chair is delegated the following responsibilities:

1. Preside over all Board meetings and ensure that such meetings are conducted in accordance with legislation and the policies as established by the Board.
 - 1.1 Maintain the order, proper conduct and decorum of the meeting.
 - 1.2 Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak and ensure that all debate remains focused on the subject under consideration.
 - 1.3 Extend hospitality to trustees, officials of the Board, guests, the media and members of the public.
2. Act as the official spokesperson expressing the collective will of the Board, except for those instances where the Board Chair has delegated this role to another individual or group, and spokesperson for the Division when there are potential political implications.
3. Ensure regular contact with the Superintendent to stay informed of significant developments, current issues and events within the Division.
4. Keep the Board and Superintendent informed in a timely manner of significant matters coming to their attention that might affect the Board and/or Division.
5. Provide counsel to the Superintendent as requested.
6. Bring to the Board all matters requiring a corporate decision of the Board.
7. Serve on designated committees and act as an ex-officio member on any other Board committees.
8. Represent the Board, or arrange alternative representation, at official meetings or other public functions.

POLICY 5

ROLE OF THE BOARD CHAIR

Approved: 2020 01 23

9. Maintain positive, professional working relationships with:
 - 9.1 all members of the Board;
 - 9.2 the Superintendent;
 - 9.3 the ATA Local President;
 - 9.4 the Minister of Education;
 - 9.5 local MLAs;
 - 9.6 municipal-elected officials; and
 - 9.7 Board Chairs of other Alberta school boards.
10. Provide guidance to trustees and help them fulfill their role in a positive and effective manner and foster an environment of respect and cooperation.
11. Assist with the Board's orientation program for trustees and ensure the Board engages in regular evaluations of its effectiveness as a Board.
12. Review and approve the Vice-Chair's expense claims and additional honoraria, in accordance with Board policy and current administrative procedures.
13. Assist the Vice Chair with their duties, where reasonable, in their absence or inability to act.
14. Act as a signing authority for Board minutes.
15. Act as a signing authority for the Division.
16. Act on behalf of the Superintendent in their inability to act due to conflict of interest.
17. Perform any additional functions as directed by the Board.

Legal Reference:

- Section 33, 51, 52, 53, 64, 67 Education Act
- Board Procedures Regulation



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

Item: Policy 6 Role of the Vice Chair

Date of Meeting: June 19, 2025

Background:

In June 2024, the Board completed its annual self-evaluation and identified goals for the upcoming year. One of the goals approved by the Board was to “review and refine the Role of the Board, Role of the Trustee, Role of the Board Chair and the Role of the Vice Chair policies”. When creating the Board development plan for 2024/2025, the Board Planning Committee (BPC) tasked the Policy Committee with this work and to bring suggested edits back to the BPC for discussion.

Also, as part of the Policy Committee’s mandate to review each policy at least once during the term of the elected trustees, Policy 6 Role of the Vice Chair was recently reviewed by the Committee.

This policy was last reviewed in January 2020.

Current Status:

The Committee met and reviewed the existing Role of the Vice Chair in light recent changes to policies about the role of the Board, trustee and superintendent. The group discussed the existing wording and potential edits to the background and each point.

The attached documents show the current policy, the proposed policy without track changes, and the track changes copy of the proposed edits. Of note, most of the policy remains the same; the track changes copy reflects some additional language and movement within the policy.

Highlights of recommended edits from the Policy Committee include:

- Brought over some of the background section from the Role of the Board to the Vice Chair and revised to reflect a more supportive role.
- Updated and modernized some wording to reflect language in other policies previously updated.
- Nothing was removed from the responsibilities.
- Items that were added include:
 - Part of item 3 – reflect current practice where Vice Chair chairs the Board Planning Committee meetings.
 - Part of item 6 - add expectation to report semi-annually to the Board Planning Committee on the Board departmental budget.
 - Item 7 – add expectation to provide trustees with information on professional learning opportunities for their consideration.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

Alternatives:

Alternative I

The Board approves the proposed Policy 6 Role of the Vice Chair as presented.

Alternative II

The Board approves the proposed Policy 6 Role of the Vice Chair as amended.

Alternative III

The Board refers Policy 6 Role of the Vice Chair to the Board Planning Committee for further review.

Alternative IV

The Board refers Policy 6 Role of the Vice Chair to the Policy Committee for further review.

Recommendation:

The Board approves the proposed Policy 6 Role of the Vice Chair as presented.

BACKGROUND

The Vice-Chair shall be elected by the Board at its Organizational Meeting, and thereafter at any time determined by the Board, to hold office at the pleasure of the Board.

Specific Responsibilities:

1. Act on behalf of the Chair, in the latter's absence or inability to act and shall have all the duties and responsibilities of the Chair.
2. Assist the Chair in the Chair's responsibilities.
3. Serve on designated committees.
4. Review, process and approve the Chair's and trustee expenditure claims, in accordance with Board policy and current administrative procedures.
5. Oversee the contract administration for the Superintendent of Schools and review, process and approve the Superintendent's vacation entitlement, sick leave and expenditure claims according to the contract and current administrative procedures.
6. Provide direct oversight of the Trustees' departmental budget.
7. Act as signing authority for the Division.
8. Exercise any other function as directed by the Board.

Legal Reference:

- Section 33, 51, 52, 53, 64, 67 Education Act
- Board Procedures Regulation

BACKGROUND

The Board of Trustees acknowledges the supporting role of the Vice Chair and entrusts them with providing leadership and guidance to the Board. The Vice Chair shall be elected by the Board at its Organizational Meeting, and thereafter at any time determined by the Board, to hold office at the pleasure of the Board. The Vice Chair assists the Board Chair and helps ensure that the Board's work is carried out effectively, efficiently, and in alignment with legislation and Board policy.

~~Specific Responsibilities:~~ GUIDELINES

The Vice Chair is delegated the following responsibilities:

1. ~~Assume the duties and responsibilities~~ Act on behalf of the Board Chair, in their ~~latter's~~ absence or inability to act ~~and shall have all the duties and responsibilities of the Chair.~~
2. Assist the Board Chair in their ~~Chair's~~ responsibilities as requested.
3. Serve on designated committees, including chairing the Board Planning Committee.
4. Review, ~~process~~ and approve the Board Chair's and trustee ~~expense~~ expenditure claims and additional honoraria, in accordance with Board policy and current administrative procedures.
5. Oversee the ~~implementation of contract administration for~~ the Superintendent of Schools contract and review, ~~process~~ and approve their ~~Superintendent's vacation~~ leave entitlements, ~~sick leave~~ and ~~expense~~ expenditure claims according to the contract and current administrative procedures.
6. Provide direct oversight of the Board Trustees' departmental budget and report to the Board Planning Committee semi-annually.
7. Provide trustees with information on professional learning opportunities for their consideration.
- ~~6.8.~~ Act as signing authority for the Division.
- ~~7.9.~~ Perform Exercise any additional other functions as directed by the Board.

Legal Reference:

- Section 33, 51, 52, 53, 64, 67 Education Act
- Board Procedures Regulation

BACKGROUND

The Board of Trustees acknowledges the supporting role of the Vice Chair and entrusts the Vice Chair with providing leadership and guidance to the Board. The Vice Chair shall be elected by the Board at its Organizational Meeting, and thereafter at any time determined by the Board, to hold office at the pleasure of the Board. The Vice Chair assists the Board Chair and helps ensure that the Board's work is carried out effectively, efficiently, and in alignment with legislation and Board policy.

GUIDELINES

The Vice Chair is delegated the following responsibilities:

1. Assume the duties and responsibilities of the Board Chair in their absence or inability to act.
2. Assist the Board Chair in their responsibilities as requested.
3. Serve on designated committees, including chairing the Board Planning Committee.
4. Review and approve the Board Chair's and trustee expense claims and additional honoraria in accordance with Board policy and current administrative procedures.
5. Oversee the implementation of the Superintendent of Schools contract and review and approve their leave entitlements and expense claims according to the contract and current administrative procedures.
6. Provide direct oversight of the Board departmental budget and report to the Board Planning Committee semi-annually.
7. Provide trustees with information on professional learning opportunities for their consideration.
8. Act as signing authority for the Division.
9. Perform any additional functions as directed by the Board.

Legal Reference:

- Section 33, 51, 52, 53, 64, 67 Education Act
- Board Procedures Regulation



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE BOARD PLANNING COMMITTEE

Item: Board Committee and Representative Changes for 2025/26

Date of Meeting: June 19, 2025

Background:

To support its governance responsibilities, the Board has established a committee structure that organizes its work into smaller, focused groups tasked with specific areas of responsibility. This structure enhances efficiency, supports informed oversight and allows trustees to engage more deeply with key issues than would be possible in full Board meetings.

In addition to Board-created committees, trustees are also appointed to serve on various internal and external committees to facilitate the exchange of information on matters of mutual interest and concern.

Board Policy 8 – Board Committees and Representatives outlines the framework and guidelines for committees. Each Board committee has an approved terms of reference which describes its purpose and delegated authority.

Looking ahead to the 2025/2026 school year, significant changes are anticipated with a new Board and a new Superintendent of Schools. This transition provides a timely opportunity to reflect on Board practices, including committee structure, and consider how they can evolve to advance strategic goals and support the long-term success of the Division.

Current Status:

As part of its annual cycle, and in support of the Board's 2024/2025 focus on strengthen the governance role and enhancing the effectiveness of future Boards, the Board Planning Committee (BPC) undertook a review of all current Board committees and representative appointments. This review ensures that the committee structure remains aligned with the Board's evolving responsibilities and strategic objectives and considered various factors including:

- Alignment with governance oversight and best practices
- Support for strategic leadership and the Board's evolving role
- Organizational efficiency and internal capacity
- Trustee and administrative workload
- Financial impact

Through this process, the BPC has identified several committees and appointments that may no longer effectively support the evolving responsibilities, governance best practices and strategic objectives of the Board. As a result, several changes are being recommended to improve efficiency and strengthen the governance framework. These recommendations aim to ensure all committees and representative appointments are purpose-driven, strategically aligned and structured to enable effective oversight and decision-making.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE BOARD PLANNING COMMITTEE

In addition to the recommended changes outlined below, the BPC has begun preliminary discussions on forward thinking and future-oriented governance, with an emphasis on enhancing student and community engagement. The BPC will continue to explore these ideas and will bring forward recommendations, including any proposed new committees, at a future date.

The BPC recommends changes to Board Committees and Representative appointments for 2025/26 as follows:

Alberta School Boards Association (ASBA) Committee

The purpose of the ASBA Committee is to coordinate the work of the Board as it relates to membership and partnership with ASBA. Currently, the Board appoints two trustees from the ASBA Committee to serve as its representatives at ASBA Zone 5. The BPC recommends that the Board appoint only one trustee as the Board's representative at the Zone level. This change requires an update to the committee's terms of reference.

Audit Committee

The Audit Committee assists the Board in fulfilling their oversight and fiduciary responsibility for the fiscal management of the Division. With the increasing complexity of school operations and the growing importance of risk management, the BPC recommends renaming the committee to the Audit and Risk Committee to better reflect the committee's intended scope of work, including its role in overseeing emerging risks. This change requires an update to the committee's terms of reference (title only) and Board Policy 8 (revised committee name).

Indigenous Advisory Circle

The Indigenous Advisory Circle (originally the Indigenous Advisory Committee) was created in the fall of 2021 as a tangible expression of the Board's commitment to truth and reconciliation and to deepen understanding of Indigenous ways of knowing and being within RVS. With the establishment of the Indigenous Learning Branch in the 2022/2023 school year, which has been instrumental in advancing the division's efforts in this area, the BPC recommends transitioning the Advisory Circle from a standing committee of the Board to being fully facilitated by the Indigenous Learning Branch. To ensure continued Board engagement, it is also recommended that two trustees continue to participate as representatives on the Advisory Circle. This change requires dissolving the formal Board committee, adding Board representatives to the staff led circle and revision to Board Policy 8 to reflect these changes.

Student Transportation Committee

Over the years, the Student Transportation Committee has taken various forms and student transportation continues to be an important component of the services provided by RVS. Given the impact of student transportation both on the student experience and financial position of the division, the BPC is recommending that governance related student transportation matters (service level, policies, fees) are considered by all trustees and not a



DIRECTIVE FOR ACTION

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committee of a few. This requires the dissolution of the Student Transportation Committee, an update to the Board's annual work plan to include scheduled discussions of relevant student transportation matters and revision to Board Policy 8 to reflect these changes.

Designated Trustees – Inclement Weather

Decisions regarding school closures due to inclement weather currently involve consultation between administration and designated trustees with the final decision on closure resting with the Superintendent of Schools. The BPC recommends that trustees be removed from the decision-making process recognizing that this is an operational responsibility. Instead, trustees should be informed once a decision to close a school has been made by administration. This requires a small adjustment to Board Policy 20: Inclement Weather and various administrative procedures to reflect these changes.

Rocky View County (RVC) JUPA Working Group

The negotiation of a new Joint Use and Planning Agreement with RVC has been ongoing for several years. It has progressed to a stage where the working group is comprised of administration from each partner to the agreement. Given the operational nature of the discussions and the limited governance role in this phase, the BPC recommends that trustees are no longer participate in the working group.

The BPC's review of current committees and representative appointments reflects a commitment to strengthening governance practices, enhancing operational efficiency, and aligning Board structures with strategic priorities. By refining the committee framework at this time – prior to the transition to a new Board and Superintendent – the Board is positioning itself for continued effectiveness, improved oversight, and future-ready leadership.

Recommendation:

The Board of Trustees approves the following changes to Board Committees and Representative Appointments effective Oct. 21, 2025, and directs the Superintendent to make all necessary revisions to Board policies, committee terms of reference, and administrative procedures to reflect these changes:

- Amend the ASBA Committee terms of reference to reflect the appointment of one trustee as the Board's representative to ASBA Zone 5.
- Rename Audit Committee to Audit and Risk Committee.
- Dissolve the Indigenous Advisory Circle as a standing committee and appoint two trustees as representatives on an Administration led circle.
- Dissolve the Student Transportation Committee and incorporate governance related student transportation matters into the Board's annual workplan.
- Remove trustees from the inclement weather school closure decision-making process, with the expectation that trustees are kept informed of decisions made by administration.
- Remove trustees from the Rocky View County Joint Use and Planning Agreement working group.