Aspen View Public Schools

The Board of Trustees of
Aspen View Public Schools
November 5, 2026
@ Division Office
10:00 a.m.

AGENDA

Aspen View Public Schools acknowledges Treaty 6 territory: the ancestral and traditional territory of the Cree, Dene, Blackfoot, Saulteaux, Nakota Sioux, as well as the Métis. We acknowledge the many First Nations, Métis and Inuit peoples whose footsteps have marked these lands for generations. We recognize the land as an act of reconciliation and gratitude to those on whose territory we reside or are visiting.

1.	**Approval of the Agenda**	Motion Required
2.	**Adoption of the Minutes** 2.1 Adoption of the Regular Minutes of October 8, 2026	 Motion Required
3.	**Delegations** 3.1 Sean Lessard – FNMI Report – 11:30 a.m.	 Information
4.	**Business Arising from the Minutes** 4.1	
5.	**Superintendent Activities and Alignment to the SLQS** 5.1 Superintendent Report	Motion Required
6.	**Director Reports** 6.1 Director of Human Resources – Human Resources Update 6.2 Director of Curriculum and Student Achievement – Curriculum and Achievement Update	 Motion Required Motion Required
7.	**Secretary Treasurer Report** 7.1 Finance Report	 Motion Required
8.	**New Business** 8.1 Land Based Learning Update – 11:00 a.m. Jackie Steinhauer 8.2 Infrastructure and Maintenance Report Update 8.3 Flags Display Discussion	 Information Motion Required Discussion
9.	**Policy Review** 9.1 Policies referred from Policy Committee Policy 1 – Division Foundational Statements Policy 2 – Role of the Board Policy 3 – Role of the Trustee Policy 4 – Trustee Code of Conduct Policy 11 – Board Delegation of Authority Policy 12 – Role of the Superintendent Policy 13 – Appeals Regarding Student Matters Policy 33 – Safe and Caring Environment 9.2 Future Policies for review 9.3 Administrative Procedures for Review	 For First Reading
10.	**Committee/Meeting Reports** Policy Committee – October 21, 2026 ASBA Zone 2/3 Meeting – October 23, 2026 Facilities Committee – October 28, 2026 Transportation Committee – October 29, 2026	Information

Aspen View Public Schools

The Board of Trustees of
Aspen View Public Schools
November 5, 2026
@ Division Office
10:00 a.m.

	School Council Reports Landing Trail Intermediate – October 13, 2026 Whispering Hills Primary – October 20, 2026 Thorhild Central School – October 26, 2026 Grassland – October 28, 2026 Edwin Parr Composite – November 2, 2026 Vilna School – November 2, 2026 **Community Reports** **Conference Reports** ASBA Ministerial Engagement – October 23, 2026	
11.	**Correspondence** 11.1 Incoming 20261020 ASBA Letter of Invite to T. Root, Friends of Education Award 20261021 Town of Athabasca Response to Request to attend a Join Municipal Council Meeting 20261022 Village of Boyle Response to Request to attend a Joint Municipal Council Meeting 20261022 Minister Nicolaides email re: Release of Student Support Policy Framework 20261029 Minister Nicolaides email re: Bill 35 20261029 PSBAA Letter to Minister Nicolaides re: Alberta Referendum 20261030 PSBAA Advocate 20261030 Letter to Minister Long re: Response to School Board Concerns Regarding the New School Ownership Model 11.2 Out Going	Information
12.	**Upcoming Agenda Items** Approval of Annual Education Results Report Audited Financial Statement Borrowing Resolution	Information
	5 minute Break	
13.	**In Camera** 13.1 Legal 13.2 Legal 13.3 Legal	
14.	**Adjournment**	Motion Required

Aspen View
PUBLIC SCHOOLS

Meeting Date: November 5, 2026
Topic: Adoption of the Minutes of October 8, 2026
Agenda No: 2.1

Background Information:

The draft minutes of the regular meeting held October 8, 2026 are attached for review and consideration.

Attachments:

Draft minutes of October 8, 2026

Submitted by:

C. Kastrinos, Superintendent

Recommendation or Action Requested:

That the Board of Trustees of Aspen View Public Schools adopt the minutes of the regular meeting of October 8, 2026 as presented.

Aspen View Public Schools
Board of Trustees
October 8, 2026
@ Vilna School – Science Lab
10:00 a.m.

Call to Order		Minutes of the Regular Meeting of the Board of Trustees of Aspen View Public Schools held on Thursday, October 8, 2026 with the following members present: **In Attendance:** Candyce Nikipelo — Aspen View Northeast Donna Cherniwchan — Aspen View Southeast Maria Smosarska — Aspen View North Central Anne Karczmarczyk — Aspen View Northwest Brittany Turko — Aspen View South Central April Bauer — Aspen View Southwest **Absent with Regrets:** Dennis MacNeil — Aspen View North Central **Administration:** Constantine Kastrinos — Superintendent Amber Oko — Secretary Treasurer Tammy Ledieu — Executive Assistant Ross Hunter — Communications Officer Chairman Nikipelo called the public meeting to order at 10:13 a.m. with the singing of O'Canada by Grades K-5 followed by the Land Acknowledgement by Greg Ward. Chairman Nikipelo thanked Rhoda Jackson and Jamie Hunter-Quinn for the smudge teachings they provided prior to the meeting.
Approval of the Agenda	1.0	Additions: 13.2 Legal 13.3 Human Resources 13.4 Labour **26-128** Trustee Turko moved that the Board of Trustees of Aspen View Public Schools approve the agenda as amended. CARRIED UNANIMOUSLY
Adoption of the Minutes	2.1	**Adoption of the Minutes of the Organizational Meeting held September 8, 2026** **26-129** Trustee Turko moved that the Board of Trustees of Aspen View Public Schools adopt the minutes of the Organizational Meeting held September 8, 2026 as presented. CARRIED UNANIMOUSLY
	2.2	**Adoption of the Minutes of the Regular Meeting held September 17, 2026**

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Initial: _____ _____
Candyce Nikipelo Constantine Kastrinos

		Trustee Bauer advised that she left the meeting at 12:17 p.m. **26-130** Trustee Bauer moved that the Board of Trustees of Aspen View Public Schools adopt the minutes of the Regular Meeting held September 17, 2026 as amended. CARRIED UNANIMOUSLY
Delegations	3.1 3.2 3.3	**Ashley Bodnar, Principal** Principal Bodnar provided a verbal report to the Board of Trustees. **Student Voice – Fallyn Dunkle and Fancy Buffalo – Grade 11** Miss Dunkle and Miss Buffalo presented on the benefits of attending Vilna School at all grade levels. **School Council Chair – Jim Cardinal** Mr. Cardinal, the newly appointed School Council President, joined the meeting. Mr. Cardinal has been involved with Vilna School for a couple years and stated that he observes what is happening at the school and compares it to when he went to school. Things in Vilna are moving in the right direction and he is proud to be the School Council President. Mr. Cardinal is thankful that the Board is willing to accept the Indigenous ways and wants to help lead the school in the right direction of reconciliation. Mr. Cardinal would welcome an invitation to visit all schools within the division to talk about Indigenous education.
Business Arising from the Minutes	4.1	**Fall Council of School Councils Meeting** Superintendent Kastrinos confirmed that the Whispering Hills Primary School Councils has agreed to host the November 24, 2026 Council of School Councils meeting.
Superintendent Report/Information Items	5.1	**Superintendent Report** Superintendent Kastrinos provided a verbal update to his written report. **26-131** Trustee Smosarska moved that the Board of Trustees of Aspen View Public Schools receive the Superintendent Report as presented for information. CARRIED UNANIMOUSLY
Director Reports	6.1	No reports currently
Secretary Treasurer Report	7.1	No report currently
New Business	8.1	**Vilna Hockey Program** Principal Bodnar presented the proposed hockey program at Vilna School. Ms. Bodnar advised that for the program to be successful, Vilna School will need a bus and to hire the appropriate staff to support the program.

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Initial: _____ _____
Candyce Nikipelo Constantine Kastrinos

		The staffing position could be accommodated in the budget through position vacancies. The pieces to figure out are ice rental and transportation. This will require collaboration with the Nations to meet the needs. Sports are very important to students; this may be a way to attract students to Vilna School. The Hockey Program would ideally run October to March; during the off months other options would be available such as golf and dryland training. Academics and attendance will always be the first priority. If Vilna School receives permission to proceed, ideally the staff member is hired in February. That staff member would promote the program and recruit students. Ideally the staff member would be a certificated teacher, however that may not be possible. The Board thanked Ms. Bodnar for the work she has undertaken up to now; there are a few more details required. Ms. Bodnar advised that she would provide more information as it becomes available, in particular feedback from the Nations, stakeholder buy-in and student interest. Recess for lunch at 12:24 p.m. Reconvened at 1:12 p.m.
	8.2	**Student Enrolment** Secretary Treasurer Oko provided a verbal update to the Student Enrolment Report. Enrolment has declined 113 from 2025/26 from 2473 to 2360 which can be attributed to large graduating classes and significantly fewer students enrolling in Kindergarten,
	8.3	**Remembrance Day Schedule** Provided for information.
	8.4	**MD of Lesser Slave River JUPA Agreement** Secretary Treasurer Oko presented the JUPA Agreement. **26-132** Trustee Karczmarczyk moved that the Board of Trustees of Aspen View Public Schools approve the Joint Use and Planning Agreement with the MD of Lesser Slave River as presented. CARRIED UNANIMOUSLY
	8.5	**Special Needs Programming** Superintendent Kastrinos introduced this discussion item. Superintendent Kastrinos would like to look at ways to leverage resources appropriate to address the increasing needs of the division.

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Initial: _____ _____
Candyce Nikipelo Constantine Kastrinos

		Congregating special needs sites were feasible and may allow students to get more support. These students would have more severe needs and require greater interventions or leveraging of human resources to support them. Geography and transportation are barriers to congregated sites, however, if the Board is open to this discussion, Superintendent Kastrinos would prepare more in-depth information. A question about inclusive education vs seclusion was raised. We need to look at ways that better assist the students. Localized classrooms throughout the division would be part of this discussion. Trustee Bauer would like to see more information on a congregated program delivery. She would also like consultation with the families that are involved prior to any decisions being made. **26-133** Trustee Smosarska moved that the Board of Trustees of Aspen View Public Schools direct Administration to explore a congregated special needs program delivery. CARRIED UNANIMOUSLY Superintendent Kastrinos will provide additional information prior to the budget process.
	8.6	**Grassland Student Exchange Request** Superintendent Kastrinos presented the Grassland Student Exchange request. The Board of Trustees supports this request.
	8.7	**Edwin Parr Composite School International Field Trip Request** Superintendent Kastrinos presented the Edwin Parr Field Trip Request. **26-134** Trustee Turko moved that the Board of Trustees of Aspen View Public Schools approve in principle the field trip request of Edwin Parr Composite School to travel to Japan during spring break 2028. CARRIED UNANIMOUSLY
	8.8	**School Critical Emergency Standards** Superintendent Kastrinos introduced this discussion item. A gap analysis is currently underway and all requirements will be met within the required timelines. More information will be provided as it becomes available.
	8.9	**Audit Planning Report** Secretary Treasurer Oko provided the Audit Plan for information.

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Initial: _____ _____
Candyce Nikipelo Constantine Kastrinos

Policy Review	9.1	**Policies referred from Policy Committee** No policies for review
	9.2	**Future Policies for Review** Policy 1 – Division Foundational Statements Policy 2 – Role of the Board Policy 3 – Role of the Trustee Policy 4 – Trustee Code of Conduct Policy 11 – Board Delegation of Authority Policy 12 – Role of the Superintendent Policy 13 – Appeals Regarding Student Matters Policy 33 – Safe and Caring Environment
	9.3	**Administrative Procedures for Review** Provided for information
Reports	10.	**School Council Reports** Grassland School – September 22, 2026 – Chairman Nikipelo Landing Trail Intermediate School – September 23, 2026 – Trustee Smosarska Vilna School – September 24, 2026 – Trustee Cherniwchan Thorhild Central School – September 28, 2026 – Trustee Bauer Boyle School – October 5, 2026 – Chairman Nikipelo Smith School – October 6, 2026 – Trustee Karczmarczyk Trustee Smosarska attended Land Based Learning this past week. Trustee Smosarska indicated this was the first time she has gone and was very impressed with this well-run event. Chairman Nikipelo requested an update on the Land Based Learning activities. **26-135** Trustee Cherniwchan moved that the Board of Trustees of Aspen View Public Schools receive all reports as presented for information. CARRIED UNANIMOUSLY
Correspondence	11.	Provided for information
Upcoming Agenda Items	12.	Human Resources Update Curriculum/Student Achievement Update FNMI Report – Sean Lessard Congregated Special Needs Programming Critical Emergency Standards update Land Based Learning presentation ASBA Fall General Meeting Agenda Review – In Camera
In Camera	13.1	**26-136** Trustee Bauer moved the meeting into camera at 3:02 p.m. CARRIED UNANIMOUSLY

Initial: _____ _____
Candyce Nikipelo Constantine Kastrinos

		26-137 Trustee Bauer moved the meeting out of camera at 4:10 p.m. CARRIED UNANIMOUSLY Motions from In Camera: There were no motions from in camera.
Adjournment	14.	**26-138** Trustee Turko moved adjournment at 4:11 p.m. CARRIED UNANIMOUSLY _____ Candyce Nikipelo, Board Chair _____ Constantine Kastrinos, Superintendent

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Initial: _____ _____
Candyce Nikipelo Constantine Kastrinos

Meeting Date: November 5, 2026
Topic: Superintendent Report
Agenda No: 5.1

Background Information:

October was a productive and purposeful month focused on strengthening governance, supporting organizational leadership, fostering meaningful stakeholder engagement, and advancing student success across Aspen View Public Schools. Through ongoing collaboration with trustees, division leaders, staff, community partners, and families, significant attention was given to ensuring that strategic priorities remained aligned with the needs of students and communities – namely achievement and the reporting of achievement to parents. The work undertaken throughout the month reflects a continued commitment to excellence in educational leadership and the expectations outlined within Alberta's Superintendent Leadership Quality Standard (SLQS).

Governance and Board Relations

A significant portion of October was dedicated to supporting effective governance and maintaining strong working relationships with the Board of Trustees. Through regular agenda development, Board Briefing sessions, trustee engagement opportunities, and participation in the monthly Board meeting cycle, efforts were focused on ensuring trustees were well-informed and equipped to make strategic decisions that reflect the division's priorities and values. These discussions provided opportunities to review emerging issues, monitor progress on divisional initiatives, and ensure alignment between governance decisions and the long-term direction of the school division. The October 29 Board Briefing session, and the Regular Board Meeting provided important forums for thoughtful discussion and planning. In addition, ongoing “Coffee with Constantine” sessions continued to create an informal and accessible avenue for communication, relationship-building, and shared understanding among trustees and divisional leadership. Collectively, these interactions strengthened governance processes while promoting transparency, trust, and collaborative decision-making across the division. I thoroughly enjoyed the time I spent with all trustees who attended the PSBAA FGM; we had an opportunity to have robust conversations as a team and with other Boards and Superintendents. There was also a unique opportunity to engage with the Minister of Education in Calgary as part of the preparation for Bill 25 implementations as arranged by ASBA.

SLQS Alignment: Supporting effective governance, strategic leadership, and public confidence in education.

Leadership and Organizational Improvement

Work throughout October also focused on strengthening organizational effectiveness and advancing the division's continuous improvement efforts. Through active participation in Senior Leadership Team (SLT) meetings and regular leadership updates, discussions centered on monitoring divisional priorities, reviewing progress toward strategic goals, and identifying opportunities for ongoing growth and improvement. Particular attention was given to conversations surrounding the Annual Education Results Report (AERR), which provided valuable opportunities to examine evidence of student achievement and system performance. These discussions supported data-informed decision-making and reinforced a culture of accountability and continuous learning. By working collaboratively with division leaders, efforts remained focused on ensuring that resources, programs, and initiatives continue to support positive outcomes for students while maintaining alignment with provincial and divisional expectations. We are truly in a position to celebrate the best overall results we have had as a school division in several years. This is evident through the abundance of spring colours which now dominate our report card – as opposed to the fall colours that used to prevail.

SLQS Alignment: Evidence-informed leadership, organizational learning, and continuous improvement.

Community and Partnership Development

Building and maintaining strong relationships with families, community organizations, and educational partners continued to be a central focus during October. Meaningful engagement with stakeholders supports the collective responsibility of creating positive educational experiences for students while fostering confidence in public education. Discussions involving St. Gabriel's and Aspen View Schools highlighted opportunities for collaboration and partnership in support of student learning and community engagement. Participation in the HAK School Council meeting provided additional opportunities to hear directly from parents and community members regarding school priorities, successes, and areas for continued growth. These conversations reinforced the importance of authentic engagement and demonstrated the value of collaborative relationships in supporting student achievement and well-being.

SLQS Alignment: Building effective relationships and fostering collaborative partnerships.

Indigenous Education and Learning Opportunities

Aspen View Public Schools remains committed to advancing Truth and Reconciliation through authentic learning opportunities that honour Indigenous perspectives, knowledge, and ways of knowing. During October, continued planning and support for Land-Based Learning initiatives helped strengthen opportunities for students and staff to engage in meaningful experiential learning connected to the land. Land-based

learning experiences provide powerful opportunities for students to explore Indigenous cultures, histories, and traditions while developing a deeper understanding of their relationship with the natural environment. These initiatives support the division's ongoing commitment to embedding Indigenous education throughout the learning experience and fostering respectful, informed relationships with First Nations, Métis, and Inuit communities.

SLQS Alignment: Commitment to First Nations, Métis, and Inuit education and reconciliation.

Professional Growth and Sector Engagement

Ongoing professional learning remained an important aspect of leadership practice throughout October. Participation in sector meetings and professional development opportunities provided valuable insights into emerging educational trends, governance practices, operational requirements, and regulatory expectations affecting Alberta school divisions.

Engagement with the Public School Boards' Association of Alberta (PSBAA) provided opportunities to connect with educational leaders and trustees from across the province, share promising practices, and remain informed about issues impacting public education. Additional professional learning related to school recordkeeping, occupational health and safety requirements, and regulatory compliance further strengthened organizational knowledge and leadership capacity. These learning opportunities contribute to informed decision-making and support the division's commitment to continuous improvement and responsible stewardship. Similarly, I had the opportunity to attend a Ministerial engagement with Trustee Smosarska in Calgary where several topics were discussed and addressed – Bill 25.

At the local level, our schools continue to learn and implement intervention systems that are grounded in best practices and with the support of central office staff and provincial expertise – external consultants from the Alberta Learning Consortium/Dr. Sandra Woitas (Aspiring Leaders and EA development/Dr. Sean Lessard (Indigenous graduation model and student relations focus).

SLQS Alignment: Professional learning and leadership capacity building.

Submitted by:

C. Kastrinos, Superintendent

Recommendation or Action Requested:

That the Board of Trustees of Aspen View Public Schools receive the Superintendent Report as presented for information.

Meeting Date: November 5, 2026
Topic: Human Resources Report
Agenda No: 6.1

Background Information:

Enrollment Trends and Context

In 2026-27 Aspen View Public Schools currently serve approximately 2,360 students in Kindergarten through Grade 12. This year's enrollment shows a decrease of 113 students from the previous year.

In 2025-26 we had approximately 2,473 students in Kindergarten through Grade 12. This enrollment has remained relatively stable over the past two years. In 2024–25, enrollment saw a slight decrease of about 30 students. In the 2023–24 school year, the division's enrollment was around 2,600 students.

The division's human resource strategies are closely aligned with its Three-Year Education Plan to ensure staffing meets student needs. Strategic priorities focus on maintaining high-quality instruction and supporting student well-being. The following sections provide an overview of current staffing levels, year-over-year comparisons, and key human resources initiatives.

Teacher Staffing Levels

For the **2026–27** school year, Aspen View Public Schools employs a complement of teachers across various contract types. Below is a summary of teaching staff by contract status, with comparisons to the previous two years:

- **Temporary Teaching Contracts:**
  These are teachers on time-limited contracts (e.g. filling leaves or one-year positions).

  2026-27 - 3 part time and 4 full-time teachers;
  2025–26 – *6 part-time* and *14 full-time* teachers;
  2024–25 – *3 part-time* and *14 full-time*;
  2023–24 – *5 part-time* and *13 full-time*.

- **Probationary Teaching Contracts:**
  Probationary contracts are typically first-year contracts for new hires.

  2026-27 - *3 part-time* and *22 full-time* teachers;
  2025–26 – *2 part-time* and *17 full-time* teachers;
  2024–25 – *3 part-time* and *20 full-time*;
  2023–24 – *0 part-time* and *17 full-time*.

- **Continuing Teaching Contracts:**
  Continuing contracts (permanent staff) form the majority of the teaching workforce.

  2026-27 – *4 part-time* and *116 full-time* teachers;
  2025–26 – *2 part-time* and *118 full-time* teachers;
  2024–25 – *3 part-time* and *110 full-time*;
  2023-24 – *6 part-time* and *112 full-time*.

- **Administrative Contracts (School-Based Administration):**
  These include principals and vice-principals.

  2026-27 - *0 part-time* and *15 full-time* teachers;
  2025–26 – *3 part-time* and *15 full-time* administrators;
  2024–25 – *1 part-time* and *15 full-time*;
  2023–24 – *0 part-time* and *19 full-time*.

In total, Aspen View Public Schools has **approximately 167 teaching staff** (including classroom teachers and school administrators) in 2026–27. This represents a decrease from about 178 teaching staff in the previous year.

Teacher Workforce Changes and Mobility
Beyond the contract numbers, the division monitors other key staffing changes and indicators:

- **Interim Contracts:** There are 2 **teachers** serving on a full-time interim contract in 2026–27. Interim contracts are typically used for acting assignments or temporary roles in administration or other special situations.

- **Leaves of Absence:** 9 **teachers** are on approved leaves of absence this year. These leaves can include maternity/parental leave, medical leave, or other personal leaves, and their positions are backfilled as needed (often contributing to the number of temporary contracts mentioned above).

- **Transfers:** A total of **4 teachers** requested transfers to different schools or positions within the division for the 2026–27 year. Of these requests, all **4 transfers were granted and implemented**. The division strives to accommodate transfer requests where possible, balancing them with school staffing requirements and continuity for students.

- **Retirements:** as of October 30, 2026, **1 teacher** has completed the retirement transition paperwork with Aspen View Public Schools, marking the conclusion of their careers with the division. The Board recognizes their years of service and the impact they had on students and schools.
- **Resignations: 1 teacher** resigned from the division (outside of retirements). This number of resignations is relatively low, indicating a positive retention trend. Those who resigned have transitioned to other opportunities or personal circumstances.

With only 1 resignation and 1 retirement transition request received this year, it shows Aspen View is largely retaining its teaching staff year over year. Most vacancies created by departures or leaves have been successfully filled through new hires or internal transfers to ensure classrooms remain staffed with qualified teachers.

Support Staff Levels

Aspen View Public Schools also employs a range of support staff who are critical to school operations and student success. Current **support staffing levels** are as follows:

- **School Support Staff: 100 staff members** totaling **92.63 Full-Time Equivalent (FTE)**. This category includes educational assistants, secretaries, library technicians, other school-based support roles, and 5 new Classroom Complexity Team support positions based out of Edwin Parr Composite school. These individuals provide essential support to teachers and students, and the FTE figure indicates that many work part-time roles that together sum to 92.63 full-time positions.
- **Maintenance Staff: 8 FTE**. The maintenance team is responsible for the upkeep of school facilities across the division. An 8 FTE allocation ensures that schools and division facilities are properly maintained, safe, and functional.
- **Custodial Staff: 13 FTE**. Custodians maintain cleanliness and sanitation in all schools. The custodial workforce is allocated as 13 full-time positions.
- **Technology Staff: 5 FTE**. Aspen View's technology department has 5 FTE dedicated staff. This team manages the division's IT infrastructure, supports educational technology in classrooms, and addresses technical issues to keep systems running smoothly.

The support staff numbers have been maintained to effectively serve the current student population and school needs. The division monitors support staffing ratios to ensure schools are adequately supported in areas like special education (through educational assistants), facility maintenance, and technology services.

Student Services and Mental Health Supports

A key focus for Aspen View Public Schools is providing strong student services and mental health supports. The division has invested in specialized staff and partnerships to support student well-being, in alignment with its priority of fostering inclusive and caring learning environments. The **student services staffing** for 2026–27 includes:

- **Family School Liaison Workers (FSLWs):** Aspen View employs FSLWs through partnerships with local municipalities, which help address students' social-emotional needs and connect families with community resources. There are five partnership-based FSLW positions and a new Government Funded Complexity Team Classroom Support grant that was put in place this year:
    - *Municipal District of Lesser Slave River contract* – serving Smith School.
    - *Athabasca County contract* – serving schools in Athabasca, Rochester, Boyle School, and Grassland School.
    - *Thorhild County* – serving the Thorhild area schools. These FSLWs provide counselling support, family liaison services, and preventative programming to students across the division.
    - *Smokey Lake Agreement* – FSLW counselling supports HA Kostash and Vilna Schools.
    - *New Calgary Regional Police Grant (3 years)* – FSLW counselling support serving schools through HA Kostash School, Vilna School, and Whispering Hills Primary School.
    - *New Complexity Team Grant: (Government Funded Positions)*
      Edwin Parr Composite School - 1 teacher, 1 behavioural specialist, 4 education assistants (2 vacant EA positions). Currently working to fill the remaining 2 positions.

- **School Counsellors / Student Services Consultants: 4 positions**. These are division-employed counsellors and student services consultants who support student mental health, career guidance, and special education needs across multiple schools. They work directly with students and teachers to provide counselling, assessment, and coordination of supports.

- **Mental Health Professional (Integrated School Support Program): 1 position**. The division participates in an Integrated School Support Program, employing a dedicated mental health professional. This role involves providing specialized mental health services and working in collaboration with schools, families, and community agencies to support high-needs students (serving HAK/Vilna/Boyle)

Together, these student services and mental health staff ensure that students have access to help and resources beyond the academic realm. They address issues such as mental health challenges, behavioral needs, family crises, and overall wellness, thereby contributing to safer and more supportive school environments. This staffing reflects Aspen View's commitment to student well-being and aligns with provincial initiatives to increase mental health supports in schools.

Recruitment and Retention Initiatives

Recruitment of New Staff: Aspen View Public Schools has successfully recruited new talent to the division. Notably, **9 first-year teachers** have joined the teaching staff for the 2026–27 school year. These are recent graduates or educators in the first year of their careers, brought on to fill open teaching positions. In addition to the 9 new first year

teachers, 5 new to the Division experienced teachers have also joined us for the 2026-27 school year. Attracting over a dozen new teachers demonstrates the division's effective recruitment efforts amid a competitive job market for educators.

To support recruitment, Aspen View highlights the benefits of working in the division, including its welcoming community and unique rural lifestyle. The division's **"family-like" work atmosphere** and sense of community are frequently cited as draws for new staff. Additionally, Aspen View's location — surrounded by scenic lakes and recreational opportunities yet within reach of larger urban centres — is an asset in attracting candidates who value a balanced lifestyle. The Human Resources department continues to attend recruitment fairs, partner with post-secondary education programs, and utilize online job postings to reach a broad pool of potential candidates for both teaching and support roles.

Retention of Quality Staff: Retaining experienced and skilled staff is equally a priority. Aspen View Public Schools has implemented several initiatives to promote **staff retention and professional growth**:

- **Support:** Every new teacher in Aspen View is provided with **dedicated instructional/curriculum support**. Senior teachers and instructional coaches work with first-year and early-career teachers to help them adjust and succeed.
- **Professional Development:** The division encourages continuous learning for all staff. Regular professional development days, workshops, and collaborative learning communities are organized throughout the year. Teachers and support staff have opportunities to enhance their skills in areas such as curriculum development, technology integration, classroom management, and inclusive education practices. By investing in staff development, the division not only improves classroom practice but also shows employees that their growth is valued.
- **Leadership Opportunities:** Aspen View offers leadership roles and career advancement pathways to its staff. For example, teachers can take on roles as lead teachers, department heads, or instructional coaches, and support staff can advance into senior technician or supervisory roles. These opportunities for advancement and increased responsibility help keep ambitious educators and staff engaged in the division. Many of the current school administrators and consultants have grown into those roles from within Aspen View's ranks, which underscores a culture of developing and promoting talent internally.
- **Positive Work Environment:** The division strives to maintain a positive, inclusive work culture. Recognition of employee achievements, open communication with division leadership, and staff wellness initiatives (such as employee assistance programs or wellness days) are part of Aspen View's approach to keeping morale high. Aspen View's commitment to relatively small class sizes and manageable workloads also contributes to job satisfaction. Through these recruitment and retention initiatives, Aspen View Public Schools aims to ensure that each school is staffed with qualified, enthusiastic professionals and that those individuals choose to remain with the division long-term. A stable and supported workforce ultimately

benefits student learning and helps build consistent, quality programs in all Aspen View schools.

Strategic Staffing Priorities and Alignment with Education Plan
All staffing decisions in Aspen View Public Schools are made with strategic priorities in mind, aligning human resources with the division's Education Plan goals. **Quality teaching, student wellness, and optimal learning environments** are core themes of the Education Plan, and the human resources strategy reflects these themes in practice:

- **Alignment with Student Success Goals:** Ensuring that Aspen View classrooms are led by qualified teachers is fundamental to the division's mission of student success. The increase in continuing-contract teachers (permanent staff) and the mentorship of new teachers both serve to strengthen instructional quality. By supporting teachers in their professional growth and maintaining a robust teaching staff, the division addresses Education Plan outcomes related to student achievement and high school completion. Consistent, high-quality teaching helps students meet literacy, numeracy, and learning engagement targets outlined in the plan.
- **Effective Resource Management:** Aspen View's approach to managing staffing levels demonstrates a commitment to effective use of resources, aligning with the plan's emphasis on engagement and accountability. Adjusting teacher numbers in response to enrollment changes, utilizing partnerships for specialized staff (like FSLWs), and balancing full-time and part-time roles are ways the division ensures that resources are allocated where they are most needed. This strategic staffing helps maintain programs in smaller rural schools and keeps class sizes reasonable, which in turn keeps students and parents engaged and satisfied with the education provided.
- **Future Planning:** The division's HR planning also looks ahead to anticipated needs, guided by the Education Plan. For instance, if the plan highlights the importance of **Indigenous education or technology integration**, Aspen View can prioritize hiring staff with expertise in those areas or provide training to current staff. The current staffing already reflects forward-thinking choices, such as employing technology support staff to facilitate digital learning and continuing partnerships that might be expanded if student needs grow.

Aspen View Public Schools' human resources decisions are not made in isolation; they are closely tied to the strategic direction set by the Board and the Education Plan.

Submitted by:
Aaron Larson, Director of Human Resources

Recommendation:
That the Board of Trustees of Aspen View Public Schools receive this Human Resources Update report as presented for information.

Aspen View
PUBLIC SCHOOLS

Meeting Date: November 5, 2026
Topic: Curriculum and Student Achievement Update
Agenda No: 6.2

Background Information:

In accordance with the workplan, the Curriculum and Student Achievement report is attached.

Attachments:

Update on Curriculum and Student Achievement

Submitted by:

J. MacIsaac, Director of Curriculum and Student Achievement

Recommendation or Action Requested:

That the Board of Trustees of Aspen View Public Schools receive the Update on Curriculum and Student Achievement as presented for information.

Update on Curriculum and Student Achievement
November 5, 2026

Update on Curriculum

- New grade 4-6 Social Studies is now fully implemented as of September 2026
- September 2026 optional implementation for grade 7 Mathematics.
- Grade 8-9 mathematics will be implemented September 2027

Central support for curriculum implementation:

- Professional development with the *Consortium*
- Resources with *Claire*

Annual Assurance Measures (AECAM)
Comparison of school Year 2024-2025 and 2025-2026

Overall Summary For The 2024-2025 School Year

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

Authority: 2125 The Aspen View School Division

Assurance Domain	Measure	The Aspen View School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	79.5	80.9	81.9	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	76.2	76.0	76.6	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	3-year High School Completion	80.2	67.8	72.8	81.4	80.4	81.4	Intermediate	Improved	Good
	5-year High School Completion	85.6	82.6	84.0	87.1	88.1	87.9	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	61.9	61.8	63.8	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	12.0	10.2	12.8	15.6	15.4	15.5	Low	Maintained	Issue
	Diploma: Acceptable	71.1	73.1	70.2	82.0	81.5	80.9	Very Low	Maintained	Concern
	Diploma: Excellence	10.5	11.2	10.6	23.0	22.6	21.9	Low	Maintained	Issue
Teaching & Leading	Education Quality	83.9	84.7	85.9	87.7	87.6	88.2	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.4	81.1	82.5	84.4	84.0	84.9	Low	Maintained	Issue
	Access to Supports and Services	77.1	78.6	80.4	80.1	79.9	80.7	Low	Declined	Issue
Governance	Parental Involvement	74.2	75.2	77.2	80.0	79.5	79.1	Low	Maintained	Issue

Notes:

Overall Summary of the 2025-2026 School Year

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2026

Authority: 2125 The Aspen View School Division

Assurance Domain	Measure	The Aspen View School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.3	79.5	81.2	84.2	83.9	84.0	Low	Maintained	Issue
	Citizenship	80.6	76.2	75.9	81.2	79.8	79.8	High	Improved Significantly	Good
	3-year High School Completion	74.6	80.2	74.2	82.1	81.4	80.8	Intermediate	Maintained	Acceptable
	5-year High School Completion	83.0	85.6	85.2	86.7	87.1	87.9	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	62.0	61.9	63.1	60.8	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	14.2	12.0	12.6	15.5	15.6	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	70.7	71.1	70.5	80.2	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	11.3	10.5	10.6	22.9	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.3	83.9	84.8	87.8	87.7	87.8	High	Improved	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.0	81.4	81.4	85.8	84.4	84.4	Intermediate	Improved Significantly	Good
	Access to Supports and Services	83.1	77.1	78.4	79.5	80.1	80.2	Intermediate	Improved Significantly	Good
Governance	Parental Involvement	80.3	74.2	75.7	79.9	80.0	79.5	High	Improved	Good

Supplemental Results for the 2024-2025 School Year

Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2025

Authority: 2125 The Aspen View School Division

Measure	The Aspen View School Division			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	44.3	38.7	38.7	54.5	52.7	52.7	Intermediate	Improved	Good
Drop Out Rate	4.5	3.5	3.1	2.4	2.5	2.4	Intermediate	Declined	Issue
In-Service Jurisdiction Needs	81.8	76.1	82.5	81.7	81.1	82.3	Low	Maintained	Issue
Lifelong Learning	80.8	74.1	76.4	80.8	79.9	80.4	High	Improved	Good
Program of Studies	74.5	75.4	77.0	83.0	82.8	82.9	Intermediate	Declined	Issue
Program of Studies - At Risk Students	77.8	79.2	81.0	80.5	80.6	81.2	Very Low	Declined	Concern
Rutherford Scholarship Eligibility Rate	57.1	54.3	56.5	69.4	70.7	70.9	Intermediate	Maintained	Acceptable
Safe and Caring	85.0	84.8	86.3	87.3	87.1	87.8	High	Maintained	Good
Satisfaction with Program Access	76.1	74.6	77.5	72.1	71.9	72.5	Intermediate	Maintained	Acceptable
School Improvement	74.0	76.4	75.5	76.6	75.8	75.1	Intermediate	Maintained	Acceptable
Transition Rate (6 yr)	48.0	51.1	51.9	59.9	60.1	60.0	Low	Maintained	Issue
Work Preparation	84.0	76.6	78.3	83.7	82.8	83.6	High	Improved	Good

Supplemental Results for the 2025-2026 School Year

Supplemental Alberta Education and Childcare Assurance Measures - Overall Summary

Spring 2026

Authority: 2125 The Aspen View School Division

Measure	The Aspen View School Division			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	39.5	44.3	41.5	54.4	54.5	53.6	Low	Maintained	Issue
Drop Out Rate	2.8	4.5	3.7	2.4	2.4	2.5	High	Improved	Good
In-Service Jurisdiction Needs	80.0	81.8	80.6	81.0	81.7	81.7	Low	Maintained	Issue
Lifelong Learning	81.3	80.8	77.2	81.2	80.8	80.4	High	Improved	Good
Program of Studies	81.6	74.5	75.6	83.4	83.0	82.9	Very High	Improved Significantly	Excellent
Program of Studies - At Risk Students	83.6	77.8	79.1	80.2	80.5	80.8	Intermediate	Improved Significantly	Good
Rutherford Scholarship Eligibility Rate	51.0	57.1	56.5	68.8	69.4	70.7	Low	Declined	Issue
Safe and Caring	88.1	85.0	85.1	88.3	87.3	87.3	Very High	Improved Significantly	Excellent
Satisfaction with Program Access	82.3	76.1	76.4	71.8	72.1	72.3	High	Improved Significantly	Good
School Improvement	80.3	74.0	74.8	76.3	76.6	75.9	High	Improved Significantly	Good
Transition Rate (6 yr)	51.3	48.0	51.9	61.0	59.9	59.9	Intermediate	Maintained	Acceptable
Work Preparation	84.0	84.0	79.7	84.2	83.7	83.2	High	Improved	Good

Priorizing The Top Priority (1)

- Actioning AV's top priority (*Student learning and achievement rates improve*) daily in the school.
  - Methodically and mindfully supervise staff in order to give timely and effective feedback on instruction and assessment practices.
  - What staying focussed on priority 1 looks like.

- Establish and monitor effective learning systems in the schools.
  - A literacy and numeracy intervention system for grades 1-9
  - Ex. Individual conferencing, small group pull-outs for all students K-12
  - An intensified focus on math fundamentals

Priorizing The Top Priority (2)

Use Our Data for Strategic Achievement Gains
(A small focus can make a big difference)

- Math Part A System (Grades 1-9)
- The *Written Response* section in high school math, in particular the Diploma exams

Progression of Math Learning

Part A: An understanding of math fundamentals (calculations, procedural math). The format is short answer.

Part B: A deeper understanding of number sense and the practical application of math understanding. The format is multiple choice.

Part A (20% of final mark)	Part B (80% of final mark)
✔	✔
✔	×
×	×
×	✔

This rarely happens!

Math Diploma - Written Response Section

Mathematics 30-1
Average Scores and Standard Deviations in Percent, by Item Format

Item Format	Weighting (%)	Average Percent Score		Standard Deviation	
		Prov.	Auth.	Prov.	Auth.
Written Response	25	49.6	32.5	24.1	21.6
Machine Scored	75	62.6	43.0	23.4	22.2

	Prov.	Auth.
Number of Students Reported in Tables 5 - 7	6493	12

What Are We Doing About It?

Central Office staff are working alongside school administrators to improve the:

- Teacher feedback system
- Monitoring of AP 360 (assessment quality and frequency)
- Learning Systems
- Effective use of data

Meeting Date: November 5, 2026
Topic: Finance Update
Agenda No: 7.1

Background Information:

Finance Report:

Attached is the year-to-date financial report for the period ended September 30, 2026

Statement of Financial Position:

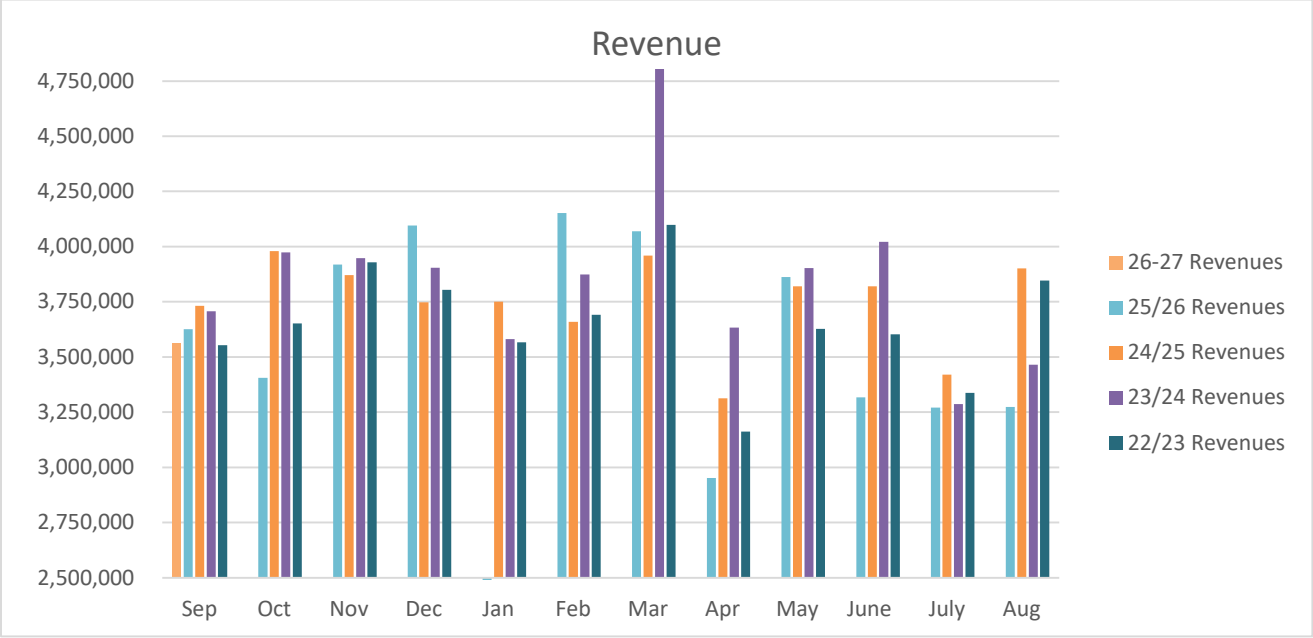
- Net Asset balance of $ 4,341,558
  - Total Assets are $ 73,083,298
  - Total Liabilities $ 68,741,740

Please note that the 2026 balances are draft. The accumulated surplus for 2025/26 includes the unrestricted surplus which will be closed to reserves once the audited financial statements are presented and approved by the Board.

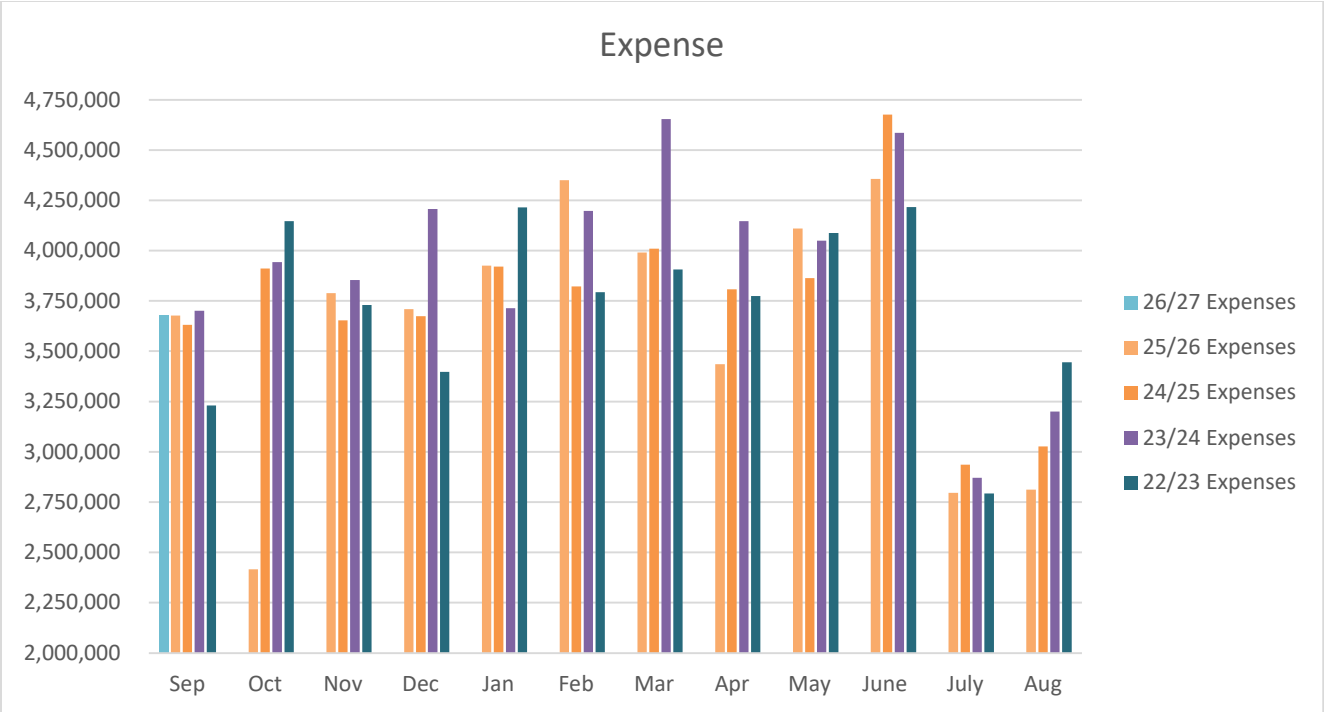
Statement of Operations:

- The current operating deficit of $115,751

- Aspen View is currently 8.3% through the year and reporting:
  - Revenue received is 7.76% of budget: $3,562,098.
    - Federal revenue amounts will be calculated and recorded in October
    - Fees collected are 5.24%
      - Fees – 6%
      - Transportation Fees - 1%
        - Fees are posted for 2026/27 and first statements will be released end of October.



- Expenses are 7.93% of budget: $
  - Instruction expenses are 8.27% of budget.
  - Transportation expenses are 9.29% of budget.
  - Board and System Admin are 8.49% of budget.
  - Operations and Maintenance are 4.93%



Attachments:

Monthly Financial Reports

Submitted by:

A. Oko, Secretary Treasurer

Recommendation or Action Requested:

That the Board of Trustees of Aspen View Public Schools receive the Secretary Treasurer report as presented for information.

ASPEN VIEW PUBLIC SCHOOL DIVISION

30-Sep-26

Statement of Financial Position	Page 1
Statement of Operations	Page 2
Statement of Program Operations	Page 3
Revenues	Page 4
Expenditures	Page 5
Graph - Revenues	Page 6
Graphs - Operating Expenses	Pages 7-8
Trustee Expenses	Page 9

ASPEN VIEW PUBLIC SCHOOL DIVISION
STATEMENT OF FINANCIAL POSITION
As at Sepetember 30, 2026 (in dollars)

		2026	2026 Draft UnAudited
ASSETS			
FINANCIAL ASSETS			
Cash and cash equivalents		6,859,496	6,541,496
Portfolio investments		49,000	49,000
Accounts receivable (net after allowances)		314,261	819,833
Other financial assets		-	-
TOTAL FINANCIAL ASSETS		7,222,757	7,410,329
NON-FINANCIAL ASSETS			
Tangible capital assets			
Land		640,335	640,335
Construction in progress		1,113,205	1,109,796
Buildings	91,349,419		
Less: Accumulated amortization	(31,759,771)	59,589,648	59,780,409
Equipment	5,211,992		
Less: Accumulated amortization	(2,958,307)	2,253,685	2,281,479
Vehicles	920,894		
Less: Accumulated amortization	(819,138)	101,756	106,958
Land Improvements	2,578,482		
Less: Accumulated amortization	(832,401)	1,746,081	1,759,263
Total tangible capital assets		65,444,710	65,678,240
Prepaid expenses		415,831	453,048
Other non-financial assets		-	-
TOTAL NON-FINANCIAL ASSETS		$ 65,860,541	$ 66,131,288
TOTAL ASSETS		$ 73,083,298	$ 73,541,617
LIABILITIES			
FINANCIAL LIABILITIES			
Bank indebtedness		-	-
Accounts payable and accrued liabilities		1,304,473	1,511,920
Asset Retirement Obligation		2,514,154	2,514,154
Debt			
Debentures and other supported debt		-	-
Capital leases			
Mortgages		-	-
Unexpended Deferred Revenue		1,755,793	1,677,075
Employee future benefit liabilities		339,218	334,402
TOTAL FINANCIAL LIABILITIES		5,913,638	6,037,551
NON-FINANCIAL LIABILITIES			
Unearned Revenue			
Expended Deferred Capital Revenue		62,828,102	63,046,757
TOTAL NON-FINANCIAL LIABILITIES		62,828,102	63,046,757
TOTAL LIABILITIES		68,741,740	69,084,308
NET ASSETS (NET LIABILITIES)		$ 4,341,558	$ 4,457,309
ACCUMULATED SURPLUS			
Unrestricted Surplus		(412,504)	(412,504)
Current Surplus (Deficit)		(115,751)	
Operating Reserves		3,337,787	3,337,787
Accumulated Surplus from Operations		2,809,532	2,925,283
Capital Reserves		1,244,242	1,244,242
Total Accumulated Surplus		4,053,774	4,169,525
Investment in Tangible Capital Assets		287,784	287,784
Accumulated remeasurement gains (losses)			-
Accumulated Surplus		$ 4,341,558	$ 4,457,309

ASPEN VIEW PUBLIC SCHOOL DIVISION
STATEMENT OF OPERATIONS
As at September 30, 2026 (in dollars)

	Budget 2027	Actual 2027	Draft UnAudited 2026
REVENUES			
Alberta Education	42,603,665	3,451,311	39,978,263
Other - Government of Alberta	176,851	20,664	393,142
Federal Government and First Nations	1,272,608	-	1,119,794
Fees	639,278	41,405	727,998
Transportation Fees	200,000	2,563	146,158
Other sales and services	95,000	1,655	177,484
Investment income	230,000	18,110	199,144
Gifts and donations	50,000	14,388	100,137
Rental of facilities	47,000	1,925	26,825
Fundraising	120,000	6,132	115,722
Gains on disposal of capital assets	-	-	158,081
Other revenue	441,680	3,945	134,008
Total revenues	$ 45,876,082	$ 3,562,098	$ 43,276,755
EXPENSES			
ECS	1,052,573	64,991	929,148
Instruction (Grade 1 -12)	31,081,821	2,504,305	28,549,886
Plant operations and maintenance	6,396,096	396,313	6,586,499
Transportation	5,681,285	528,063	5,479,616
Board & system administration	2,145,847	182,252	2,117,285
External services	22,000	1,925	26,825
Total expenses	$ 46,379,622	$ 3,677,849	$ 43,689,259
Operating surplus (deficit)	$ (503,540)	$ (115,751)	$ (412,504)

ASPEN VIEW PUBLIC SCHOOL DIVISION
STATEMENT OF PROGRAM OPERATIONS
As at September 30, 2026

	HOME EDUCATION	ECS	Grade 1 to 12	PLANT OPERATIONS & MAINTENANCE	STUDENT TRANSPORTATION	BOARD AND SYSTEM ADMINISTRATION	EXTERNAL SERVICES	Y-T-D ACTUAL	BUDGET
REVENUE:									
Alberta Education	618	36,492	2,300,135	330,550	405,042	174,285		**3,247,123**	**40,708,665**
Other Provincial Grants			20,664					**20,664**	**176,851**
Federal Government								**-**	**1,272,608**
Fees		10,279	31,126					**41,405**	**639,278**
Transportation Fees					2,563			**2,563**	**200,000**
Other Sales & Services			1,655					**1,655**	**95,000**
Interest Income			1,012			17,098		**18,110**	**230,000**
Gifts & Donations			14,388					**14,388**	**50,000**
Rental / Lease Revenues							1,925	**1,925**	**47,000**
Fundraising			6,132					**6,132**	**120,000**
Miscellaneous Income			3,885			60		**3,945**	**441,680**
Amortization Revenue			5,199	198,989				**204,189**	**1,895,000**
Net Gain / Loss on Disposal								**-**	
TOTAL REVENUE	**$ 618**	**$ 46,771**	**$ 2,384,196**	**$ 529,539**	**$ 407,604**	**$ 191,443**	**1,925**	**3,562,098**	**45,876,082**
EXPENSES:									
Salaries - Certificated		33,453	1,442,594			34,931		**1,510,977**	**17,731,456**
Salaries - Uncertificated		17,497	377,020	111,915	13,339	78,263		**598,035**	**6,682,910**
Trustee Remuneration						15,432		**15,432**	**-**
Benefits - Certificated		5,300	291,995			5,119		**302,414**	**4,569,413**
Benefits - Uncertificated		7,389	104,856	29,865	3,656	18,381		**164,147**	**1,966,767**
Services, Contracts & Supplies	-	1,351	256,082	50,191	511,067	29,289	1,925	**849,906**	**12,461,235**
Equipment < $5000								**-**	
Capital & Debt Services								**-**	
- Amortization of Capital Assets			31,758	204,343	-	837		**236,937**	**2,967,841**
- Other Interest & Bank Charges								**-**	**-**
Loss on Disposal				-				**-**	**-**
TOTAL EXPENSES	**$ -**	**$ 64,991**	**$ 2,504,305**	**$ 396,313**	**$ 528,063**	**$ 182,252**	**1,925**	**3,677,849**	**46,379,622**
NET SURPLUS (DEFICIT)	**$ 618**	**$ (18,219)**	**$ (120,108)**	**$ 133,226**	**$ (120,459)**	**$ 9,191**	**-**	**(115,751)**	**(503,540)**
BUDGETED SURPLUS (DEFICIT)		**$ (88,017)**	**$ (126,018)**	**$ (47,738)**	**$ (393,713)**	**$ 151,946**	**$ -**	**$ (503,540)**	

ASPEN VIEW PUBLIC SCHOOL DIVISION
2026-27 OPERATING BUDGET

	2026-27 Budget	Rec. Amt. 30/9/2026	Percent To Budget	Balance 30/9/2026
Government of Alberta	38,766,123	3,172,828	8.18%	35,593,295
Other Government of Alberta	176,851	20,664	11.68%	156,187
First Nations/Federal	1,272,608	-	0.00%	1,272,608
Fees	839,278	43,968	5.24%	795,310
Other Sales and Services	95,000	1,655	1.74%	93,345
Investment Income	230,000	18,110	7.87%	211,890
Gifts and Donations	50,000	14,388	28.78%	35,612
Fundraising	120,000	6,132	5.11%	113,868
Rentals of facilities	47,000	1,925	4.10%	45,075
Other Revenue	441,680	3,945	0.89%	437,735
Gains on Disposal of Capital Assets	-	-	0.00%	-
Sub-Total	**$ 42,038,540**	**$ 3,283,614**	7.81%	**$ 38,754,926**
Other Revenues (Non-Cash)				
Teacher Pension Contributions	1,942,542	74,295	3.82%	
Amortization of Capital Allocation	1,895,000	204,189	10.78%	
Sub-Total	3,837,542	278,484	7.26%	3,559,058
Total Revenues	**$ 45,876,082**	**$ 3,562,098**	7.76%	**$ 42,313,984**
Total Expenditures	**$ 46,379,622**	**$ 3,677,849**	7.93%	**$ 42,701,773**
Surplus (Deficit)	**$ (503,540)**	**$ (115,751)**		

Notes:

1.) Revenues and Expenses should be at approximately 8.33%.

ASPEN VIEW PUBLIC SCHOOL DIVISION
2026-27 OPERATING BUDGET

EXPENDITURES

	2026-27 Budget	Exp. Amt. 30/9/2026	Percent To Budget	Balance 30/9/2026
A. Instruction	$ 29,787,440	2,463,243	8.27%	27,324,197
B. Operation and Maintenance	3,892,705	191,971	4.93%	3,700,734
C. Transportation	5,681,285	528,063	9.29%	5,153,222
D. Administration	2,135,809	181,416	8.49%	1,954,394
E. External Services	22,000	1,925	8.75%	20,075
Sub-Total	**$ 41,519,239**	**$ 3,366,616**	**8.11%**	**$ 38,152,623**
F. Non-cash Expenses				
Amortization Expense - O&M	2,503,391	204,343		
Amortization Expense - Admin	10,038	837		
Amortization Expense - Instr.	404,412	31,758		
Amortization Expense - Trans.	-	-		
Teacher Pension Contribution	1,942,542	74,295		
Sub-Total	4,860,383	311,232	6.40%	4,549,151
Grand Total	**$ 46,379,622**	**$ 3,677,849**	**7.93%**	**$ 42,701,773**

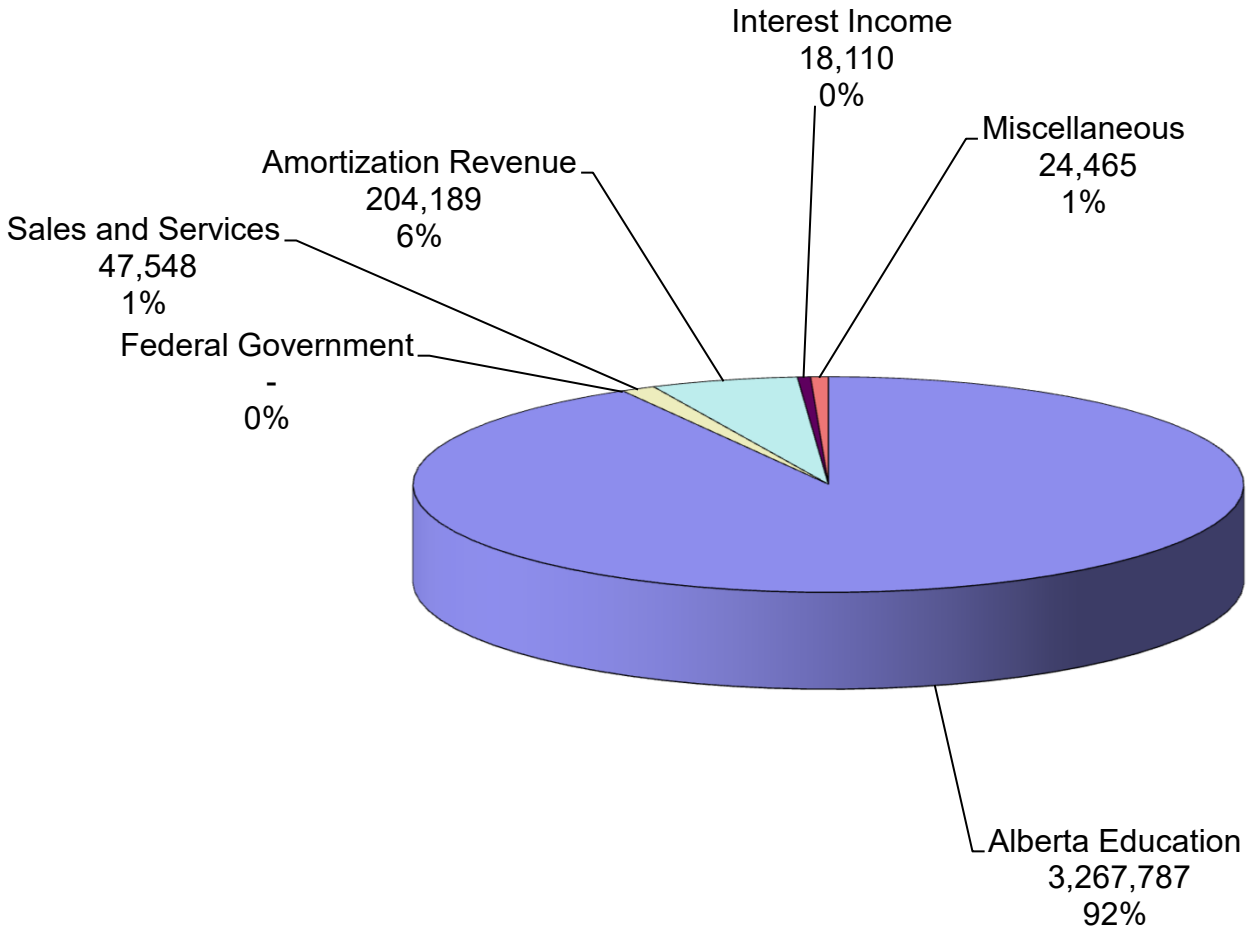
SCHOOL INSTRUCTIONAL BUDGET

	2026-27 Budget	Exp Amt 30/9/2026	Percent To Budget	Balance 30/9/2026
Boyle	174,645	17,579	10.07%	157,066
Edwin Parr Composite	389,561	25,658	6.59%	363,903
Grassland	83,432	7,559	9.06%	75,873
H A Kostash	211,550	13,218	6.25%	198,333
Landing Trail Intermediate	163,164	9,668	5.93%	153,495
Smith	70,837	4,863	6.86%	65,974
Thorhild Central	204,578	19,094	9.33%	185,485
Vilna	192,272	15,572	8.10%	176,701
Whispering Hills Primary	159,062	11,346	7.13%	147,717
Colony & Outreach Schools	108,410	10,479	9.67%	97,931
School Generated Funds	857,000	29,156	3.40%	827,844
Salary & Benefits	26,750,031	2,198,187	8.22%	24,551,844
Division Pooling	2,620,407	172,691	6.59%	2,447,716
Sub-Total	**$ 31,984,950**	**$ 2,535,070**	**7.93%**	**$ 29,449,880**

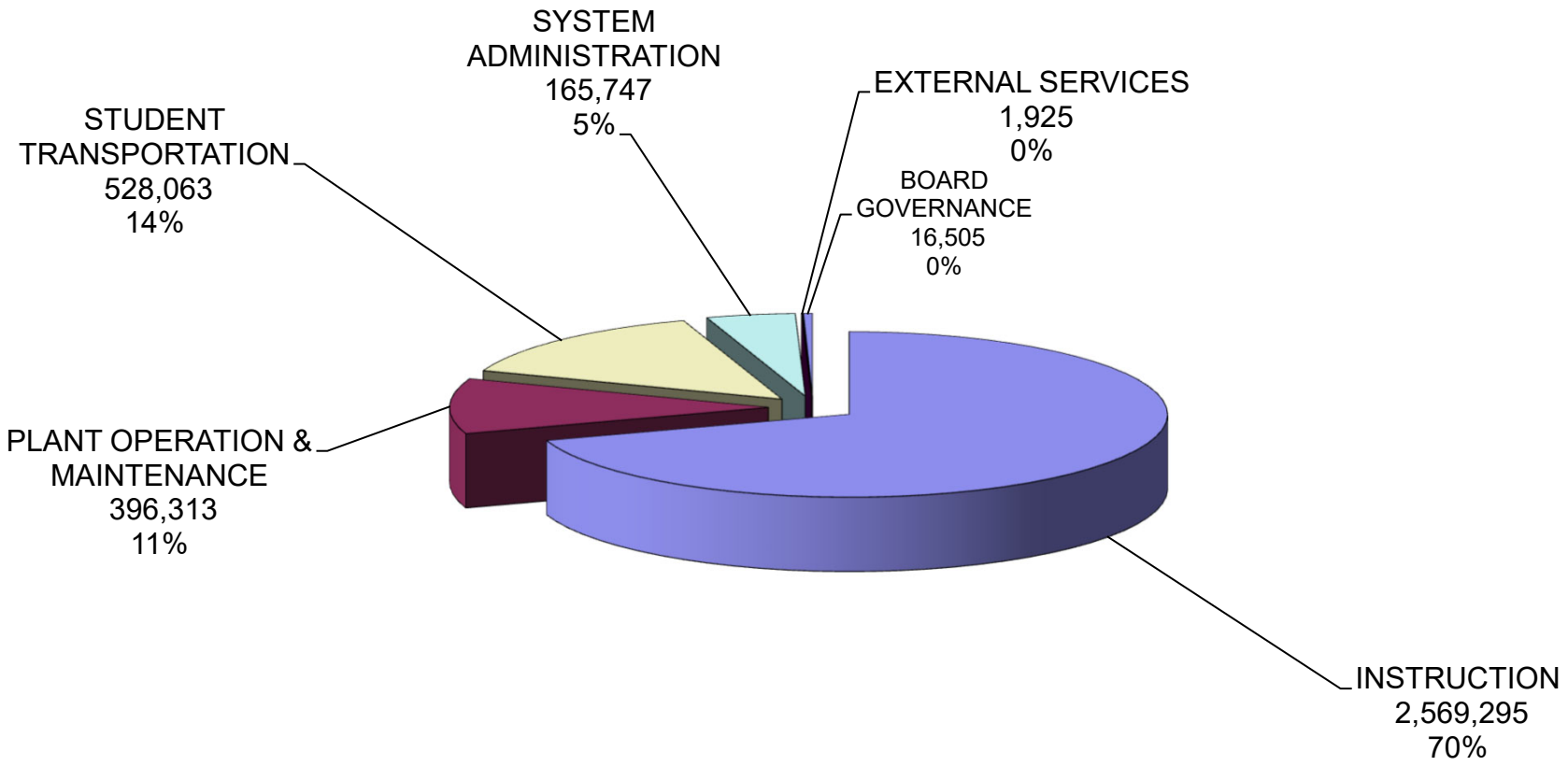
Notes:

1.) Revenues and Expenses should be at approximately 8.33%.

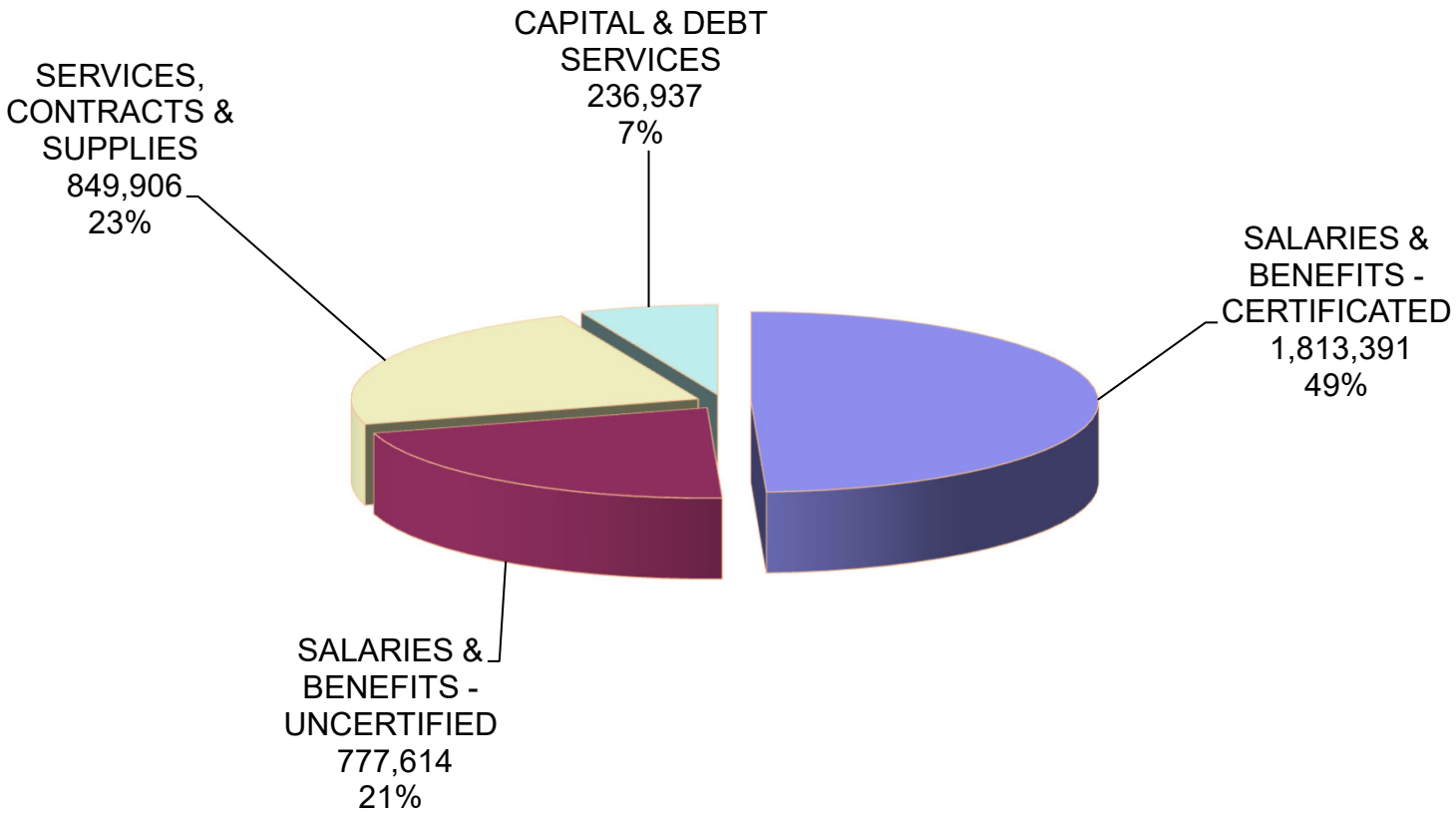
REVENUE AS AT SEPTEMBER 30, 2026



EXPENSES BY FUNCTION AS AT SEPTEMBER 30, 2026



EXPENSES BY OBJECT AS AT SEPTEMBER 30, 2026



TRUSTEE and ADMINISTRATION EXPENSES
AS AT SEPTEMBER 30, 2026

Trustee			Prof. Development							
	Meeting	Travel	Prof Dev	PD Travel	Benefits	Registration Fees	Subsistence &Travel	Honorarium	Communication Fee	Total
Brittany Turko	520				98			750		1,369
Dennis MacNeil	625	275			525			750		2,174
Anne Karczmarczyk	1,353	86			640			750		2,829
Donna Cherniwchan	1,161	304			628			750		2,843
Candyce Nikipelo	1,320	48			641			750		2,759
Maria Smosarska	1,249				366			750		2,365
April Bauer	468				587			750		1,806
General Expenses	362									362
Total Expenditures	$ 7,058	$ 712	$ -	$ -	$ 3,485	$ -	$ -	$ 5,250	$ -	$ 16,505
Total Budget	$ 225,500		$ 17,700		$ 35,000	$ 53,250	$ 38,500	Included in Meeting Budget		$ 369,950

Adminstration	Working Session		Business		Professional Development		Professional Member	Total
	Reg Fees	Travel	Reg Fees	Travel	Reg Fees	Travel	Association Fees	
Constantine Kastrinos		62					1,448	1,510
Amber Oko		343						343
Total Expenditures	$ -	$ 405	$ -	$ -	$ -	$ -	$ 1,448	$ 1,853
Total Budget	6,000		7,000		9,000		4,500	26,500

Aspen View
PUBLIC SCHOOLS

Meeting Date: November 5, 2026
Topic: Land Based Learning Update
Agenda No: 8.1

Background Information:

Jackie Steinhauer will provide a verbal update on this year's land based learning program.

Submitted by:

J. Steinhauer

Recommendation or Action Requested:

Provided for information

Meeting Date: November 5, 2026
Topic: Infrastructure and Maintenance Projects
Agenda No: 8.2

Background Information:

The 2026/27 three year project plan is attached.

Infrastructure Maintenance Renewal (IMR) funding has been discontinued however, Aspen View still has $77,000 remaining that will be utilized in 2026/27 to complete flooring, and painting projects as well as regular school maintenance/repairs. It is important to note that although these are the prioritized projects there may be unexpected repairs throughout the year that may require a shift in priorities or increased expenditures.

The Grassland Roof project has been approved in the Capital Maintenance Renewal project submission and will be complete in 2026/27. $1,430,000 in CMR funding will be received to complete the project.

There is a planned roof replacement at TCS as well as a building management system (BMS) upgrade at LTIS that will be funded using the annual CMR allocation.

Aspen View received safety funding to complete upgrades within schools. The School Safety Project Listing outlines the projects that would enhance or improve safety for both students and staff within schools. The total expected project costs are estimated to be $135,000, but the grant received was $68,700. Projects have been prioritized to address the highest needs immediately within the funding constraint.

Attachments:

2026/27 Project Listing
School Safety Project Listing

Submitted by:

Manager of Facilities and Operations, P. Feledichuk
A. Oko, Secretary-Treasurer

Recommendation or Action Requested:

That the Board of Aspen View Public Schools approve the proposed 2026/27 Project Listing as recommended by the Facilities Committee.

And

That the Board of Aspen View Public Schools approve the proposed 2026/27 School Safety projects as recommended by the Facilities Committee.

2026/27 Project Listing

Project Listing			Plant Operation and Maintenance				Capital Maintenance Renewal Funding (CMR)		
School	Description	Priority	2026/27	2027/28	2028/29		2026/27	2027/28	2028/29
Boyle	Flooring replacement - hallway	Med		80,000					
Boyle	Painting - exterior	Low	7,500						
EPC									
Grassland	Washroom upgrade	Low		10,000					
Grassland	Library flooring	Med	20,000						
Grassland	Roof replacement	High					1,430,000		
HAK	Sidewalks	Med							65,000
LTIS	BMS replacement	High					80,000		
LTIS	Painting - exterior	Med	10,000						
LTIS	Mechanical upgrade - pumps	Med		10,000					
Smith	HVAC Damper	Med							50,000
Smith	Exterior stairs replacement	Low		25,000					
Smith	Roofing replacement	Med						315,000	
TCS	BMS Upgrade	High						55,000	
TCS	Washroom upgrade	Low			15,000				
TCS	Classroom Reno (8)	Med							90,000
TCS	Roof replacement	High					400,000		
TCS	Boiler replacement	High						250,000	
TCS	Sidewalk replacement	Med						150,000	
Vilna	Sidewalk replacement	Med							15,000
Vilna	Boiler replacement	High						175,000	
WHPS	Sidewalk install	High						150,000	
WHPS	Interior painting	Low			75,000				
High School	Vape Detector Inventory	High	10,000						
			47,500	**125,000**	**90,000**		**1,910,000**	**1,095,000**	**220,000**

School Safety Project Listing					
School	**Description**	**Priorty**	**Budget**	**2026/27**	**Future**
Aspen	Frosting - Glass Doors	High	1,500	1,500	
Boyle	Strobe lights	High	2,500	2,500	
Boyle	Speaker replacement	Low	2,500		2,500
EPC	Strobe lights	High	3,500	3,500	
EPC	Entrance door replacement	High	17,500	17,500	
EPC	Alarm system replacement	Low	20,000		20,000
EPC	Camera upgrade	Med	25,000		25,000
Grassland	Alarm system upgrade	High	3,500	3,500	
Grassland	Strobe lights	High	2,500	2,500	
Grassland	Door hardware replacement	Med	7,500	7,500	
HAK	Strobe lights	High	2,500	2,500	
HAK	Fob System	Med	2,500		2,500
LTIS	Strobe lights	High	2,500	2,500	
LTIS	Camera upgrade	Med	5,000		5,000
Smith	Strobe lights	High	1,500	1,500	
TCS	Strobe lights	High	3,000	3,000	
TCS	Alarm upgrade	Med	4,500		4,500
TCS	PA system replacement	High	12,500	12,500	
Vilna	Strobe lights	High	2,500	2,500	
Vilna	Alarm replacement	Low	10,000		10,000
WHPS	Strobe lights	High	2,500	2,500	
			135,000	**65,500**	**69,500**
		Funding:		68,700	
		Contingency		(3,200)	

Aspen View Public Schools

Meeting Date: November 5, 2026
Topic: Flags Display Discussion
Agenda No: 8.3

Background Information:

In accordance with the *Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026* the new provincial requirements for displaying flags in Alberta Schools requires a Board discussion.

Attachments:

Minister Nicolaides email re: Flag Displays in Alberta Schools

Submitted by:

C. Kastrinos, Superintendent

Recommendation or Action Requested:

For discussion and direction

To:

Board Chairs of Public, Separate, Francophone and Charter School Authorities

Subject: Flag Display Regulation Overview and Information Session

Dear colleagues,

An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026 (formerly Bill 25) received royal assent on May 14, 2026. Effective January 4, 2027, amendments to the *Education Act* will introduce new provincial requirements for displaying the National Flag of Canada and the Flag of Alberta in schools. The amendments will create new regulatory authority for the Minister of Education and Childcare to prescribe additional flags that may be displayed by school authorities at Alberta schools, including regulations respecting the location and manner in which flags are to be displayed.

On October 23, 2026, Alberta's government announced the Flag Display Regulation, which provides consistent expectations for flag displays in Alberta schools and supports learning environments focused on student outcomes:

Required Flag Displays

- The National Flag of Canada and the Flag of Alberta must each be displayed on its own flagpole outside the school building during the school year in accordance with the applicable flag protocols.

Flag Displays always Permitted

- In addition to the required displays, the National Flag of Canada and the Flag of Alberta may be displayed elsewhere on school property. These additional displays are not subject to flag etiquette protocols.
- A flag that depicts an Alberta symbol of distinction under the *Emblems of Alberta Act* (e.g., the Franco-Albertan Flag), the flag of Vatican City, civic and municipal flags of Alberta, or a flag that depicts any sports team, including a championship or competition flag, may be displayed on school property.

Flag Displays for Specified Periods

- The national flag of a foreign country may be displayed inside a school building:
- for the duration of a celebratory or ceremonial event; and
- for a maximum of 14 consecutive school days during a formal visit to the school by a foreign head of state, diplomat or official representative of the foreign country.

- Flags of First Nations, the Métis Settlements General Council and Métis settlements may be displayed inside a school building:
- on National Indigenous Peoples Day, National Day for Truth and Reconciliation, and Louis Riel Day, or on the school day immediately before or after these dates;
- for the duration of a celebratory or ceremonial event; and
- for a maximum period of 14 consecutive school days during a formal visit to the school by a leader of a First Nation, Métis Settlements General Council, or Métis settlement.
- The Royal Union Flag may be displayed inside a school building on Commonwealth Day and Victoria Day or on the school day immediately before or after these dates.
- Flags may be displayed inside a school building for a maximum of 14 consecutive school days at a time if the flags are directly related to the instruction of a course or program of study prescribed or approved by the Minister under the *Education Act*. This would include where a school authority displays student artwork depicting a flag.

The regulation applies to flags displayed by the school authority on school property. School property includes the school building, the land outside and around the school building under the control of the school authority, websites or social media accounts controlled by the school authority, and personal property of the school authority, including any equipment and furnishings that are owned by, leased by, or otherwise under the control of the school authority and used for the purposes of a school. The regulation does not apply to flags displayed on any individual or on their personal items.

These changes will come into effect on January 4, 2027, and will apply to all public, separate, francophone, charter and accredited independent school authorities.

Additional Flag Displays upon Written Request of a School Authority

School authorities may apply to display additional flags that are not already prescribed in regulation or to vary the location and manner of a flag display prescribed in regulation.

The attached fact sheet and application form outline the requirements and application process for school authorities to request additional flag displays.

Applications and inquiries must be sent to ECC.FlagDisplays@gov.ab.ca.

Complete applications received on or before November 10, 2026, will be reviewed by January 4, 2027. Applications received after November 10 will be subject to a standard processing timeline.

Education and Childcare will host an information session at 1:00 p.m. on **October 28, 2026**, to provide an overview of the requirements and application process. Board chairs, independent school operators and presidents of stakeholder associations are invited to attend, along with their chief superintendents or executive directors. Participation can be delegated to one representative of either role.

Zoom Attendee Registration Link

https://us02web.zoom.us/webinar/register/WN_ZBVMKoPGTMCcZzV-MxPvaw#/registration

Instructions

During the session, all participant microphones will be muted, and video will be disabled.

To ask a question, please use the Q&A window feature located at the bottom of the screen. Please do not use the chat window for questions.

Thank you for your ongoing commitment to supporting students, families and communities across Alberta.

Best,

Demetrios Nicolaides ECA PhD

Minister of Education and Childcare

Attachments:

- Fact Sheet: Flag Displays in Alberta Schools
- Additional Flag Display Application Form

Fact Sheet: Flag Displays in Alberta Schools

Purpose

The *Education Act* and Flag Display Regulation set requirements for flags displayed in Alberta schools. This includes requirements for the display of the National Flag of Canada and the Flag of Alberta, prescribes additional flags that may be displayed, and establishes requirements respecting the location and manner of flag displays. This fact sheet provides an overview of the requirements and outlines the application process for school authorities to request the display of additional flags not already permitted or prescribed by the *Education Act* and Flag Display Regulation.

Application

The requirements apply to flags displayed by the school authority on school property. School property includes the school building, the land or other structures outside a school building under the control of the school authority, websites or social media accounts controlled by the school authority, and personal property of the school authority, including any equipment and furnishings that are owned by, leased by, or otherwise under the control of the school authority and used for the purposes of a school.

These requirements apply to public, separate, francophone, charter, and accredited independent school authorities.

“Flag” means a symbolic graphic design that is used as a symbol, signaling device or decoration of a nation, group, organization or movement and rendered on fabric, stickers or printouts, including a digital reproduction, that maintains the proportions and elements of the original distinctive flag design.

With respect to a flag, “display” means to fly, place, affix, erect or otherwise exhibit by the school authority in a manner that makes the flag clearly visible. This does not extend to flags displayed on individuals or their personal items.

Display of Flags Prescribed in Regulation

Required Flag Displays

- The National Flag of Canada and the Flag of Alberta must each be displayed on its own flagpole outside the school building during the school year in accordance with the National Flag of Canada etiquette of the Government of Canada and flag etiquette of the Government of Alberta, respectively.

Flag Displays always Permitted

- In addition to the required displays, the National Flag of Canada and the Flag of Alberta may be displayed elsewhere on school property. These additional displays are not subject to flag etiquette protocols.
- A flag that depicts an Alberta symbol of distinction under the *Emblems of Alberta Act* (e.g., the Franco-Albertan flag), the flag of Vatican City, civic and municipal flags of Alberta, or a flag that depicts any sports team, including a championship or competition flag, may be displayed on school property.

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Flag Displays for Specified Periods

- The national flag of a foreign country may be displayed inside a school building:
  - for the duration of a celebratory or ceremonial event; and
  - for a maximum of 14 consecutive school days during a formal visit to the school by a foreign head of state, diplomat or official representative of the foreign country.
- Flags of First Nations, the Métis Settlements General Council and Métis settlements may be displayed inside a school building:
  - on National Indigenous Peoples Day (June 21), National Day for Truth and Reconciliation (September 30), and Louis Riel Day (November 16), or on the school day immediately before or after these dates;
  - for the duration of a celebratory or ceremonial event; and
  - for a maximum period of 14 consecutive school days during a formal visit to the school by a leader of a First Nation, Métis Settlements General Council or Métis settlement.
- The Royal Union Flag may be displayed inside a school building on Commonwealth Day (2nd Monday in March) and Victoria Day (as prescribed in the *Holidays Act*) or on the school day immediately before or after these dates.
- Flags may be displayed inside a school building for a maximum of 14 consecutive school days at a time if the flags are directly related to the instruction of a course or program of study prescribed or approved by the Minister under the *Education Act*. This would include where a school authority displays student artwork depicting a flag.

Additional Flag Displays

School authorities may request additional flag displays that are not already permitted or prescribed by the *Education Act* and Flag Display Regulation. Requests must provide a rationale explaining how the requested flag display meets the school authority responsibility in section 33(1)(k.1) of the *Education Act* and at least one additional criterion, as outlined below.

Section 33(1)(k.1) Declaration

Section 33(1)(k.1) of the *Education Act* requires that school authorities refrain from issuing statements or taking positions, including political, social or ideological positions that are not relevant to the fulfilment of its obligations under the Act.

Accordingly, a requested flag display must not:
- indicate a school authority position on a political, social or ideological movement; or
- represent or promote a political party.

Additional Criteria

- **School population and community context:** The request identifies a specific demographic connected to the requested flag display and demonstrates how the requested flag display has a direct cultural, historical, linguistic, or demographic connection to the school population, local community or province.
- **Physical infrastructure:** The request is for a flag display already embedded in the physical structure of the school building (e.g., mural, mosaic, architectural element) before the requirements were introduced.
- **School identity:** The requested flag display reflects the identity or branding of the school authority or individual school.

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- **Commemorative:** The request identifies a recognized commemorative day, observance, or period, and explains the connection between the requested flag display and the commemoration.
- **School events:** The request is connected to a school event occurring on school property and demonstrates a connection between the requested flag and the event.

Additional Flag Display Submission and Review Process

To request an additional flag display, school authorities must submit an application that includes:

- A rationale explaining how the requested flag display meets the school authority responsibility in section 33(1)(k.1) of the *Education Act* and at least one additional criterion.
- A photo of the proposed flag for display. A photo is not required for flags prescribed in the regulation, national flags of foreign countries, or flags of Canadian provinces and territories.
- The form and manner of the flag display, including:
  - the timeframe (e.g., temporary, ongoing); and,
  - the location (e.g., indoor, outdoor, classroom specific).
- School authority contact information.

A school authority may request multiple additional flag displays within a single request where they share the same rationale, timeframe, and location of display. However, each proposed flag display will be considered on a case-by-case basis. Where the flag, rationale, timeframe, or location of display differs, each request must be submitted separately within the application package so that it can be considered based on its specific circumstances. School authorities are encouraged to include all anticipated display locations, timeframes, and recurring display periods for a flag within their request. This helps ensure all proposed flag displays can be considered at the same time and may reduce the need for future applications.

The review timeline begins once all required information has been received. If an application form is incomplete, Education and Childcare will contact the school authority to request missing information.

The Minister's decision will be communicated to the school authority in writing. The Flag Display Regulation will be updated through periodic regulatory amendments to reflect decisions.

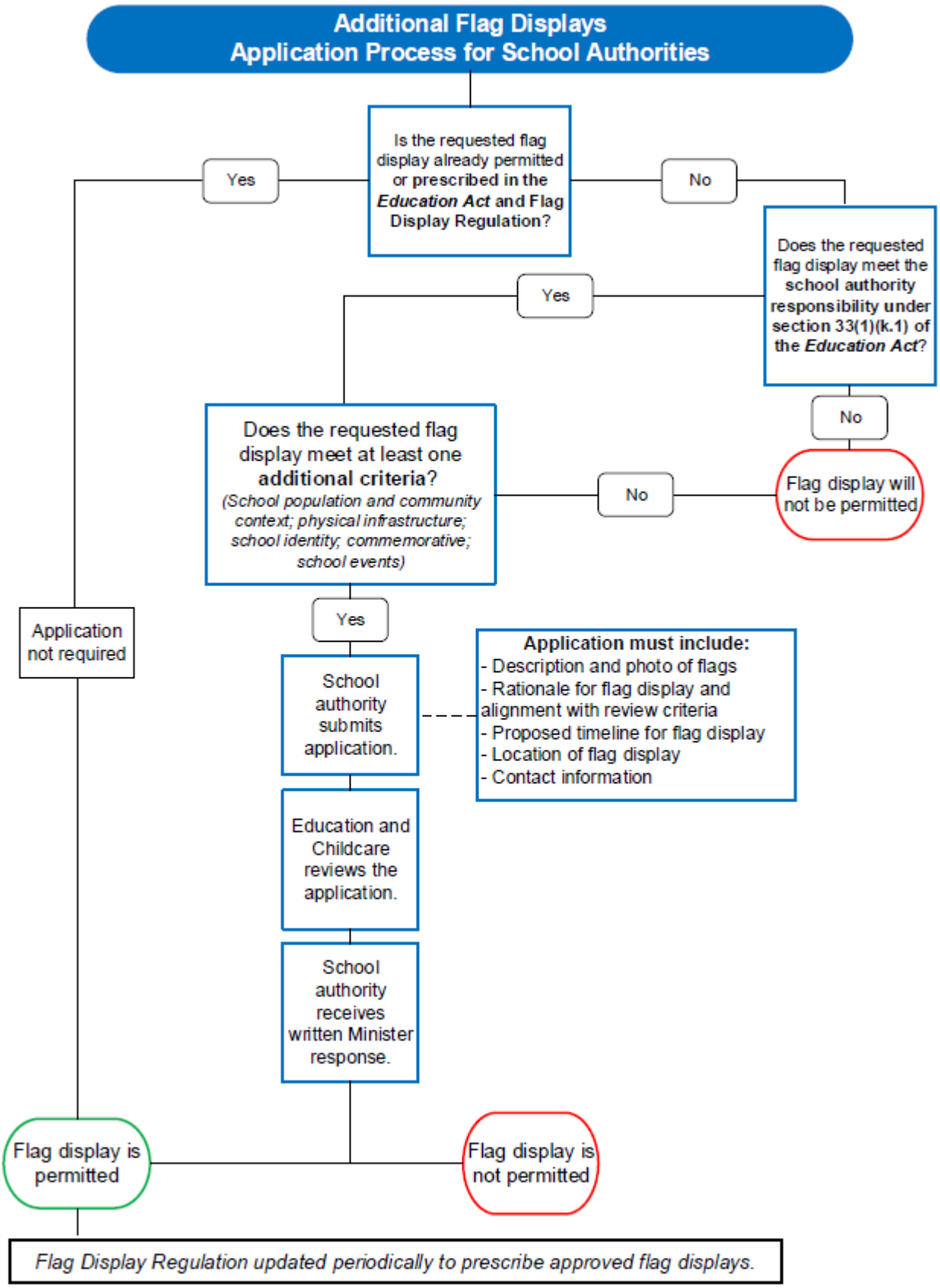
Requests and inquiries can be sent using the Additional Flag Display Application to ECC.FlagDisplays@gov.ab.ca.

Timelines

The regulatory requirements respecting the flag displays in schools will come into force on January 4, 2027. Until this date, additional flags that are already displayed may remain in place while applications are under review.

Complete applications received on or before November 10, 2026, will be reviewed by January 4, 2027. Applications received after November 10 will be subject to a standard processing timeline**.** If an application is time sensitive, school authorities are encouraged to submit applications well in advance of a proposed display date to allow for timely review and approvals.

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Classification: Protected B



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Classification: Protected B

Meeting Date: November 5, 2026
Topic: Policies for Referred from Policy Committee
Agenda No: 9.1

Background Information:

In accordance with the incoming Bill 25, the Policy Committee reviewed the following policies and are recommending each one for first reading.

Attachments:

Policy 1 – Division Foundational Statements
Policy 2 – Role of the Board
Policy 3 – Role of the Trustee
Policy 4 – Trustee Code of Conduct
Policy 11 – Board Delegation of Authority
Policy 12 – Role of the Superintendent
Policy 13 – Appeals Regarding Student Matters
Policy 33 – Safe and Caring Environment

Submitted by:

C. Kastrinos, Superintendent

Recommendation or Action Requested:

That the Board of Trustees of Aspen View Public Schools give Policy 1 – Division Foundational Statements first reading,

And

That the Board of Trustees of Aspen View Public Schools give Policy 2 – Role of the Board first reading,

And

That the Board of Trustees of Aspen View Public Schools give Policy 3 – Role of the Trustee first reading,

And

That the Board of Trustees of Aspen View Public Schools give Policy 4 – Trustee Code of Conduct first reading,

And

That the Board of Trustees of Aspen View Public Schools give Policy 11 – Board Delegation of Authority first reading,

And

That the Board of Trustees of Aspen View Public Schools give Policy 12 - Role of the Superintendent first reading,

And

That the Board of Trustees of Aspen View Public Schools give Policy 13 – Appeals Regarding Student Matters first reading,

And

That the Board of Trustees of Aspen View Public Schools give Policy 33 – Safe and Caring Environments first reading.

Policy 1

DIVISION FOUNDATIONAL STATEMENTS

Mission

Engage Learning. Ignite Potential. Inspire Success.

Vision Statement

Aspen View Public Schools is committed to preparing our students to achieve success and reach their unique potential through the provision of diverse learning opportunities.

Commitments

Student Learning -
Inspire to engage in relevant learning experiences in an inclusive environment that leads to academic student success.

Staff Learning -
Support staff members to be reflective, life-long learners, continually striving to improve their practice.

Engagement
Commit to open, active, ongoing and honest communication and consultation with students, staff, parents and community, utilizing the IAP2 Model (attached).

Culture -
Promote teamwork and model ~~welcoming~~, safe and caring, ~~respectful~~, ~~safe and inclusive~~ schools that demonstrate diversity.

Social Emotional Needs -
Encourage all students to develop self-awareness and decision-making skills to achieve personal and interpersonal fulfillment.

Physical and Mental Health Needs–
Promote and **model** active and healthy lifestyle choices.

Entrepreneurial Spirit -
Equip students with skills in areas of innovation, technology, literacy and numeracy enabling them to adapt and thrive in an ever-changing world.

Logo

The Board of Trustees will approve an appropriate logo or crest.

Student Learning Outcomes
The Board of Trustees will strive to make all decisions in the best interest of students and in accordance the Ministerial Order on Student Learning (#028/2020).

The goal is to **empower** all students within an inclusive Kindergarten to Grade 12 education program to **realize** the following outcomes:

1. be **Engaged Thinkers** and **Ethical Citizens** with an **Entrepreneurial Spirit**;
2. strive for engagement and personal excellence in their learning journey;
3. employ literacy and numeracy to construct and communicate meaning; and
4. discover, develop and apply competencies across subject and discipline areas for learning, work and life to enable students to:
    a. learn: to gain knowledge, understanding or skills through experience, study, and interaction with others;
    b. think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge;
    c. identify and solve complex problems;
    d. manage technology i: access, interpret, evaluate and use information effectively, efficiently responsibly and ethically;
    e. innovate: create, generate and apply new ideas or concepts within safe and supportive learning environments;
    f. create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit;
    g. apply multiple literacies: reading, writing, mathematics, technology, languages, media, and personal finance;
    h. demonstrate good communication skills and the ability to work cooperatively with others;
    i. demonstrate global and cultural understanding, considering the economy and sustainable development;
    j. identify and apply career and life skills through personal growth and well-being, and
    k. build grit, resiliency and endurance

Legal Reference: Section 18, 19, 33, 34, Education Act
Ministerial Order 028/2020
Policy 2 – Role of the Board
Policy 3 – Role of the Trustee
AP – AI policy to be developed
Policy 33 – Welcoming, Caring, Respectful and Safe Environments

Reviewed or Revised:
November 2026
February 2026
February 2025
February 2021
November 2017
October 2015

Policy 1

DIVISION FOUNDATIONAL STATEMENTS

Mission

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Support staff members to be reflective, life-long learners, continually striving to improve their practice.

Engagement
Commit to open, active, ongoing and honest communication and consultation with students, staff, parents and community, utilizing the IAP2 Model (attached).

Culture -
Promote teamwork and model, safe and caring, , schools that demonstrate diversity.

Social Emotional Needs -
Encourage all students to develop self-awareness and decision-making skills to achieve personal and interpersonal fulfillment.

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Promote and **model** active and healthy lifestyle choices.

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    a. learn: to gain knowledge, understanding or skills through experience, study, and interaction with others;
    b. think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge;
    c. identify and solve complex problems;
    d. manage technology i: access, interpret, evaluate and use information effectively, efficiently responsibly and ethically;
    e. innovate: create, generate and apply new ideas or concepts within safe and supportive learning environments;
    f. create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit;
    g. apply multiple literacies: reading, writing, mathematics, technology, languages, media, and personal finance;
    h. demonstrate good communication skills and the ability to work cooperatively with others;
    i. demonstrate global and cultural understanding, considering the economy and sustainable development;
    j. identify and apply career and life skills through personal growth and well-being, and
    k. build grit, resiliency and endurance

Legal Reference: Section 18, 19, 33, 34, Education Act
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Policy 2 – Role of the Board
Policy 3 – Role of the Trustee
AP – AI policy to be developed
Policy 33 – Welcoming, Caring, Respectful and Safe Environments

Reviewed or Revised:
November 2026
February 2026
February 2025
February 2021
November 2017
October 2015

Policy 2

ROLE OF THE BOARD

As the corporate entity established by provincial legislation and given authority by the *Education Act* and attendant Regulations and the corporate body elected in accordance with the *Local Authorities Election Act,* the Board of Trustees shall provide overall direction and leadership to the Division. The Board of Trustees is accountable for the provision of appropriate educational programs and services to meet the needs of all students enrolled in a school operated by the board to enable their success, in keeping with the requirements of government legislation.

The Board has the responsibility to be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes. It exercises this responsibility through setting clear strategic direction, the wise use of resources, fiduciary accountability and the generative engagements of constituents.

Specific Areas of Responsibility

1. Accountability to Provincial Government
   - 1.1 Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
   - 1.2 Perform board functions required by governing legislation and existing board policy.
2. Community Assurance
   - 2.1 Promote Division unity.
   - 2.2 Make transparent, evidence-based decisions which reflect community values and represent the interests of the entire Division.
   - 2.3 Provide opportunity for the engagement of parents, students, staff, community and municipal partners in the board's plans and the achievement of goals, targets and management of public resources.
   - 2.4 Ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
   - 2.5 Report and celebrate Division accomplishments and results on an annual basis.
   - ~~2.6~~ Develop procedures for and conduct appeal hearings as required by statute and/or Board policy.
3. Accountability for Student Learning
   - 3.1 Provide overall direction for the Division by establishing and reviewing our foundational statements.
   - 3.2 Promote proactive strategies that create ongoing student success.

3.3 Ensure access to specialized supports and services to students consistent with the principles of inclusive education.

3.4 Identify Board priorities and key outcomes at the outset of the annual Three-Year Education Planning process.

3.5 Approve annually the Three-Year Education Plan for submission to Alberta Education by due date and in compliance with Alberta Education requirements.

3.6 Monitor and evaluate progress toward the achievement of the goals, outcomes, and measures in relation to targets identified in the Three-Year Education Plan.

3.7 ~~3.7~~ Approve the Annual Education Results Report (AERR) for submission to Alberta Education, provide for a summary document to be distributed to the public and place the AERR on the Division website.

3.8 Explore the use of natural person powers to enhance opportunities for student learning.

4. Policy

4.1 Determine the goals and objectives of the Division, and align policies accordingly.

4.2 Monitor policy currency and relevancy.

~~4.2 Monitor policy impact to determine if policy is producing the desired results.~~

~~4.3 Delegate authority to the Superintendent and define responsibilities.~~

~~4.4 Establish, implement and maintain a policy respecting the board's obligation to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behavior.~~

~~4.5 Establish a policy respecting the resolution of disputes or concerns at the school level between parents and school staff that supports a co-operative and collaborative learning environment for students.~~

5. Superintendent / Board Relations

5.1 Receive Ministerial approval in writing before entering into a contract of employment or renewing a contract of employment with a Superintendent for a period of not more than five years.

~~5.1 Appoint a superintendent of schools for a period of not more than five years and provide the Minister with notice, in writing, of the appointment of the superintendent.~~

5.2 Provide the Superintendent with clear corporate direction and maintain a positive, respectful and professional working relationship.

5.3 Delegate, through written Board policy, the management/administration of the Division to the Superintendent who is the Chief Executive Officer and Chief Education Officer of the Board. Such delegation is subject to provisions and restrictions in provincial legislation and regulations.

5.4 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position.

5.5 Evaluate annually the Superintendent in accordance with a pre-established performance appraisal mechanism.

5.5.1. An evaluation of the Superintendent will be conducted by an external service provider at least once during the four-year term of the Board of Trustees

5.6 Approve the Superintendent's contract and any amendments thereto.

5.7 Review annually compensation of the Superintendent, at the board meeting immediately following the passing of the motion accepting the evaluation of the superintendent.

~~5.7~~5.8 Engage in succession planning with the Superintendent.

6. Political Advocacy

~~6.1~~6.1 Develop an annual plan for advocacy aligned with, but not limited to, the Three-Year Education Plan and Capital Plan that will include key messages and strategies~~.~~

6.2 Act as an advocate for public education and the Division.

6.3 Arrange meetings with all levels of government to communicate and garner support for education.

~~7.~~7 Board Development

~~7.1~~7.2 Develop a plan for governance excellence in fiduciary, strategic and generative engagement modes.

~~7.2~~7.3 Determine and implement a Board Evaluation process annually to assess Board effectiveness in meeting performance indicators to determine a positive path forward~~.~~

~~7.2.1.~~7.3.1 An evaluation of the Board of Trustees may be conducted by an external service provider at least once during the four-year term of the Board of Trustees.

~~7.3~~7.4 Provide for effective Board orientation following municipal elections and ongoing professional development for Trustees

~~7.4~~7.5 Develop and implement a trustee code of conduct.

~~7.5~~7.6 Review annually as a Board the trustee code of conduct.

~~8.~~8 Fiscal Accountability

~~8.1~~8.2 Approve budget assumptions and Board priorities at the outset of the budget process.

~~8.2~~8.3 Approve budget annually and ensure resources are allocated to achieve desired results.

~~8.3~~8.4 Approve annually the Three-Year Capital Plan and Facilities Master Plan for submission to Alberta Education by the date due.

~~8.4~~8.5 Approve borrowing for capital expenditures within provincial restrictions

8.58.6 Receive the annual audit report to ensure quality indicators are met, and that management letter recommendations are addressed.

8.68.7 Ensure effective stewardship of the board's resources and monitor fiscal management of the Division.

8.78.8 Approve substantive budget adjustments when necessary.

8.88.9 Review and approve Board compensation and expenses.

8.98.10 Receive notification of all purchases over $50,000.

8.108.11 Approve tender selection for projects in excess of $75,000.

8.118.12 Approve of the disposal of fixed assets with an acquisition cost of $50,000 or more with notification of any asset disposed of between $15,000 to $50,000.

8.128.13 Approve transfer of funds to/from reserves.

8.138.14 Ensure adequate operating and capital reserves are maintained to ensure funding is available for unexpected costs and one-time projects as required.

8.148.15 Review and approve compensation and benefits for exempt staff, and the parameters for negotiations for those covered by collective agreements, after soliciting advice from the Chief Superintendent (or other sources as needed) and at the Boards discretion ratify Memoranda of Agreements with bargaining units

8.158.16 Approve any supplementary pension plan for staff.

8.168.17 Maintain transparency in all fiduciary aspects.

Selected Responsibilities

The Board shall:

1. Determine and make publicly available for each school year the days, dates and number of days of school operation.
2. Establish a comprehensive annual Board work plan with timelines.
3. Acquire and dispose of land and buildings.
4. Name schools and division owned facilities, in accordance with the *Education Act.* ~~as required~~.
5. Establish school attendance areas, thereby designating the school each student is directed to attend.
6. Approve locally developed courses.
7. Approve alternative education programs.
8. Approve in principle international field trips.
9. Provide for recognition of students, staff, and community.

10. Hear appeals of harassment complaints when the Superintendent is not able to participate based on conflict of interest or personnel concerns against the Superintendent.

11. Hear allegations of illegal or unethical conduct when the Superintendent is not able to participate based on conflict of interest or personnel concerns against the Superintendent.

Legal Reference: Section 33, 51, 52, 53, 54, 60, 67, 139, 222 Education Act
Fiscal Planning and Transparency Act
Local Authorities Elections Act
Borrowing Regulation
Disposition of Property Regulation
Early Childhood Services Regulation
Investment Regulation
School Fees Regulation
Trust and Reconciliation Commission Calls To Action

Reviewed or Revised:

November 2026

April 2022
January 2022
May 2021
February 2020
October 2017
April 2016
May 2015

Policy 2

ROLE OF THE BOARD

As the corporate entity established by provincial legislation and given authority by the *Education Act* and attendant Regulations and the corporate body elected in accordance with the *Local Authorities Election Act,* the Board of Trustees shall provide overall direction and leadership to the Division. The Board of Trustees is accountable for the provision of appropriate educational programs and services to meet the needs of all students enrolled in a school operated by the board to enable their success, in keeping with the requirements of government legislation.

The Board has the responsibility to be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes. It exercises this responsibility through setting clear strategic direction, the wise use of resources, fiduciary accountability and the generative engagements of constituents.

Specific Areas of Responsibility

1. Accountability to Provincial Government
   - 1.1 Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
   - 1.2 Perform board functions required by governing legislation and existing board policy.
2. Community Assurance
   - 2.1 Promote Division unity.
   - 2.2 Make transparent, evidence-based decisions which reflect community values and represent the interests of the entire Division.
   - 2.3 Provide opportunity for the engagement of parents, students, staff, community and municipal partners in the board's plans and the achievement of goals, targets and management of public resources.
   - 2.4 Ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
   - 2.5 Report and celebrate Division accomplishments and results on an annual basis.
   - 2.6 Develop procedures for and conduct appeal hearings as required by statute and/or Board policy.
3. Accountability for Student Learning
   - 3.1 Provide overall direction for the Division by establishing and reviewing our foundational statements.
   - 3.2 Promote proactive strategies that create ongoing student success.

3.3 Ensure access to specialized supports and services to students consistent with the principles of inclusive education.

3.4 Identify Board priorities and key outcomes at the outset of the annual Three-Year Education Planning process.

3.5 Approve annually the Three-Year Education Plan for submission to Alberta Education by due date and in compliance with Alberta Education requirements.

3.6 Monitor and evaluate progress toward the achievement of the goals, outcomes, and measures in relation to targets identified in the Three-Year Education Plan.

3.7 Approve the Annual Education Results Report (AERR) for submission to Alberta Education, provide for a summary document to be distributed to the public and place the AERR on the Division website.

3.8 Explore the use of natural person powers to enhance opportunities for student learning.

4. Policy

4.1 Determine the goals and objectives of the Division and align policies accordingly.

4.2 Monitor policy currency and relevancy.

5. Superintendent / Board Relations

5.1 Receive Ministerial approval in writing before entering into a contract of employment or renewing a contract of employment with a Superintendent for a period of not more than five years.

5.2 Provide the Superintendent with clear corporate direction and maintain a positive, respectful and professional working relationship.

5.3 Delegate, through written Board policy, the management/administration of the Division to the Superintendent who is the Chief Executive Officer and Chief Education Officer of the Board. Such delegation is subject to provisions and restrictions in provincial legislation and regulations.

5.4 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position.

5.5 Evaluate annually the Superintendent in accordance with a pre-established performance appraisal mechanism.

5.5.1. An evaluation of the Superintendent will be conducted by an external service provider at least once during the four-year term of the Board of Trustees

5.6 Approve the Superintendent's contract and any amendments thereto.

5.7 Review annually, the compensation of the Superintendent at the board meeting immediately following the passing of the motion accepting the evaluation of the superintendent.

5.8 Engage in succession planning with the Superintendent.

6. Political Advocacy
   - 6.1 Develop an annual plan for advocacy aligned with, but not limited to, the Three-Year Education Plan and Capital Plan that will include key messages and strategies
   - 6.2 Act as an advocate for public education and the Division.
   - 6.3 Arrange meetings with all levels of government to communicate and garner support for education.

7 Board Development
   - 7.1 Develop a plan for governance excellence in fiduciary, strategic and generative engagement modes.
   - 7.2 Determine and implement a Board Evaluation process annually to assess Board effectiveness in meeting performance indicators to determine a positive path forward.
     - 7.2.1 An evaluation of the Board of Trustees may be conducted by an external service provider at least once during the four-year term of the Board of Trustees.
   - 7.3 Provide for effective Board orientation following municipal elections and ongoing professional development for Trustees
   - 7.4 Develop and implement a trustee code of conduct.
   - 7.5 Review annually as a Board the trustee code of conduct.

8 Fiscal Accountability
   - 8.1 Approve budget assumptions and Board priorities at the outset of the budget process.
   - 8.2 Approve budget annually and ensure resources are allocated to achieve desired results.
   - 8.3 Approve annually the Three-Year Capital Plan and Facilities Master Plan for submission to Alberta Education by the date due.
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   - 8.5 Receive the annual audit report to ensure quality indicators are met, and that management letter recommendations are addressed.
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Selected Responsibilities

The Board shall:

1. Determine and make publicly available for each school year the days, dates and number of days of school operation.
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School Fees Regulation
Trust and Reconciliation Commission Calls To Action

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April 2022
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Policy 3

Role of the Trustee

The role of the trustee is to contribute to the Board as it carries out its mandate in order to achieve its mission and goals. The individual oath of office taken by each trustee when s/he assumes office binds that person to work diligently and faithfully in the cause of public education.

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. A trustee who is given corporate authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the Division.

As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans.

The Board believes an orientation program is necessary for effective trusteeship.

1. The Division will offer an orientation ~~program~~ for all ~~newly elected~~ trustees in a timely fashion following an election that provides information on:

   1.1 The Trustee Code of Conduct;

   ~~1.1~~1.2 Role of the trustee and the Board with emphasis on fiduciary duty, trust and integrity;

   ~~1.2~~1.3 Organizational structures and procedures of the Division;

   ~~1.3~~1.4 Board policy, agendas and minutes;

   ~~1.4~~1.5 Existing Division initiatives, annual reports, budgets, financial statements and long-range plans;

   ~~1.5~~1.6 Division programs and services;

   ~~1.6~~1.7 Board's function as an appeal body; and

   ~~1.7~~1.8 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.

2. The Division will provide financial support for trustees to attend Alberta School Boards Association and/or Public School Boards Association of Alberta sponsored orientation seminars

3. The Board Chair and Superintendent are responsible for ensuring the development and implementation of the Division's orientation program for newly elected trustees. The Superintendent shall provide each trustee with access to the Board Policy Handbook and shall direct the Trustees to the Administrative Procedures Manual located online at the

organizational meeting following a general election or at the first regular meeting of the Board following a by-election.

4. Incumbent trustees are encouraged to help newly elected trustees become informed about the history, functions, policies, procedures and issues.

5. Establish and maintain positive, respectful, professional working relationship with the Superintendent and demonstrate mutual support which is conveyed to all stakeholders.

6. **Specific Responsibilities of Individual Trustees**

~~1.~~ 6.1 Become familiar with Division policies and procedures, meeting agendas, and reports in order to participate in Board business.

~~2.~~ 6.2 Refer queries, or issues and problems not covered by Board policy, to the Board for corporate discussion and decision.

~~3.~~ 6.3 Refer administrative matters to the Superintendent. The trustee, upon receiving a complaint from a parent or community member about operations, will refer the parent or community member back to the school or department and will inform the Superintendent of this action.

~~4.~~ 6.4 Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.

~~5.~~ 6.5 Assist the Superintendent with counsel and advice, providing the benefit of the trustee's judgment, experience and familiarity with the community.

~~6.~~ 6.6 Attend Board meetings; participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for education within the Division.

~~7.~~ 6.7 Support the decisions of the Board and refrain from making any statements that may give the impression that such a statement reflects the corporate opinion of the Board when it does not.

~~8.~~ 6.8 When delegated responsibility, will exercise such authority within the defined limits in a responsible and effective way.

~~9.~~ 6.9 Participate, subject to Board approval, in Board/trustee development sessions so that the quality of leadership and service in the Division can be enhanced.

~~10.~~ 6.10 Stay current with respect to provincial, national and international educational issues and trends.

~~11.~~ 6.11 Share the materials and ideas gained with fellow trustees at the Board meeting immediately following a trustee development activity.

~~12.~~ 6,12 Strive to develop a positive and respectful learning and working culture both within the Board and the Division.

~~13.~~ 6.13 Liaise with School Council(s) as assigned.

~~14.~~ 6.14 Participate in division or school community functions when requested and possible.

~~15.~~ 6.15 Adhere to the Trustee Code of Conduct

6.16 Report any violation of the Trustee Code of Conduct to the Board Chair, or where applicable, to the Vice-Chair.

6.17 When seeking nomination in a federal or provincial election or by-election, take a leave of absence without pay.

6.18 Trustees are commissioners for oaths, empowered by virtue of their office and take and receive affirmations and declarations in Alberta for use in Alberta.

~~16.~~

Legal Reference: Sections 34, 51, 52 ,67, 75, 77 Education Act
Section 6, Commissioner of Oaths Act
Policy 4 – Trustee Code of Conduct
AP 303 – Appeals Concerning Student Matters

Reviewed or Revised:
November 2026
March 2024
January 2021
October 2017
June 2017
July 2015

Policy 3

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The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. A trustee who is given corporate authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the Division.

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    6.4 Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.

    6.5 Assist the Superintendent with counsel and advice, providing the benefit of the trustee's judgment, experience and familiarity with the community.

    6.6 Attend Board meetings; participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for education within the Division.

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Policy 4 – Trustee Code of Conduct
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Reviewed or Revised:
November 2026
March 2024
January 2021
October 2017
June 2017
July 2015

Policy 4

TRUSTEE CODE OF CONDUCT

The Board commits itself and its members to conduct which meets the highest ethical standards. It is expected that all personal interactions and relationships will be characterized by mutual respect, which acknowledges the dignity and affirms the worth of each person.

Specifically

1. Trustees shall carry out their responsibilities as detailed in Policy 3 – Role of the Trustee with reasonable diligence.

2. Trustees shall endeavour to work with fellow Board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during debate.

3. Trustees shall commit themselves to dignified, ethical, professional and lawful conduct.

4. Trustees shall abide by and uphold the Board's policies and ~~resolutions~~ decisions when communicating with the public.

5. Trustees shall keep confidential any personal, privileged or confidential information obtained in their capacity as a trustee and not disclose the information except when authorized by law or by the Board to do so.

6. While elected from specific wards, trustees shall represent the best interests of the entire Division.

7. Trustees shall honor their fiduciary responsibility to the Board which supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other Boards or staffs, or acting as an individual consumer of the Division's services.

8. Trustees shall disclose the nature of any conflict of interest, and abstain from discussion or voting on the matter in question. When appropriate, the trustee with the conflict of interest should remove themselves from the room.

9. Trustees shall not use their influence to advance personal, family or friends' interests or the interests of any organization with which the trustee is associated.

10. In the event of breaches of order, Robert's Rules of Order shall prevail. Consequences ~~for the failure of individual trustees to adhere to the Trustee Code of Conduct are specified in Policy 4 Appendix – Trustee Code of Conduct Sanctions~~ are in accordance with the relevant legislation~~.~~

11. While using social media, trustees shall be aware of, and responsible for, comments made and interpreted as those of the Division.

12. Trustees shall limit technology for personal use when representing the Board and be engaged in board business

13. Trustees shall understand that their role is governance through board policy and may work with the Superintendent on operational matters.

Legal Reference: Section 33, 34, 51, 52, 53, 64, 67, 85, 86, 87, 88, 89 Education Act

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November 2026
March 2024
October 2023
September 2022

Policy 4

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Reviewed or Revised:
November 2026
March 2024
October 2023
September 2022

Policy 11

BOARD DELEGATION OF AUTHORITY

The Board is charged with the responsibility of providing, for its students and their parents or guardians, an education system organized and operated in their best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources.

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board, and is accountable to the Board of Trustees for the conduct and operation of the Division.

The *Education Act* allows ~~for~~ the Board to delegate certain responsibilities and powers to others. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

The Board reserves itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Specifically

1. The Board delegates the authority to the Superintendent to exercise any power, or do any act, or thing, that the Board may do, or is required to do, except those matters prohibited by provincial legislation and, specifically, except those matters identified in section 52(4) of the *Education Act*.

2. The Board reserves, to itself, the authority to make any decisions, or to amend any delegation of authority, through policy amendment or motion.

3. In accordance with section 213(1)(2) of the Education Act, the Board delegates authority to the Superintendent of Schools to suspend the services of a teacher.

4. In accordance with section 215(1) of the Education Act, the Board delegates authority to the Superintendent of Schools to terminate the services of a teacher.

5. To suspend or terminate the contract of employment of any non-certificated staff member.

6. The Superintendent is delegated the authority to develop Admin Procedures that are consistent with provincial policies for all program areas.

7. In the absence of Board policy, the Superintendent is directed to develop an Administrative Procedure to fulfill Board obligations created by any federal or provincial legislation.
~~6.~~

Legal Reference: Section 33, 52, 53, 202, 203, 204, 206, 208, 209, 210, 211, 213, 214, 215, 217, 218, 219, 222 Education Act

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November 2026
September 2022
October 2019
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Policy 11

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The Board reserves itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Specifically

1. The Board delegates the authority to the Superintendent to exercise any power, or do any act, or thing, that the Board may do, or is required to do, except those matters prohibited by provincial legislation and, specifically, except those matters identified in section 52(4) of the *Education Act*.

2. The Board reserves, to itself, the authority to make any decisions, or to amend any delegation of authority, through policy amendment or motion.

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Reviewed or Revised:
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September 2022
October 2019
January 2019
October 2017
May 2016
April 2016

Policy 12

Role of the Superintendent

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board, and is accountable to the Board of Trustees for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

In addition to direction from the Board, the Superintendent is expected to meet the Superintendent Leadership Quality Standard and demonstrate the competencies of that standard.

Specific Areas of Responsibility:

1. Student Welfare

The Superintendent shall:

1.1 Ensure that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.

~~1.1 Ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters responsible behaviors.~~

1.1

1.2 Ensure the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.

1.3 Ensure the facilities adequately accommodate the needs of division students.

1.4 Promote healthy attendance patterns of all students within the division.

1.5 Ensure that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.

2. Educational Leadership

The Superintendent shall:

2.1. Provide leadership in all matters relating to education in the Division.

2.2. Ensure students in the Division have the opportunity to meet the standards of education set by the Minister.

2.3. Implement education policies established by the Minister and the Board.

~~2.4.~~ Ensure that leadership is the shared responsibility of everyone within the organization and build leadership capacity.

3. Fiscal Responsibility

The Superintendent shall:

3.1. Ensure the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the Education Act or any other applicable Act or regulation.

3.2. Ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

4. Personnel Management

The Superintendent shall:

4.1. Have overall authority and responsibility for all personnel-related issues, the development of mandates for collective bargaining and those personnel matters precluded by Board policy, legislation or collective agreements.

4.2. Monitor and take action designed to improve the performance of all staff.

4.3. Ensure that all personnel practices are conducted in a legal and ethical manner, and in accordance with Board direction.

4.4. Ensure that all individuals are supervised and evaluated.

4.5. Not be involved in the evaluation or supervision of family members.

5. Policy / Procedures

The Superintendent shall:

5.1. Provide leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures.

6. Superintendent / Board Relations

The Superintendent shall:

6.1. Establish and maintain positive, respectful, professional working relations with the Board and endeavor to ensure staff interacts with the Board in a similar manner.

6.2. Respect and honour the Board's role and responsibilities, and facilitate the implementation of that role as defined in Board policy.

6.3. Provide information that the Board requires to perform its role.

6.4. Ensure that the relationship between the Superintendent and the Board demonstrates mutual support and that this is conveyed to all stakeholders.

7. Planning and Accountability

The Superintendent shall:

7.1 Demonstrate effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.

7.2 Report to the Minister with respect to matters identified in and required by the Education Act.

7.3 Facilitate the three-year education planning process including the development of Division goals, budget, facilities and transportation plans and implement plans as approved.

7.4 Involve the Board in the establishment of strategic priorities and key results early in the process, with final Board approval.

8. Communications And Community Relations

The Superintendent shall:

8.1. Take appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.

8.2 Provides opportunity to ensure that that parents and students have a high level of satisfaction with services provided and the responsiveness of the Division.

8.3 Maintain effective relationships within the system and the community served.

8.4 The Superintendent is designated Head of the Division, including, for the purposes of the ~~Freedom of Information and Protection of Privacy Ac~~ Protection of Privacy Actt.

8.5 In consultation with the Board Chair, may be the spokesperson for the Division for the media and public in order to keep the Division's messages consistent and accurate.

~~9.~~9 Leadership Practices

The Superintendent shall:

9.1 Practice leadership in a manner that is viewed positively and has the support of those with whom he works most directly in carrying out the directives of the Board and the Minister.

9.2 Develop and maintain positive and effective relations with provincial and municipal government departments and agencies.

Legal Reference: Section 8, 33, 35.1, 51, 52, 222, 224 Education Act
Freedom of Information and Protection of Privacy Act
Trust and Reconciliation Commission Calls To Action
Superintendent Leadership Quality Standard
Policy 3 – Role of the Trustee

Reviewed or Revised:
November 2026
October 2024
October 2023
January 2021

January 2020
April 2016
July 2015

Policy 12

Role of the Superintendent

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board, and is accountable to the Board of Trustees for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

In addition to direction from the Board, the Superintendent is expected to meet the Superintendent Leadership Quality Standard and demonstrate the competencies of that standard.

Specific Areas of Responsibility:

1. Student Welfare

   The Superintendent shall:

   1.1 Ensure that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.

   1.2 Ensure the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.

   1.3 Ensure the facilities adequately accommodate the needs of division students.

   1.4 Promote healthy attendance patterns of all students within the division.

   1.5 Ensure that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.

2. Educational Leadership

   The Superintendent shall:

   2.1. Provide leadership in all matters relating to education in the Division.

   2.2. Ensure students in the Division have the opportunity to meet the standards of education set by the Minister.

   2.3. Implement education policies established by the Minister and the Board.

   2.4. Ensure that leadership is the shared responsibility of everyone within the organization and build leadership capacity.

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Reviewed or Revised:
November 2026
October 2024
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Policy 13

APPEALS AND HEARINGS REGARDING STUDENT MATTERS

The Division supports the right of parents to make inquiries or bring forward concerns regarding student matters. In the interests of open communication, such issues must first be directed to the staff member(s) most directly involved.

The Board shall hear appeals on administrative decisions that significantly impact the education of the student, which are submitted in accordance with section 42 of the *Education Act*. The Board shall not hear appeals on expulsions of students.

A. School Dispute Resolution

1. The resolution of disputes or concerns at the school level between parents and school staff shall support a cooperative and collaborative learning environment for students;
    a. The Superintendent shall ensure that a dispute resolution procedure is established and adhered to by all staff.
    b. Prior to a decision being appealed to the Board, it must be appealed to the Superintendent.
    c. Parents of students and students 16 years of age or over, have the right to appeal to the Board a decision of the Superintendent. The Superintendent must advise parents and students of this right of appeal.

B. <u>All Matters Other Than Expulsion of a Student</u>

1. The appeal to the Board must be made within five days from the date that the individual was informed of the Superintendent's decision. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand, and the reason for the appeal.

2. Parents, or students as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.

3. The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Superintendent, or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.

4. The appeal will be heard in-camera, with specified individuals in attendance.

5. The appeal hearing will be conducted in accordance with the following guidelines:

    5.1 The Committee Chair will outline the purpose of the hearing, which is to provide:

        5.1.1 An opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by

witnesses. The information presented may include both written and verbal communications;

5.1.2 The Board with the means to receive information and to review the facts of the dispute;

5.1.3 A process through which the Board can reach a fair and impartial decision.

5.2 Notes of the proceedings will be recorded for the purpose of the Board's records.

5.3 The Superintendent and/or staff will explain the decision and give reasons for the decision.

5.4 The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Superintendent and/or staff.

5.5 The Superintendent and/or staff will have an opportunity to respond to information presented by the appellant.

5.6 Board members will have the opportunity to ask questions or clarification from both parties.

5.7 No cross-examination of the parties shall be allowed, unless the Chair deems it advisable under the circumstances.

5.8 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The recording secretary will remain in attendance. The Board may have legal counsel in attendance.

5.9 If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.

5.10 The Board decision and the reasons for that decision will be communicated to the appellant by telephone and confirmed in writing following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister if the appellant is dissatisfied with the decision of the Board, if the matter under appeal is a matter described in Section 43 of the Education Act, the only matters on which the Minister of Education may consider appeals are:

5.10.1 Provision of specialized supports and services to a student or to a child enrolled in an early childhood services program;

5.10.2 The expulsion of a student;

5.10.3 access to or the accuracy or completeness of the student records

C. Expulsion of a Student

In accordance with section 52 of the *Education Act*, the Board delegates to the Student Appeals Committee the power to make decisions with respect to the expulsion of students.

The Student Appeals Committee of the Board will hear representations with respect to a recommendation for a student expulsion in accordance with sections 36 and 37 of the *Education Act*.

If a student is not to be reinstated within five school days of the date of suspension, the principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the Student Appeals Committee of the Board through the Office of the Superintendent.

The Student Appeals Committee will convene in an in-camera session upon the call of the Superintendent, but in no event shall the meeting occur later than ten school days from the first day of suspension.

Parents of students, or students 16 years of age or over, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.

The Student Appeals Committee may have legal counsel in attendance.

Notes of the proceedings will be recorded for the purpose of the Board's records.

The expulsion hearing will be conducted in accordance with the following guidelines:

1. The Committee Chair will outline the purpose of the hearing, which is to:
    1.1 Provide an opportunity to hear representations relative to the recommendation from the principal;
    1.2 Provide an opportunity for the student and/or the student's parents to make representations;
    1.3 Reinstate or expel the student.
2. The Committee Chair will outline the procedure to be followed, which will be as follows:
    2.1 The principal will present the report documenting the details of the case and the recommendation to expel the student;
    2.2 The student and the student's parents will be given an opportunity to respond to the information presented and to add any additional relevant information;
    2.3 The members of the Student Appeals Committee will have the opportunity to ask questions of clarification from both the principal and the student and the student's parents;
    2.4 The Student Appeals Committee will meet, without either the administration or the student and the student's parents present, to discuss the case and the

recommendation. The recording secretary may remain in attendance. Legal counsel for the Board may also remain in attendance.

2.5 Should the Student Appeals Committee require additional information, both parties will be requested to return in order to provide the requested information;

2.6 The Student Appeals Committee will then make a decision to either reinstate or expel the student; and

2.7 The Student Appeals Committee shall then make one of the following decisions:

2.7.1 Reinstatement, or

2.7.2 School Expulsion, or

2.7.3 Expulsion from the School Division. For students over the age of 18, please see Appendix 1.

3. If the Student Appeals Committee's decision is to expel the student, the following information must be included in the letter to the student and the student's parents:

3.1 The length of the expulsion which must be greater than 10 school days;

3.2 The school or schools expelled from;

3.3 The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements; and

3.4 The right of the student and the student's parents to request a review of the decision by the Minister of Education.

4. Expulsion is at the discretion of the Committee. The Student Appeals Committee, in making its decision, shall take into account the circumstances under which the student committed the offence. The following offences may be considered by the Committee as justification for expulsion:

4.1 Open opposition to the authority of the staff;

4.2 Conduct deemed to be injurious to the general tone and well being of the student population being served by the school and the staff employed by the Division;

4.3 Willful disobedience over a prolonged period or in a single instance where the disobedience endangers the students, teacher, building or general climate of orderly behavior;

4.4 Habitual neglect to do work that is assigned to the student and which is within his/her competence to complete;

4.5 Profane or indecent language in the presence of other students or before staff;

4.6 Threats of physical violence or acts of violence against a staff member or a serious unprovoked attack on other students;

4.7 Any act of indecency in a school building, on the school grounds, or on a school bus;

4.8 Failure to observe and to obey any reasonable rule, regulation or procedure established by a staff member for maintaining a climate of behavior conducive to learning;

4.9 Willful or malicious damage to school or Division property or equipment;

4.10 Prohibited use of drugs, alcohol, or tobacco; or

4.11 Use of explicit materials.

5. It is expected that all students will comply with the student code of conduct and Policy 33 – ~~Welcoming, Caring, Respectful and Safe~~ Safe and Caring Environments.

6. The Student Appeals Committee reserves the right to recommend such conditions as it deems reasonable respecting the re-enrolment of the student including, but not limited to:

   6.1 medical consultation or medical assessment;

   6.2 enrolment by the student or the student's family in a treatment or counselling program designed to address the behaviour for which the student was expelled;

   6.3 alternative interventions such as community conference and other restorative practices;

   6.4 completion of a professional risk assessment concluding that the return of the expelled student to school is a minimal risk to the safety and well-being of students and staff; or

   6.5 any other action which the Student Appeals Committee considers appropriate.

7. If the student returns after the term of the expulsion without having met the conditions recommended by the Student Appeals Committee, the Superintendent may direct the student to another education program.

8. The Superintendent reserves the right to direct and re-enroll a student, who has been expelled, to another school within the Division, in the following school year, based upon program reasons, or the safety and security of that student or other students, staff and community.

D. Transportation Appeals

The Board believes parents/guardians should be provided an opportunity to appeal transportation decisions. This appeal process happens annually by October 31st of the year.

The Superintendent has delegated to the Transportation Coordinator the authority to address concerns and implement policy around the transportation of students. The Board has delegated to the Transportation Committee the authority to make decisions with respect to appeals of decisions made by the Transportation Coordinator with respect to the transportation of students. Board Policy 18 Student Transportation Services and changes made to Board Policy 18 cannot be appealed to the Transportation Committee.

The appeal process will be as follows:

1. Any parent/guardian wishing to make an appeal before the Transportation Committee, shall provide in writing to the Transportation Coordinator, notice of their request. The notice shall contain sufficient information for the Committee to make an informed decision.

2. Any parent/guardian wishing to appear in person shall keep their presentation to the Committee to a maximum of 15 minutes.

3. The Transportation Committee will normally hear the matter presented to it without prior discussion or debate. Individual trustees may ask only questions of clarification to the presenter.

4. After the Transportation Committee makes a decision, the Transportation Coordinator will contact the parents/guardians, in writing, within 2 days of the appeal meeting to inform them of the decision.

5. The appeal decisions made by the Transportation Committee are final.

Legal Reference: Section 36, 37, 43, 52 Education Act

Reviewed or Revised:

November 2026
March 2025
January 2023
November 24, 2022
June 11, 2020
March 4, 2016
May 15, 2014
March 23, 2010

Policy 13

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    2.3 The members of the Student Appeals Committee will have the opportunity to ask questions of clarification from both the principal and the student and the student's parents;
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4.9 Willful or malicious damage to school or Division property or equipment;

4.10 Prohibited use of drugs, alcohol, or tobacco; or

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5. It is expected that all students will comply with the student code of conduct and Policy 33 – Safe and Caring Environments.

6. The Student Appeals Committee reserves the right to recommend such conditions as it deems reasonable respecting the re-enrolment of the student including, but not limited to:

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4. After the Transportation Committee makes a decision, the Transportation Coordinator will contact the parents/guardians, in writing, within 2 days of the appeal meeting to inform them of the decision.

5. The appeal decisions made by the Transportation Committee are final.

Legal Reference: Section 36, 37, 43, 52 Education Act

Reviewed or Revised:
November 2026
March 2025
January 2023
November 24, 2022
June 11, 2020
March 4, 2016
May 15, 2014
March 23, 2010

Policy 33

SAFE AND CARING ENVIRONMENT

The Board is committed to strengthening safe and caring environments that promote respectful and responsible behaviour. This commitment is supported by a clear Division Student Code of Conduct that prohibits violence in any form at school and during school-related activities and reinforces the important role students play in preventing violence and contributing to safe school communities. Further, each student and staff member within the Division is responsible for upholding neutrality, impartiality and respect for students' perspectives or ideas which comply with the Code of Conduct for students' responsibilities.

The Board has the responsibility to refrain from issuing statements or taking positions on political, social or ideological matters that are not relevant to the fulfilment of the Board's obligation under the *Education Act*.

Employees are protected from being required to take part in activities that conflict with their personal beliefs, except when participation is required as part of an approved course, program of study or religious instruction under the *Education Act*, or for religious activities related to the operation of the school board.

Inclusion and a sense of belonging for all students and staff – those from diverse backgrounds, those with learning challenges, those who excel academically or on the sports field, those of different colour, race, sexual orientation or beliefs, stems from creating an environment that focuses on our right to learn, not on the things that make us different and allow students and staff to focus on their individual success.

Specifically

1. The Board acknowledges its responsibility to ensure safe and caring environments for all students and staff. It recognizes the importance of students' and staff's emotional, social, intellectual and physical wellness to their success in school and expects all parties ~~students~~ to adhere to the ~~Division~~ Student Code of Conduct and applicable school rules and expectations.~~schools' codes of conduct~~.

2. The Board expects all trustees, employees, students, parents, volunteers, visitors, and contractors to embrace and support this policy.

3. This policy covers behavior not only at Division schools, but also at any school-related functions. This policy applies to conduct at Division schools and school-related functions, whether occurring in person, electronically, online, or through any other means of communication,~~This applies whether contact is face-to-face, by phone, fax, e-mail, Internet or Intranet, or by any other means of communication~~ and includes but is not limited to threatening, harassing, intimidating, assaulting or bullying, in any way, any person within the school community including aggressive behaviors such as "cyber" hate messaging and websites created in the student's home, in online or other settings.

4. The Board encourages reporting to a responsible adult all incidents of threats, bullying, harassment, violence or intimidation regardless of the identity of the alleged harasser or offender.

5. The Board supports a responsive approach to student conduct and discipline that promotes learning, accountability and responsible behaviour, considers the individual circumstances of the student and the nature and seriousness of the conduct, and provides appropriate support to students affected by unacceptable behaviour and students who engage in it. Suspension and expulsion are serious interventions to be considered when other measures have been ineffective or when warranted by the seriousness of the conduct.

~~5.~~6. The Board supports the establishment of student organizations and student-led activities that promote equality and non-discrimination, including but not limited to gay-straight alliances, queer-straight alliances, diversity clubs, anti-racism clubs, and anti-bullying clubs.

6.1 When an external organization or party is to present to a gay-straight alliance or other school club on a topic relating primarily and explicitly to gender identity, sexual orientation or human sexuality, the external organization or party itself and any materials it is to provide or use will require prior approval by the Minister.

~~5.1~~7. The Superintendent shall maintain administrative procedures respecting Sexual Orientation and Gender Identity consistent with this policy and applicable legislation.

Legal Reference: Section 8, 31, 33, 35, 35.1, 36, 37, 41, 51, 52, 53, 222 *Education Act*
Access to Information Act and Regulation
Alberta Bill of Rights
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
Child, Youth and Family Enhancement Act
Criminal Code
Early Childhood Service Regulation
Home Education Regulation
In-person Learning Regulation
Occupational Health and Safety Act
Personal Information Protection Act and Regulation
Protection of Privacy Act and Regulation
School Councils Regulation
Standards for the Selection, Availability and Access of School Literary Materials Ministerial Order 018/2026
Student Record Regulation
Superintendent of Schools Regulation
Superintendent Leadership Quality Standard
Teaching Profession Act

Reviewed or Revised:
November 2026
March 2026
March 2025
September 2022
December 2021
June 2018

Policy 33

SAFE AND CARING ENVIRONMENT

The Board is committed to strengthening safe and caring environments that promote respectful and responsible behaviour. This commitment is supported by a clear Division Student Code of Conduct that prohibits violence in any form at school and during school-related activities and reinforces the important role students play in preventing violence and contributing to safe school communities. Further, each student and staff member within the Division is responsible for upholding neutrality, impartiality and respect for students' perspectives or ideas which comply with the Code of Conduct for students' responsibilities.

The Board has the responsibility to refrain from issuing statements or taking positions on political, social or ideological matters that are not relevant to the fulfilment of the Board's obligation under the *Education Act*.

Employees are protected from being required to take part in activities that conflict with their personal beliefs, except when participation is required as part of an approved course, program of study or religious instruction under the *Education Act*, or for religious activities related to the operation of the school board.

Inclusion and a sense of belonging for all students and staff – those from diverse backgrounds, those with learning challenges, those who excel academically or on the sports field, those of different colour, race, sexual orientation or beliefs, stems from creating an environment that focuses on our right to learn, not on the things that make us different and allow students and staff to focus on their individual success.

Specifically

1. The Board acknowledges its responsibility to ensure safe and caring environments for all students and staff. It recognizes the importance of students' and staff's emotional, social, intellectual and physical wellness to their success in school and expects all parties to adhere to the Student Code of Conduct and applicable school rules and expectations..

2. The Board expects all trustees, employees, students, parents, volunteers, visitors, and contractors to embrace and support this policy.

3. This policy covers behavior not only at Division schools, but also at any school-related functions. This policy applies to conduct at Division schools and school-related functions, whether occurring in person, electronically, online, or through any other means of communication, and includes but is not limited to threatening, harassing, intimidating, assaulting or bullying, in any way, any person within the school community including aggressive behaviors such as "cyber" hate messaging and websites created in the student's home, in online or other settings.

4. The Board encourages reporting to a responsible adult all incidents of threats, bullying, harassment, violence or intimidation regardless of the identity of the alleged harasser or offender.

5. The Board supports a responsive approach to student conduct and discipline that promotes learning, accountability and responsible behaviour, considers the individual circumstances of the student and the nature and seriousness of the conduct, and provides appropriate support to students affected by unacceptable behaviour and students who engage in it. Suspension and expulsion are serious interventions to be considered when other measures have been ineffective or when warranted by the seriousness of the conduct.

6. The Board supports the establishment of student organizations and student-led activities that promote equality and non-discrimination, including but not limited to gay-straight alliances, queer-straight alliances, diversity clubs, anti-racism clubs, and anti-bullying clubs.

    6.1 When an external organization or party is to present to a gay-straight alliance or other school club on a topic relating primarily and explicitly to gender identity, sexual orientation or human sexuality, the external organization or party itself and any materials it is to provide or use will require prior approval by the Minister.

7. The Superintendent shall maintain administrative procedures respecting Sexual Orientation and Gender Identity consistent with this policy and applicable legislation.

Legal Reference: Section 8, 31, 33, 35, 35.1, 36, 37, 41, 51, 52, 53, 222 *Education Act*
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School Councils Regulation
Standards for the Selection, Availability and Access of School Literary Materials Ministerial Order 018/2026
Student Record Regulation
Superintendent of Schools Regulation
Superintendent Leadership Quality Standard
Teaching Profession Act
Student Code of Conduct

Reviewed or Revised:
November 2026
March 2026
March 2025
September 2022
December 2021
June 2018

Meeting Date: November 5, 2026
Topic: Administrative Procedures Related to Bill 25
Agenda No: 9.3

Background Information:

Bill 25, *An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026*, received Royal Assent on May 14, 2026, with most provisions coming into force on September 1, 2026. The legislation introduced changes intended to strengthen accountability, student safety and respectful learning environments, among other objectives. The provincial government subsequently established updated compliance timelines, including a December 1, 2026 deadline for certain policy and administrative procedure changes.

In response, the Alberta School Boards Association (ASBA) provided school divisions with updated policy and administrative procedure templates to support legislative compliance and reflect recommended practices. Aspen View Public Schools undertook a comprehensive review of its existing administrative procedures against these templates, incorporating required legislative changes while retaining provisions appropriate to the division's needs and operations. The review also provided an opportunity to clarify responsibilities, reduce duplication, consolidate related procedures and improve the overall organization of the administrative procedures manual.

The following summary identifies the legislative requirements addressed, operational implications and structural changes resulting from this review.

Attachments:

AP 172 – Serious Incident Reporting and Response
AP 175 – Protection of Staff
AP 710 – Workplace Harassment and Violence Prevention
AP 205 – Controversial Issues

Submitted by:

C. Kastrinos, Superintendent

Recommendation or Action Requested:

Provided for information

Serious Incident Reporting, Protection of Staff and Workplace Harassment and Violence Prevention

AP 172 — Serious Incident Reporting and Response

AP 175 — Protection of Staff

AP 710 — Workplace Harassment and Violence Prevention

These revisions strengthen and clarify Aspen View's procedures for responding to serious incidents, protecting staff from harassment and abuse, and fulfilling workplace health and safety obligations. They also reorganize existing procedures to distinguish between student conduct, serious incidents and workplace harassment and violence.

Bill 25 Compliance

Bill 25 strengthened expectations regarding safe and caring environments, respectful and responsible behaviour, and the prevention of violence in schools, including the responsibility to provide a safe and caring environment for both students and staff.

In response, ASBA recommended the adoption of a Protection of Staff administrative procedure to more explicitly address the division's responsibilities when employees experience abusive, threatening or harassing behaviour. The new AP 175 provides direction for protecting and supporting employees, complementing the revised student conduct and discipline procedures.

The revisions also address requirements under Alberta's Occupational Health and Safety Act and associated legislation, particularly regarding workplace harassment and violence prevention. These workplace safety obligations exist independently of Bill 25 but are closely related to its emphasis on safe school environments.

Operational Impacts

The revisions provide clearer direction for employees and administrators when responding to serious incidents, harassment, threats and abusive behaviour.

- **AP 172 — Serious Incident Reporting and Response:** Clarifies expectations for promptly reporting and responding to serious incidents, including those involving suspected criminal activity. It reinforces the Superintendent's role in coordinating the division's response and determining when police or other authorities must be involved.
- **AP 175 — Protection of Staff:** Establishes a new procedure for supporting employees who experience abusive, threatening or harassing behaviour, including conduct by parents/guardians, students and members of the public. It provides direction for reporting concerns, resolving disputes and escalating serious matters.
- **AP 710 — Workplace Harassment and Violence Prevention:** Establishes a comprehensive framework for preventing, reporting, investigating and responding to workplace harassment and violence, consistent with occupational health and safety requirements. This includes responsibilities for employee training, hazard prevention, documentation, investigations and support for affected employees.

The revisions primarily strengthen and coordinate existing practices. AP 710 provides more detailed direction concerning workplace harassment and violence, including clearer responsibilities for supervisors and employees.

The procedures are also aligned with **AP 350 — Student Code of Conduct** and **AP 355 — Student Discipline, Suspension and Expulsion**. Where an incident involving a student also affects the safety of employees, the division's response will address both the student's conduct and its obligations to protect staff. This provides clearer direction for administrators in circumstances where student discipline and workplace safety responsibilities overlap.

AP Structure

The procedures have been reorganized to provide clearer separation between serious incident reporting, protection of staff and workplace health and safety requirements.

- **AP 172 — Serious Incident Reporting and Response** is retained and revised to clarify reporting and response procedures.
- **AP 175 — Protection of Staff** is established as a new administrative procedure, based on ASBA's recommendation arising from Bill 25, providing specific direction for protecting employees from abusive or threatening behaviour.
- **AP 710 — Workplace Harassment and Violence Prevention** is established as a new administrative procedure, consolidating workplace harassment and violence prevention requirements previously addressed through other APs.
- **AP 170 — Safe and Respectful Work Environments/Violence Prevention** and **AP 171 — Harassment** are retired, with relevant provisions incorporated into AP 710 and other related procedures.

The restructuring places workplace harassment and violence prevention within the 700 series, alongside other personnel-related procedures, while retaining AP 172 and AP 175 for their distinct administrative purposes. Together with the revised AP 350 and AP 355, these procedures establish a more coordinated framework for addressing student misconduct, serious incidents, staff protection and workplace harassment and violence.

Administrative Procedure 172

SERIOUS INCIDENT REPORTING AND RESPONSE

Background

Aspen View Public Schools is committed to ensuring a safe, respectful, and lawful environment for all students, staff, and stakeholders. In cases where actions of a serious or potentially criminal nature occur or are suspected — including but not limited to assault, harassment, theft, abuse, or threats — it is critical that school and system leaders respond immediately and in alignment with legal obligations and system protocols.

This Administrative Procedure outlines the mandatory steps for reporting and responding to serious wrongdoing or alleged criminal activity involving students, staff, or external stakeholders. It establishes the Superintendent as the initial point of contact to ensure a coordinated, legally compliant, and appropriately escalated response.

The purpose of this Administrative Procedure is to provide clear, consistent direction for the immediate reporting, handling, and documentation of serious incidents, including those that may involve criminal activity, including engagement with police authorities. This procedure ensures that the Superintendent is informed at the earliest opportunity and is positioned to lead or delegate the appropriate internal and external response.

Definitions

Serious Wrongdoing means any act or omission that may be criminal in nature or may cause significant harm to the safety, dignity or rights of any individual within the jurisdiction of Aspen View Public Schools.

Stakeholders includes staff, students, volunteers, contractors, parents/guardians and visitors who interact with Aspen View Public Schools.

Designated HR Representative means the Human Resources official designated by the Superintendent to manage investigations involving employees.

Examples of Reportable Incidents

The following are examples (not exhaustive) of incidents requiring immediate reporting under this procedure:

- Physical or sexual assault, including peer-to-peer incidents;
- Threats to safety, including bomb threats or threats of violence;
- Possession or trafficking of drugs or weapons on school property;
- Child abuse or neglect, including circumstances requiring direct reporting under the Child, Youth and Family Enhancement Act;
- Significant theft or vandalism;
- Hate crimes, criminal harassment or cybercrime, including the non-consensual distribution of intimate images;
- Breach of professional boundaries or ethics with criminal implications;

- Serious workplace misconduct that may lead to criminal charges.

Procedures

All school principals and administrative supervisors shall follow the procedures outlined below:

1. Immediate Safety Response

   1.1. If the situation presents a clear and immediate threat to safety at the worksite, ensure emergency services are called (911).

   1.2. Secure the scene and ensure the safety of all students and staff.

   1.3. Isolate individuals involved if safe to do so. Do not conduct an independent investigation at this stage; preserve relevant information and await direction regarding the appropriate investigation process.

2. Duty to Report

   2.1. Nothing in this Administrative Procedure overrides an individual's legal duty to report suspected child abuse or neglect under the Child, Youth and Family Enhancement Act. Where such concerns arise, staff must report directly to Child and Family Services without delay and inform the Superintendent as soon as practicable.

3. Notify the Superintendent (First Line of Contact)

   3.1. Except where legislation requires immediate reporting to an external authority or where emergency services are required, the Superintendent is the first point of contact for serious incidents under this Administrative Procedure.

      3.1.1. Contact the Superintendent immediately by phone to report the incident.

      3.1.2. Provide a brief summary of the incident, the individuals involved, immediate actions taken, and any known or suspected criminal elements.

      3.1.3. Do not contact Human Resources, legal counsel, police or other agencies before discussing the matter with the Superintendent, unless the threat is immediate as outlined in Section 1 or legislation requires direct reporting to an external authority.

      3.1.4. Follow-up with the Superintendent by email, summarizing the information outlined in section 3.1.2.

4. Documentation

   4.1. Record all known facts using the Aspen View Incident Reporting Form or equivalent internal reporting tool.

   4.2. Documentation is to include factual information only, including names, dates, times and direct statements, and is not to include speculation or opinion.

5. Direction from Superintendent

   5.1. The Superintendent shall assess the severity and circumstances of the incident and determine:

5.1.1. Whether involvement of the RCMP/police is appropriate;

5.1.2. Whether to assign the matter to the designated Human Resources representative;

5.1.3. Whether to notify legal counsel or engage an external investigator;

5.1.4. Whether to notify the Board Chair; and

5.1.5. How and when to communicate with families, media or the broader school community.

6. Engagement with Human Resources

6.1. Where the matter involves employee conduct, and at the direction of the Superintendent, the designated Human Resources representative shall manage or support the employee-related investigation process and coordinate with law enforcement or an external investigator, as applicable.

6.2. Human Resource will coordinate with the school Principal or appropriate supervisor on matters of suspension, leave or administrative reassignment, where required.

7. Communications

7.1. Principals and administrative staff shall not initiate communication with the media or families, beyond immediate or basic safety notifications, without direction from the Superintendent.

7.2. Formal communications regarding a serious incident shall be developed and/or reviewed through the Superintendent's Office in consultation with the Communications Officer.

8. Records and Confidentiality

8.1. Reports, documentation and correspondence relating to a serious incident shall be treated as confidential and shared only with individuals who require the information for authorized administrative, legal, safety or investigative purposes.

8.2. Any use, disclosure or release of information shall be in accordance with the Access to Information Act, Protection of Privacy Act, other applicable legislation and the direction of the Superintendent.

9. Follow-up and Debrief

9.1. Once the situation has been resolved or stabilized, the Superintendent or designate shall lead a debrief with relevant parties.

9.2. The response process to the incident shall be reviewed, as appropriate, to identify any improvements to procedures, practice and training.

Responsibilities

Superintendent: Oversight, triage and coordination of the Division's response.

Principals and Site Administrators: Immediate safety response, initial reporting, documentation and site-level coordination.

Human Resources: Manage or support employee-related investigations as directed by the Superintendent.

All Staff: Cooperate with applicable response, investigation and confidentiality requirements.

Reference: Education Act
Freedom of Information and Protection of Privacy Act (FOIP)
Child, Youth and Family Enhancement Act
Criminal Code of Canada
Aspen View Public Schools Administrative Procedures
(Code of Conduct, Student Discipline, Employee Conduct)

Administrative Procedure 175

PROTECTION OF STAFF

Background

Employees, students, volunteers, parents/guardians and all others who interact with Aspen View Public Schools are expected to conduct themselves in a manner which promotes a safe and caring environment that fosters and maintains respectful and responsible behaviour.

On occasion, members of staff and volunteers may have to deal with parents/guardians, students, members of the public, or colleagues who exhibit anger or express their frustrations or demands in a manner which is demeaning to the well-being of a staff member(s). Division staff are expected to respond to such challenges with a professionalism that may defuse the causes of such behaviour and could allow problems or concerns to be resolved.

On rare occasions, the professional behaviour of Division staff may be unsuccessful in defusing offensive behaviour by others. The Division has an obligation to support, assist and educate its staff and volunteers with respect to issues surrounding abuse, harassment or defamation associated with the carrying out of their duties. Such situations are to be addressed, where possible, through informal resolution processes, including mediation or conciliation. Where such processes are unsuccessful or where the severity of the situation warrants, the Superintendent is authorized to use legal remedies through the Division's legal counsel.

Definitions

Abuse is conduct directed toward an employee that is threatening, intimidating, demeaning, hostile or otherwise harmful, whether verbal, physical, written or electronic. Abuse may include:

- threats, name-calling, gestures, swearing or other degrading verbal conduct;
- intimidation;
- striking, grabbing, pulling, kicking or other physical aggression;
- assault; and
- other conduct that humiliates, degrades, elicits fear or takes unfair advantage of an employee.

Defamation is any expression that attacks or injures the reputation or honour of an individual or recognized group by, among other things, false and malicious statements. Defamatory expressions may malign, slander or libel an individual or recognized group.

Harassment is any single incident or repeated behaviour, conduct, comment or communication that is objectionable or unwelcome and that a person knows or ought reasonably to know would cause offence or humiliation to an employee, or adversely affect the employee's well-being.

Harassment includes conduct based on a protected ground under the *Alberta Human Rights Act*, as well as other abusive, threatening, intimidating or demeaning conduct.

Harassing behaviour may include conduct that is criminal in nature or other abusive, disruptive or inappropriate conduct.

Conduct that may be criminal in nature may include:

- Oral threats that give rise to a genuine concern for personal safety;
- Physical abuse or assault;
- Stalking or other conduct that may constitute criminal harassment;
- Threats conveyed by telephone, digital or social media, electronic mail or other written communication that give rise to a genuine concern for safety.

Other abusive, disruptive or inappropriate conduct may include:

- Shouting, swearing or the use of personally demeaning or sarcastic expressions;
- Intentionally using an intimidating presence or entering Division property without permission;
- Numerous and lengthy calls or messages that disrupt an employee's ability to perform their duties; and
- Frequent frivolous or vexatious written complaints that require an employee to spend an unreasonable amount of time responding and detract from their duties.

Procedures

1. Communicating with Angry Persons

   In the performance of their duties, Division staff may be faced with individuals experiencing serious levels of frustration, concern or anger. Such individuals may initially conduct themselves in an uncivil or rude manner. Wherever possible, staff members are to use communication techniques that may defuse frustration or anger and allow problem resolution to occur. In working with angry or concerned persons, staff members are expected to:

   1.1. Conduct themselves in a civil and cordial manner.

   1.2. Anticipate, where possible, personal sensitivities and avoid comments or behaviours that may unnecessarily heighten those sensitivities.

   1.3. Call for support from a colleague or administrator if rude, confrontational behaviour persists.

   1.4. Assert their legal rights while meeting their responsibilities.

   1.5. Adjourn meetings with angry persons if, in their judgement, there is no possibility at the time for civil discourse.

   1.6. Respect the requirements of the *Access to Information Act and Protection of Privacy Act* when discussing unsuccessful or difficult interactions, and limit disclosure to those who require the information for supervisory, administrative or legal purposes.

2. The Division will provide:

   2.1. Staff learning opportunities in personal communication, conflict resolution and problem solving; and

   2.2. Staff learning opportunities to assist staff in dealing with the personal and emotional consequences of interactions with angry or abusive persons.

3. Reporting

3.1. When a staff member believes they have been subjected to physical abuse, threats or other conduct that may be criminal in nature, the staff member is to immediately inform their supervisor and ensure the incident is documented in accordance with Division reporting procedures.

3.1.1. Where the conduct may constitute workplace harassment or violence, Administrative Procedure 710 — Workplace Harassment and Violence Prevention shall also apply.

3.1.2. Where the conduct involves serious wrongdoing or suspected criminal activity, Administrative Procedure 172 — Reporting of Serious Wrongdoing shall also apply.

3.2. When an individual believes they have been subjected to abuse, harassment, defamation or other inappropriate conduct, they are to keep records, where possible, of the incident or incidents.

3.3. If the matter brought to the attention of a supervisor is not resolved through the supervisor's intervention, the matter shall be reported to the Superintendent or designate, who may consult with legal counsel.

3.3.1. Where applicable, the affected staff member is advised to contact their union or professional association for support or representation.

3.4. If the intervention of the Superintendent or designate does not satisfactorily resolve the matter, it will be referred to legal counsel for advice and possible action.

4. Responding to Harassment or Abusive Conduct

4.1. When a staff member believes that another Division employee has subjected them to workplace harassment or violence, the staff member shall follow Administrative Procedure 710 — Workplace Harassment and Violence Prevention.

4.2. When a staff member believes that a student has subjected them to harassment, abuse or violence, Administrative Procedure 710 — Workplace Harassment and Violence Prevention shall apply, and the student's conduct shall also be addressed in accordance with applicable student conduct and discipline Administrative Procedures.

4.3. If the applicable procedures identified in sections 4.1 or 4.2 are insufficient to address the behaviour or protect the staff member, the reporting and escalation procedures outlined in Section 3 may also be followed.

4.4. In addition to any requirements that apply under Administrative Procedure 710 — Workplace Harassment and Violence Prevention, when a staff member believes that a parent/guardian, volunteer, visitor or other person has subjected them to harassment or abusive conduct, the staff member shall:

4.4.1. Seek the assistance of their immediate supervisor in developing a plan to address the issue.

4.4.2. Where appropriate and safe to do so, make reasonable efforts to meet with the parent/guardian, volunteer, visitor or other person. The immediate supervisor is to be present.

4.4.3. Ensure that the concerns or allegations associated with the harassment are clearly and specifically identified.

4.4.4. Listen to and seek to understand the other person's perspective, including the basis for the concern being expressed.

4.4.5. Seek, where possible, a reasonable resolution of the concern with the involvement of the parties.

4.4.6. Keep an accurate written record of relevant events, dates, times, locations and witnesses.

4.4.7. If the harassment or abusive conduct persists, follow the reporting and escalation procedures outlined in Section 3.

4.5. Where a Principal, department manager, Superintendent or designate believes that harassment or abusive conduct toward an employee is disrupting or interfering with the operation of a school or Division work site, the Division may exercise its authority under Section 256 of the *Education Act* to control access to or conduct on Division property.

4.5.1. Where harassment or abusive conduct involves loitering, trespassing or unauthorized presence on Division property, the Division may take appropriate action in accordance with the Education Act and other applicable legislation.

4.5.2. The incident shall be documented in accordance with Division reporting procedures.

5. Systemic Investigations

5.1. When the Superintendent has reason to believe that harassment or abuse of an employee has occurred, but no complaint has been registered, the Superintendent may initiate a systemic investigation where:

5.1.1. There is a focussed pattern of inquiries, complaints or behaviour over time that suggest the existence of a specific problem; or,

5.1.2. There is reason to believe a broader or systemic problem exists in the learning or work environment that causes, contributes to or encourages harassment; or

5.1.3. As a result of an investigation, a complaint is not substantiated but there is reasonable evidence that a broader systemic problem exists.

5.2. Prior to investigating, the Superintendent or designate shall describe in writing the conditions providing reasonable grounds for an investigation.

5.3. Where the Superintendent authorizes a systemic investigation, the appropriate parties shall be advised of:

5.3.1. The intent to conduct the investigation,

5.3.2. The reasons for initiating the investigation, and

5.3.3. The process or procedures to be followed.

5.4. Where a systemic investigation identifies a broader issue requiring Board awareness or action, the Superintendent shall report the matter to the Board.

6. False or Bad-Faith Complaints

6.1. If an investigation determines that a complaint made by an employee was knowingly and intentionally false, malicious or made in bad faith, the employee may be subject to disciplinary or legal action as the circumstances warrant.

6.2. A complaint that is not substantiated does not, in itself, constitute a false or bad-faith complaint.

6.3. Where the employee is a certificated teacher or teacher leader, the conduct may also be subject to the professional discipline process established under the Education Act..

Approved:
Amended:

Reference: Section 3, 3.1, 11, 33, 52, 53, 196, 197, 222, 256 *Education Act*
Access to Information Act
Emergency Management Act
Emergency Medical Aid Act
Health Information Act
Occupational Health and Safety Act
Protection of Privacy Act
Public Health Act
Communicable Disease Regulation
In-Person Learning Regulation

Administrative Procedure 710

WORKPLACE HARASSMENT AND VIOLENCE PREVENTION

Background

Aspen View Public Schools is committed to providing a safe and respectful work environment in which workers are protected from workplace harassment and violence.

Workplace harassment and violence are workplace hazards and will be prevented and addressed in accordance with occupational health and safety legislation. The Division will take reasonable measures to eliminate or control these hazards and will maintain procedures for reporting, responding to and investigating incidents and complaints.

This Administrative Procedure applies to workplace harassment or violence involving a worker, regardless of whether the behaviour is alleged to have been committed by an employee, student, parent/guardian, volunteer, contractor, visitor or member of the public.

Where an incident also involves serious wrongdoing or suspected criminal activity, *Administrative Procedure 172 – Serious Incident Reporting and Response* applies. Where the alleged conduct involves a student, applicable student conduct and discipline procedures may also apply.

Definitions

Harassment means any single incident or repeated incidents of objectionable or unwelcome conduct, comment, bullying or action by a person that the person knows or ought reasonably to know will or would cause offence or humiliation to a worker, or adversely affect the worker's health and safety. Harassment includes conduct, comments, bullying or actions based on a protected ground under the Alberta Human Rights Act, and sexual solicitation or advances. Harassment does not include reasonable conduct of an employer or supervisor in respect of the management of workers or a work site:

Violence, whether at a work site or work-related, means the threatened, attempted or actual conduct of a person that causes or is likely to cause physical or psychological injury or harm, and includes domestic or sexual violence.

Domestic violence becomes a workplace hazard when it occurs at or spills over into the workplace and may put a worker or others at the work site at risk.

Sexual violence includes sexual acts, attempts to obtain a sexual act, or other conduct directed against a person's sexuality using coercion, where the conduct occurs at a work site or is work-related.

Worker has the meaning established in the Occupational Health and Safety Act and, for the purposes of this Administrative Procedure, includes Division employees and other persons who meet the statutory definition of worker.

Complainant means a worker who reports or makes a complaint of workplace harassment or violence.

Respondent means the person alleged to have engaged in workplace harassment or violence.

Guidelines

1. The Division shall, as far as reasonably practicable, ensure that workers are not subjected to or participate in harassment or violence at a work site.
2. Workplace harassment and violence shall be addressed as workplace hazards through the Division's hazard assessment and control processes.
3. The Division shall develop, implement and maintain a workplace harassment and violence prevention plan that includes measures to eliminate identified hazards or, where elimination is not reasonably practicable, to control those hazards.
4. In developing, implementing and reviewing the workplace harassment and violence prevention plan, the Division shall consult with the joint health and safety committee, health and safety representative, or affected workers, as applicable.
5. Supervisors shall, as far as reasonably practicable:
    5.1. Ensure that workers under their supervision are not subjected to or participate in workplace harassment or violence;
    5.2. Respond to concerns or incidents of workplace harassment or violence that come to their attention; and
    5.3. Take reasonable steps to protect the health and safety of affected workers.
6. Workers shall:
    6.1. Refrain from causing or participating in workplace harassment or violence;
    6.2. Report workplace harassment or violence in accordance with this Administrative Procedure; and
    6.3. Cooperate with reasonable measures taken by the Division to prevent or address workplace harassment or violence.

7. The Division shall ensure workers are informed of the nature and extent of workplace harassment and violence hazards, including specific or general threats that may affect them.
8. The Division shall ensure workers receive training appropriate to their work respecting:
    8.1. Recognition of workplace harassment and violence;
    8.2. The Division's workplace harassment and violence prevention plan, including any revisions;
    8.3. Appropriate responses to workplace harassment and violence, including how to obtain assistance; and
    8.4. Procedures for reporting, investigating and documenting complaints and incidents.
9. The Division shall review and revise its workplace harassment and violence prevention plan as required by occupational health and safety legislation.

Procedures

1. Reporting Workplace Harassment or Violence
    1.1. A worker who experiences, witnesses, or becomes aware of workplace harassment or violence shall report the incident as soon as reasonably practicable to their immediate supervisor or another appropriate supervisor or administrator.
    1.2. Where the worker's immediate supervisor is the subject of the complaint, or where the worker is not comfortable reporting the matter to that supervisor, the report may be made to another appropriate administrator or to the Superintendent or designate.
    1.3. A supervisor or administrator who receives a report of workplace harassment or violence shall:
        1.3.1. Take immediate steps, where necessary, to address any risk to the health or safety of workers or others;
        1.3.2. Ensure the incident or complaint is appropriately documented;
        1.3.3. Notify the Superintendent or designate where the matter is serious, involves significant safety concerns, requires a more structured or Division-level investigation, or otherwise warrants Division-level involvement; and
        1.3.4. Ensure any reporting required by legislation or another Administrative Procedure is completed.
    1.4. Where the incident involves serious wrongdoing or suspected criminal activity, *Administrative Procedure 172 — Serious Incident Reporting and Response* shall also apply.

1.5. Nothing in this Administrative Procedure limits or delays any reporting that is required by law or necessary to address an immediate threat to health or safety.

2. Immediate Response and Safety Measures

2.1. Where workplace harassment or violence presents an immediate risk to health or safety, the supervisor or administrator shall take reasonable steps to protect affected workers and others.

2.2. Immediate response measures may include, as appropriate:

2.2.1. Contacting emergency services or law enforcement;

2.2.2. Separating the individuals involved;

2.2.3. Directing an individual to leave a Division work site;

2.2.4. Limiting or restricting an individual's access to a Division work site or to Division employees;

2.2.5. Establishing conditions for future communication or interaction; and

2.2.6. Implementing other interim measures necessary to protect health and safety while the matter is being addressed.

2.3. Where the Division is aware that a worker is or is likely to be exposed to domestic violence at a work site, reasonable precautions shall be taken to protect the worker and any other persons at the work site who may be affected.

2.4. Immediate or interim safety measures are not, in themselves, a determination that workplace harassment or violence has occurred.

3. Assessment and Investigation

3.1. Upon receiving a report of workplace harassment or violence, the supervisor or administrator shall ensure that the matter is assessed promptly to determine the appropriate response.

3.2. In determining the appropriate response, consideration shall be given to:

3.2.1. The nature and seriousness of the alleged conduct;

3.2.2. Any immediate or ongoing risk to health or safety;

3.2.3. Whether the matter may be appropriately addressed through informal resolution;

3.2.4. The nature and extent of investigation required;

3.2.5. Whether another Administrative Procedure or external reporting requirement also applies; and

3.2.6. Whether interim measures are required while the matter is being addressed.

3.3. Where the circumstances are appropriate and the parties are willing, a matter may be addressed through informal resolution, including facilitated discussion, mediation or other mutually acceptable measures.

3.4. Informal resolution shall not be required where it would be inappropriate because of the nature or seriousness of the alleged conduct, a power imbalance, safety concerns, or other relevant circumstances.

3.5. Informal resolution, withdrawal of a complaint, or a complainant's decision not to participate further does not remove the Division's obligation to investigate, document or otherwise respond to the extent required by occupational health and safety legislation or other applicable law, or where necessary to address health, safety or workplace concerns.

3.6. Every incident of workplace harassment or violence shall be investigated. The nature and extent of the investigation may be proportionate to the nature and circumstances of the incident.

3.7. The Superintendent or designate shall determine the appropriate investigator and investigation process, having regard to the nature and circumstances of the matter.

3.7.1. Where an external investigation or proceeding is underway, the Superintendent or designate may modify, sequence or defer aspects of the Division's investigation where appropriate to avoid interfering with that process, provided that any immediate safety measures, statutory reporting requirements and investigation obligations required by law continue to be met.

3.8. The investigation shall be conducted fairly and impartially. The complainant and respondent shall:

3.8.1. Be provided with sufficient information regarding the allegations and matters under investigation to participate fairly in the process;

3.8.2. Have a reasonable opportunity to provide relevant information and respond to information material to the findings; and

3.8.3. Be permitted to obtain advice, support or representation, including from a union or professional association, where applicable.

3.9. Information provided under section 3.8 shall be subject to applicable privacy, confidentiality, safety and legal requirements.

3.10. The investigator may interview the complainant, respondent and other persons with relevant information, and may review documents or other information necessary to determine the circumstances of the incident.

3.11. The investigation shall result in a written report outlining the circumstances of the incident, any corrective action taken to prevent recurrence, and any further corrective action recommended.

3.12. The Division shall retain the investigation report in accordance with occupational health and safety legislation and applicable Division records-management requirements.

4. Confidentiality and Information Sharing

4.1. The Division will make reasonable efforts to protect the confidentiality and privacy of individuals involved in a workplace harassment or violence report or investigation.

4.2. Personal information relating to a report or investigation will be used or disclosed only to the extent necessary and as authorized by law to:

4.2.1. Address immediate or ongoing health and safety concerns, including informing workers of a specific or general threat of violence or potential violence;

4.2.2. Conduct a fair and effective investigation;

4.2.3. Provide the complainant and respondent with sufficient information to participate fairly in the process;

4.2.4. Implement corrective or disciplinary action;

4.2.5. Inform affected parties of the outcome of an investigation or corrective action, where appropriate; or

4.2.6. Comply with legal, regulatory or reporting obligations.

4.3. Confidentiality cannot be guaranteed where disclosure is authorized or required by law or is necessary for the purposes identified in section 4.2.

4.4. Individuals involved in a report or investigation are expected to respect the confidentiality of the process and not disclose information except where reasonably necessary to obtain advice, support or representation, or as otherwise required by law.

4.5. Records relating to workplace harassment or violence shall be created, maintained, accessed and retained in accordance with applicable legislation and Division records-management requirements.

5. Outcomes and Corrective Action

5.1. Upon completion of an investigation, the Superintendent or designate shall determine what corrective action, if any, is required based on the findings and circumstances of the matter.

5.2. Corrective action may include measures intended to:

5.2.1. Protect the health and safety of workers;

5.2.2. Prevent a recurrence of workplace harassment or violence;

5.2.3. Address identified workplace hazards or contributing factors; and

5.2.4. Address conduct that is inconsistent with Division expectations, applicable Administrative Procedures, legislation or collective agreements.

5.3. Where workplace harassment or violence by an employee is substantiated, disciplinary action may be taken in accordance with applicable legislation, collective agreements, Board policy and Administrative Procedures.

5.4. Where the respondent is a student, parent/guardian, volunteer, contractor, visitor or member of the public, the Division may take appropriate action consistent with the respondent's relationship to the Division and any other applicable Administrative Procedure.

5.5. The complainant and respondent shall be informed of the outcome of the investigation and any information respecting corrective action that may appropriately be disclosed in accordance with applicable legislation.

5.5.1. Where allegations against an employee are not substantiated, the employee shall be advised of that outcome in writing. At the employee's request, a copy of that written notification may be placed in the employee's personnel file.

5.5.2. No documentation respecting a complaint shall be placed in a complainant's personnel file solely because the complaint was made in good faith. At the complainant's request, relevant written information respecting the outcome may be placed in their personnel file.

5.6. A complaint or report that is not substantiated does not, in itself, constitute a false or bad-faith complaint.

5.7. Where it is determined that a complaint was knowingly and intentionally made in bad faith, appropriate action may be taken in accordance with applicable legislation, collective agreements and Division procedures.

6. Retaliation

6.1. Retaliation against a worker for reporting workplace harassment or violence, participating in an investigation, providing information, or otherwise exercising rights or fulfilling duties under occupational health and safety legislation is prohibited.

6.2. Any allegation of retaliation shall be addressed promptly and may result in corrective or disciplinary action where substantiated.

6.3. Retaliation does not include reasonable corrective, supervisory or disciplinary action taken for legitimate reasons unrelated to a worker's participation in a workplace harassment or violence process.

7. Support for Affected Workers

7.1. A worker who reports an injury or adverse symptom resulting from workplace harassment or violence, or who has been exposed to workplace violence, shall be advised to consult a health professional of the worker's choice for treatment or referral.

7.2. Where a worker is treated or referred by a physician in accordance with occupational health and safety legislation, and the treatment sessions occur during regular work hours, the worker shall be considered to be at work.

7.3. The Division shall provide affected workers with information about available supports, which may include employee assistance, counselling, union or association representation, and other appropriate workplace supports.

7.4. Where appropriate, the Division may implement temporary workplace measures to support an affected worker while a matter is being addressed.

7.5. Support measures shall be considered separately from the determination of whether a complaint or allegation is substantiated.

8. Harassment or Violence by Students, Parents/Guardians, Visitors or Members of the Public

8.1. Workplace harassment or violence directed toward a worker by a student, parent/guardian, volunteer, contractor, visitor or member of the public shall be addressed in accordance with this Administrative Procedure.

8.2. The Division may take reasonable interim or protective measures necessary to protect the health and safety of affected workers and others.

8.3. Where the respondent is a student, applicable student conduct and discipline Administrative Procedures shall also apply.

8.4. Where the conduct involves serious wrongdoing or suspected criminal activity, *Administrative Procedure 172 — Serious Incident Reporting and Response* shall also apply.

8.5. Additional measures respecting the protection of staff from abusive, threatening or disruptive conduct by students, parents/guardians, visitors or members of the public may be addressed through Administrative Procedure 175 — Protection of Staff.

9. Roles and Responsibilities

9.1. The Superintendent or designate shall:

9.1.1. Oversee the implementation and administration of this Administrative Procedure;

9.1.2. Provide or arrange for advice and support respecting workplace harassment and violence;

9.1.3. Determine the appropriate response and investigation process where Division-level involvement is required;

9.1.4. Appoint an investigator where necessary;

9.1.5. Ensure appropriate corrective action is considered following an investigation; and

9.1.6. Ensure records arising from workplace harassment and violence investigations are maintained in accordance with applicable legislation and Division requirements.

9.2. Supervisors and administrators shall:

9.2.1. Respond promptly to reports or concerns of workplace harassment or violence;

9.2.2. Take reasonable steps to protect the health and safety of workers under their supervision;

9.2.3. Ensure incidents are appropriately documented and escalated where required; and

9.2.4. Cooperate with investigations and corrective measures undertaken under this Administrative Procedure.

9.3. Workers shall cooperate with reasonable measures taken by the Division to prevent, respond to and investigate workplace harassment and violence.

10. Complaints Involving the Superintendent

10.1. A complaint of workplace harassment or violence against the Superintendent shall be made in writing to the Board Chair.

10.2. The Board Chair, in consultation with legal counsel, shall determine the appropriate process for addressing the complaint, including the appointment of an investigator where required.

11. Review of Decision

11.1. An employee who is not satisfied with a decision made under this Administrative Procedure may request a review by the Superintendent, unless the Superintendent made the original decision. Decisions made by the Superintendent are final.

11.1.1. Any further review shall be conducted in accordance with the applicable Board policy or appeal process.

12. External Reporting and Remedies

12.1. Nothing in this Administrative Procedure limits an individual's right to make a report or complaint to an external authority or pursue another remedy available under applicable legislation, a collective agreement or professional process.

References: Section 33,34, 222 Education Act

Occupational Health And Safety Act
Occupational Health And Safety Regulation (AR 184/2021)
Occupational Health And Safety Code (AR 191/2021)
Criminal Code
Alberta Human Rights Act
Access to Information Act
Protection of Privacy Act

Controversial Issues

AP 205 — Controversial Issues

The revisions reflect provincial expectations regarding neutrality, impartiality and diverse perspectives in classroom instruction. They also respond to uncertainty among educators regarding how controversial subjects may be addressed in schools, while maintaining Aspen View's existing process for resolving concerns.

Bill 25 Compliance

Bill 25 strengthened expectations regarding neutrality, impartiality and the consideration of diverse perspectives in classroom instruction.

The revised AP reflects these requirements while clarifying that provincially prescribed curriculum remains unaffected. Provincial guidance also confirms that the amendments are not intended to prevent teachers from addressing controversial topics, including those that arise unexpectedly during classroom discussions.

Operational Impacts

The changes have implications for how teachers approach sensitive or controversial subjects, and have generated some uncertainty regarding appropriate classroom discussions, parental notification and the exercise of professional judgment.

The revised AP is intended to provide clearer direction while recognizing that teachers must continue to exercise professional judgment in responding to classroom discussions and student questions. In particular:

- Teaching controversial subjects: Teachers may continue to address controversial topics, including those required by provincial curriculum. Discussions should promote critical thinking, respect for differing perspectives and appropriate consideration of the subject matter.
- Parental notification: The legislation does not establish a blanket requirement to notify parents before discussing any controversial topic. Specific notification and consent requirements apply to certain subject matter under separate provisions of the Education Act.
- Unplanned classroom discussions: Controversial issues may arise spontaneously through student questions or classroom discussions. Teachers are not automatically prohibited from acknowledging or responding to these situations, although the nature and extent of the discussion may affect which requirements apply.

The revised AP provides clearer direction while recognizing that teachers may continue to facilitate respectful, balanced discussions that encourage critical thinking and consideration of different perspectives. There is no blanket requirement for parental notification whenever a controversial topic arises, although specific notification and consent requirements apply to certain subject matter under separate legislation.

Aspen View's existing process for addressing concerns about controversial issues is retained. Additional guidance may be needed to support teachers as they apply the provincial requirements in everyday classroom situations.

AP Structure

The existing administrative procedure is retained and revised.

- **AP 205 — Controversial Issues** is updated to incorporate ASBA guidance while retaining Aspen View's existing process for addressing concerns.
- **Form 205-1** is revised to align with the updated AP, including removal of the previous seven-day timeline.

Administrative Procedure 205

CONTROVERSIAL ISSUES

Background

The Division recognizes that, in delivering the curriculum prescribed by the province, students may study topics and issues that are controversial in nature. A controversial issue is a topic that is publicly sensitive and on which there is no broadly accepted consensus regarding values, beliefs, ideas or perspectives. Such issues may give rise to diverse opinions, differing interpretations, and sincerely held disagreements among individuals and groups.

The thoughtful examination of such issues can help prepare students to participate responsibly and respectfully in a democratic and pluralistic society. Such study is to provide opportunities to develop student capacities to think clearly, reason logically, and open-mindedly and respectfully examine the different points of view and reach sound judgements.

Procedures

1. Discussion of controversial issues, whether pre-planned by the teacher or arising incidentally in class, shall:
   - 1.1 Represent differing points of view, to the extent that approved resources are available.
   - 1.2 Promote critical inquiry rather than advocacy (i.e., teach students how to think rather than what to think).
   - 1.3 Ensure that each student is free to express any perspective or idea that is consistent with the Student Code of Conduct and applicable legislation.
   - 1.4 Ensure that students and other participants are not intentionally ridiculed, embarrassed, intimidated or degraded for positions that they hold.
   - 1.5 Reflect the maturity, capabilities, and educational needs of students.
   - 1.6 Meet the requirements of provincially prescribed and approved courses.
   - 1.7 Uphold community standards, while reflecting the provincial, national and international context.
2. Teachers are encouraged to communicate with parents regarding any content the teacher believes the parent will find to be offensive or inappropriate for their student. School staff are to be supportive to parents in the areas of values and moral development and shall handle parental decisions regarding controversial issues with respect and sensitivity.
3. Complaints about controversial issues shall first be directed to the teacher.

4. If the issue is not satisfactorily resolved, the complainant shall be referred to the principal.

5. A principal receiving a complaint about the presentation of a controversial issue will try to resolve the complaint informally, by explaining to the complainant the Division's procedure on controversial issues, and the manner in which the issue in question relates to the curriculum.

6. Where the complainant is dissatisfied with the explanation, the principal shall

   6.1 Explain, in cases where the issue is part of provincially prescribed or approved curriculum, that the school is required to deliver the curriculum, and identify where relevant that the resources used have been prescribed, approved or authorized by the province.

   6.2 Endeavour, in cases where the issue is supplementary to the curriculum, to comply with a written request from the parent that discussion of the issue be restricted for that parent's children.

7. Where the complainant wishes to file a formal challenge to the presentation of a controversial issue within the school, the principal shall provide a "Public Complaint about Controversial Issues" form (Form 205-1).

8. The principal shall send a copy of the completed form to the Superintendent, who will reply to the complainant and the principal, either making a decision, or indicating that a committee is being established to consider the issue.

9. If the Superintendent elects to establish a committee to consider the issue, the Superintendent shall define the membership and mandate of the committee, and the time limit within which it must complete its work.

10. The committee shall evaluate the presentation of the controversial issue and shall prepare a confidential, written report to the Superintendent.

11. On receipt of the report, the Superintendent shall consider the recommendations, make a decision, and inform the complainant and the principal of the decision.

12. In making a final decision, consideration shall be given to the requirements of this administrative procedure and the appropriateness of the presentation of the issue for its intended educational use.

Reference: Section 7, 16, 18, 19, 31, 40, 41, 42, 43, 58 Education Act
Alberta Bill of Rights
Canadian Charter of Rights and Freedom, Constitution Act, 1982
Guide to Education ECS to Grade 12

Form 205-1

PUBLIC COMPLAINT ABOUT CONTROVERSIAL ISSUES

Initiated by _____

Issue: _____

_____

_____

Teacher: _____ Course: _____

Age and grade of students: _____

Date(s) the issue was discussed: _____

Please respond to the following questions:

1. What aspect of the presentation of the controversial issue concerns you?

   a The fact that the issue was discussed? Please explain. _____

   _____

   _____

   b The manner in which the issue was discussed? Please explain. _____

   _____

   _____

2. How does your concern relate to the curriculum or educational purpose of the discussion?

   _____

   _____

   _____

3. What impact or concern do you believe resulted, or may result, from the discussion? ____

_____

_____

_____

_____

4. What change or resolution would you recommend? _____

_____

_____

_____

Comments _____

_____

_____

_____

_____ _____

Signed by Date:

Please return this form to the principal. A copy will be forwarded to the Superintendent.

Other administrative procedures have also been reviewed and updated, but are not detailed in this report:

Educational Planning and Reporting

AP 100 — Education Plan and Annual Education Results Report

AP 102 — School Results Review

- **AP 100 — Education Plan and Annual Education Results Report** consolidates the former separate procedures for the division Education Plan and Annual Education Results Report into a single AP, consistent with the more common structure among Alberta school divisions.
- **AP 101 — Annual Education Results Report** is retired, with its relevant provisions incorporated into AP 100.
- **AP 102 — School Results Review** is retained and revised, along with its supporting Schedule A, to clarify the school results review process and reporting expectations.

Inclusive Education

AP 210 — Inclusive Education

- **AP 345 — Inclusive Education** is revised and renumbered as **AP 210 — Inclusive Education**. Moving Inclusive Education to AP 210 places it alongside other student programming procedures in the 200 series, providing a more logical and consistent organizational structure.
- **AP 214 — Special Education Programs** is retired, with relevant provisions incorporated into AP 210.
- **AP 215 — Knowledge and Employability Courses** is retired, with relevant programming and consent requirements incorporated into AP 210.
- **AP 340 — Services for Students and Children** is retired, with relevant provisions addressed through the revised inclusive education framework.

Learning Resources

AP 251 — Selection of Learning Resources

AP 252 — Challenged Learning Resource Materials

Form 252-1 — Request for Reconsideration of Learning Resources

- **AP 251 — Selection of Learning Resources** is revised to incorporate updated provincial standards and ASBA guidance.
- **AP 252 — Challenged Learning Resource Materials** is revised to clarify responsibilities and processes for reconsidering learning resources.
- **Form 252-1 — Request for Reconsideration of Learning Resources** is updated to align with the revised procedures and simplify documentation of reconsideration requests and outcomes.

Role of the Principal

AP 420 — Role of the Principal

- **AP 430 — Role of the Principal** is updated to reflect current provincial standards and provide a more comprehensive framework for principal responsibilities.
- Existing Aspen View provisions that remain relevant are incorporated into the revised structure.
- References to related administrative procedures are updated to reduce duplication and maintain consistency across the division.

Student Safety and Supervision

AP 310 — Student Safety and Supervision

- **AP 310 — Student Safety and Supervision** is updated to incorporate ASBA guidance and clarify responsibilities for student supervision.
- Existing provisions specific to Aspen View are retained where appropriate.

<u>School Councils</u>

AP 110 — School Councils

- **AP 110 — School Councils** is updated to incorporate ASBA guidance and clarify expectations for school council operations and parental engagement.
- Existing references to related administrative procedures are maintained or updated, including AP 154 for dispute resolution and AP 185 for records retention.
- Provisions already addressed through other administrative procedures are not duplicated.

<u>Locally Developed Courses</u>

AP 219 — Locally Developed Courses

- **AP 219 — Locally Developed Courses** is updated to incorporate Bill 25 requirements and clarify provincial authorization and local approval processes.
- Existing provisions are reorganized and updated to reflect current provincial requirements, including the authorization period for senior high locally developed courses.

#1 University Drive
Athabasca, Alberta T9S 3A3
Phone: 780-675-7080;
Toll Free 1-888-488-0288
info@aspenview.org www.aspenview.org

Policy Meeting
Willow Room, Athabasca University
October 21, 2026

Called to Order
Committee Chair Bauer called the meeting to order at 9:41 a.m.

Trustees:
April Bauer, Chair Anne Karczmarczyk Maria Smosarska
Candy Nikipelo, Ex Officio

Staff in attendance:
Constantine Kastrinos Tammy Ledieu

Agenda items:
1. Policy 1 – Division Foundational Statements – AVPS Current Policy
    - Chairman Nikipelo remembered the thorough discussions around this policy in 2015
    - Agreed would just go to the Board meeting for approval

2. Policy 2 – Role of the Board – ASBA Policy Suggestion/AVPS Current Policy
    - ASBA included FNMI in a number of their suggested policy changes
    - Superintendent Kastrinos indicated that his opinion is that FNMI education should be included in the FNMI Education Policy – and not weaved into all the policies
    - This discussion is a consideration for all policies
    - The ASBA inclusion of political statements – Superintendent Kastrinos indicated that this may result in the board being unable to advocate
    - Third paragraph was discussed – what is political and ideological
    - Discussion around the statement “Accountability for Student Learning and Wellness” agree that we are responsible for Student Learning; are we responsible for Wellness as far as Policy?
    - Some of the statements included are covered in APs; should probably not be mixed into Policy
    - ASBA Statement 1.10 – to be included in HR APs if not already there
    - Items 2.10 – follow Education Act guidelines around flag and national anthem protocol – check APs

3. Policy 3 – Role of the Trustee – ASBA Policy Suggestion/AVPS Current Policy
    - Technology requirements – need to ensure the quality equipment is available to trustees

4. Policy 4 – Trustee Code of Conduct – ASBA Policy Suggestion/AVPS Current Policy with Appendix
    - Due to the changes – should remove the appendix.

5. Policy 11 – Board Delegation of Authority – ASBA Policy Suggestion/AVPS Current Policy
    - Changes on the policy

6. Policy 12 – Role of the Superintendent – ASBA Policy Suggestion/AVPS Current Policy with Appendix
    - Agreed to remove the appraisal guide

7. Policy 13 – Appeals Regarding Student Matters – AVPS Current Policy with Appendix
    - Make Bill 25 compliant
    - More thorough review later in the year

8. Policy 19 – Safe and Caring Environment – ASBA Policy Suggestion/Policy 33 – Safe and Caring Environment – AVPS Current Policy with Track Changes
    - Recommendation to pull out the Student Code of Conduct – should be an administrative procedure
    - Student code of conduct to be added as a live link in the references – once revised is linked to the website

Adjourned at 12:40 p.m.

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Athabasca, Alberta T9S 3A3
Phone: 780-675-7080;
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Facilities Committee Minutes
Division Office
October 29, 2026
9:00 a.m.

Called to Order 9:07

Trustees:
Chair: April Bauer Anne Karczmarczyk Donna Cherniwchan

Staff in attendance:
Manager of Facilities and Maintenance, P. Feledichuk
Secretary Treasurer, A Oko

Agenda items:

1. Rochester School
   - Appraisals
     - 2 appraisals were received however they value the property quite differently. A third appraisal will be secured to ensure that AVPS is using an appropriate and fair amount when the property is listed.
   - Method of Disposal
     - An expression of interest will be posted for realtor services. The EOI will request prospective realtors to submit a detailed proposal for the Board to consider in the selection of the successful realtor.
   - Library Lease extension request. Athabasca County has requested a lease extension. It is difficult to give a long-term extension however AVPS will provide assurance that the library is provided with a minimum 30 day notice period if the library is required to vacate the space when the property is sold.

2. Soccer Fields Update
   1. Provided an update on the status of the soccer field project and the fields have been graded/sloped. Reports are being prepared by a survey company and will be shared with the multiplex once complete.

3. Project Plans
   1. Capital Maintenance Renewal

- Reviewed the detailed project plan.

2. Safety
    - Reviewed the detailed project plan.
    - Discussed the safety upgrades exceeding the funding received. Trustees discussed this as an opportunity to advocate for funding to support safety initiatives.

4. Modular Update
    1. The Modular for H.A Kostash is moving forward with expected delivery in early January.
        - Currently working with consultant to finalize planning documents.

Adjournment: 10:05

1 University Drive
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Phone: 780-675-7080;
Toll Free 1-888-488-0288
info@aspenview.org www.aspenview.org

Transportation Committee Minutes
Division Office
October 28, 2026

Called to Order: 1:51

Trustees:

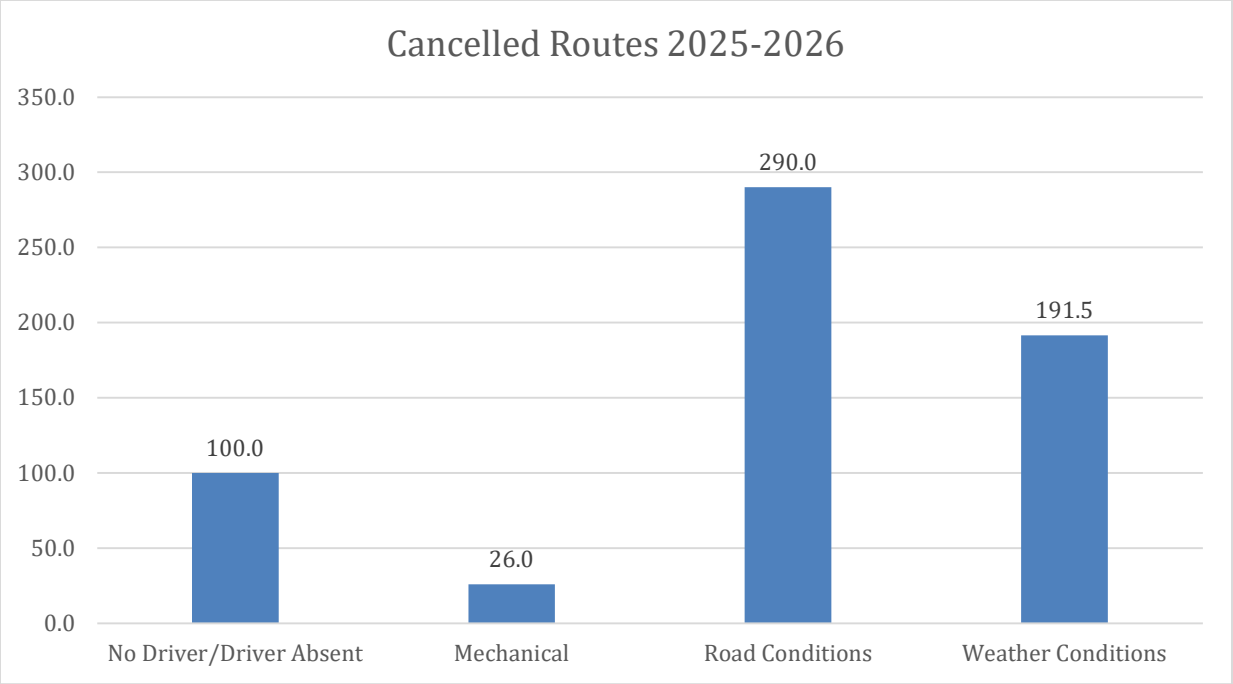
Donna Cherniwchan, Chair Anne Karczmarczyk Maria Smosarska

Staff in attendance:
Secretary Treasurer, A. Oko
Transportation Manager: M O'Neill

Agenda items:

1. Route times
    a. Reviewed 2026/27 route start times
        i. There are 16 routes that start before 7:15am
            1. 5 are between 7:10 and 7:15
            2. 6 routes begin before 7:00 am
        ii. Transportation has reviewed the routes and implemented changes to reduce ride times where possible.
            1. AVPS has a large geographic area, and student locations in some areas impact the route start times.

2. Route cancellations
    a. Routes that ran in 2025-26 10,030
    b. Total 2025-26 route cancellations were 607.5 which is just under 6% of routes.



The majority of route cancellations. 79.25%, were due to road and weather conditions. Driver absences and shortages were 16% of all cancelled routes, and 4% of cancellations were related to mechanical issues.

3. Communication
    a. Inclement weather
        i. Division communications and posting
        ii. Transportation will send to Contractors to review with drivers
    b. Appropriate winter clothing
        i. Division communication to parents/students
        ii. Communication with Contractors and Drivers to ensure that students are dressed appropriately
    c. Expectations for communication with parents and Aspen View
        i. Discussed the methods of communication that are used to ensure that parents are notified.

4. Trustee Smosarska led a discussion about the fees for the Division.
    a. Fees will be discussed at the Transportation Committee meeting in the Spring of 2027 and recommendations will be taken forward for the Board for approval.

Adjournment: 2:40

ALBERTA
SCHOOL BOARDS
ASSOCIATION

Suite 1200, 9925 109 Street
Edmonton, Alberta T5K 2J8
P 780.482.7311 **W** asba.ab.ca

October 20, 2026

Thomas Root
Thomas Root, Volunteer Whispering Hills School
35 Whispering Hills Drive
Athabasca, AB T9S 1V6
tomdebroot@yahoo.com sent via email

Dear Thomas,

On behalf of Alberta School Boards Association (ASBA), congratulations on being selected as the Zone 23 recipient of the 2026 Friends of Education Award!

We are pleased to welcome you and one guest to ASBA's Awards Evening taking place at our Fall General Meeting.

Event Details
Date: Sunday, November 15, 2026
Location: The Westin Edmonton, 10135 100 Street NW, Edmonton, AB

Join us for a reception hosted by Brownlee LLP beginning at 5:30 p.m., followed by a plated dinner and award presentation.

Please RSVP to Heather Mosher, Events and Education Assistant, via email at hmosher@asba.ab.ca by Friday October 30. Further details will follow upon confirmation of your attendance.

We look forward to celebrating with you.

Sincerely,

Dr. Vivian Abboud, ASBA CEO

Cc: Candy Nikipelo, Shona Hunter, Board Chair
April Bauer, Zone Chair

Town of Athabasca
Gateway to the Great New North

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Candyce Nikipelo, Chair
Board of Trustees
Aspen View Public Schools

October 21, 2026

Dear Chair Nikipelo,

Thank you for your letter dated September 16th, 2026, regarding Aspen View Public Schools' interest in attending scheduled joint municipal council meetings within our region. While I cannot speak on behalf of our regional partners, the Town of Athabasca would welcome Aspen View Public Schools' participation in discussions involving matters of mutual interest.

Strengthening relationships between municipal and provincial government partners should be a priority for us all. Rural sustainability is and remains a key area of focus for us all and, whenever possible, our combined advocacy efforts are always more effective as a united voice. As you mentioned in your letter, issues such as population change, economic development, infrastructure, transportation, and access to services affect both municipalities and schools, and regular dialogue can help identify opportunities for coordinated advocacy and collaboration.

We look forward to the opportunity to discuss how Aspen View Public Schools might best participate in future joint council meetings and contribute to conversations on matters of shared regional interest.

Regards,

Rob Balay
Mayor
Town of Athabasca

Cc. Reeve Tracy Holland <tholland@athabascacounty.com>
Mayor Colin Derko <cderko@boylealberta.com>

Village of Boyle
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Email: admin@boylealberta.com
Website: www.boylealberta.ca

Aspen View Public Schools
1 University Drive
Athabasca, Alberta
T9S 3A3

October 22, 2026

RE: JOINT COUNCIL MEETINGS REQUEST

Dear Chair Nikipelo,

On behalf of Mayor Derko and all of Boyle Village Council, I am writing in response to your letter dated September 16, 2026, regarding the regional joint municipal council meetings.

The Village of Boyle agrees that strengthening our relationships with our municipal and provincial government partners through engagement and dialogue, provides the opportunity to identify and co-ordinate future collaboration initiatives and avenues of advocacy to address regional mutual interest issues such as rural sustainability.

Village Council has supported its participation in these regional joint council meetings for those very reasons. When the opportunity arises for the next regional joint council meeting to be held, the Village of Boyle is prepared to add Aspen View Public Schools as a delegation to the agenda, so that we can begin discussions these mutual regional issues and advocacy possibilities.

Thank you for bringing this collaboration opportunity to our attention. We look forward to meeting together in the future.

Sincerely,

Warren Griffin
Chief Administrative Officer
Village of Boyle

Cc/ Athabasca County – Reeve Tracy Holland
Town of Athabasca – Mayor Robert Balay

To:
Board Chairs of Public, Separate, Francophone and Charter School Authorities
Presidents of Stakeholder Associations

Subject: Release of the Student Support Policy Framework

Dear colleagues,

I am pleased to share the Student Support Policy Framework, an important milestone in our efforts to strengthen support for students across Alberta's education system.

The Student Support Policy Framework is available at open.alberta.ca/publications/student-support-policy-framework.

It establishes a shared provincial vision and approach for student supports. It promotes greater consistency in how supports and services are planned, delivered, monitored, and evaluated across Alberta while recognizing the important role of local decision-making.

We have heard clearly that change is needed to address complexity and strengthen student supports across Alberta. The release of the framework marks the first step in modernizing Alberta's decades-old provincial standards related to student supports and will help inform the development of future provincial standards and guidance.

This is a significant undertaking, and we are approaching all changes to guidance and standards thoughtfully and carefully, with the long-term interests of students, parents, and educators in mind.

The framework maintains current legislative obligations and does not introduce new requirements. It applies to public and separate school boards, francophone regional authorities, and public charter schools, which are required under the *Education Act* to provide a continuum of supports and services.

I encourage all applicable school authorities to work with their education partners and stakeholder representatives to discuss the framework and its implementation within their current systems. I also encourage all school authorities to consider this framework as a resource to support student success.

The framework builds on the work of the Aggression and Complexity in Schools Action Team and supports the government's response to recommendations outlined in the team's final report.

My government colleagues and I, along with education stakeholders, are working to update guidance, standards, including the *Standards for Special Education*, 2004*,* and policies to ensure Alberta students are supported and continue to receive a world-class education.

The Class Size and Complexity Cabinet Committee will continue to bring together cross-ministry partners and education partners to address classroom complexity, including identifying solutions to support access to services across the province.

An email with additional information to support implementation of the framework will follow.

I would like to thank school authorities, education stakeholder groups, cross-ministry partners, academic and research experts, and parents and teachers for their valuable feedback and contributions throughout the development of this framework. Your perspectives helped ensure that it reflects the realities and priorities of Alberta's education system.

Best,

Demetrios Nicolaides ECA PhD
Minister of Education and Childcare

To:
Board Chairs of Public, Separate, Francophone and Charter School Authorities

Subject: Bill 35: Education and Childcare (Securing Parental Involvement) Statutes Amendment Act, 2026

Dear colleagues,

On October 29, 2026, Bill 35: Education and Childcare (Securing Parental Involvement) Statutes Amendment Act, 2026 was introduced in the Legislative Assembly. The Bill includes *Education Act* amendments that would, if passed, strengthen accountability and improve transparency for parents within Alberta's education system. The Bill also proposes changes to the *Early Learning and Child Care Act* that would strengthen parental notification and transparency around incidents and safety concerns, while enhancing licensing oversight and compliance processes in licensed child care programs.

If passed, the proposed *Education Act* changes would:

- provide the Minister of Education and Childcare with the authority to establish standards for the issuance of report cards through Ministerial Order, and create a corresponding responsibility for public and separate school boards, and francophone regional authorities to ensure that any report card issued meets the standards;
- provide the Minister of Education and Childcare with the authority to establish, through Ministerial Order, requirements for public and separate school boards, francophone regional authorities, charter school operators, and accredited independent school operators to provide public information related to all activities conducted on non-instructional operational days within 60 days following the non-instructional operational day;
- require public and separate school boards, francophone regional authorities, and charter school operators to develop and implement a process to receive and manage inquiries from parents respecting disputes and concerns that remain unresolved following school dispute resolution policies, and provide the Minister of Education and Childcare with authority to establish structures, functions and service standards applicable to the school authority process;
- establish a new requirement whereby a public school board must obtain the Minister of Education and Childcare's permission before starting a process of any kind to name or rename a school building it owns, amending the initial process proposed within *An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026* (formerly Bill 25); and
- address minor editorial and technical housekeeping changes to the *Education Act* resulting from recent amendments.

In addition to, but independently from, the legislative amendments, Education and Childcare also plans to develop a provincial parent portal to help families navigate concerns and to help government identify emerging province-wide issues.

All proposed *Education Act* amendments would come into force on proclamation, which is anticipated for the 2027/28 school year. The department will provide further information on the anticipated Ministerial Orders to support guidance and implementation in advance of the 2027/28 school year.

You can find additional details in the Alberta government news release or view the Bill.

Best,

Demetrios Nicolaides ECA PhD
Minister of Education and Childcare

THE ADVOCATE

Oct. 30, 2026

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA®



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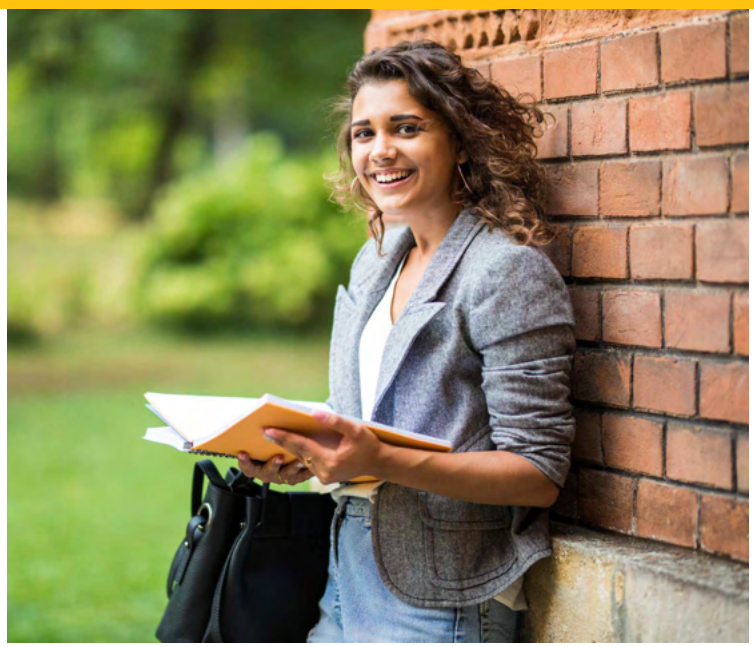
Good News Stories

Articles of Potential Interest

The Advocate is your go-to resource for staying informed about what's happening in the Association.

The next edition of *The Advocate* will be published on Nov. 30, 2026.

President's Corner



Mid-Autumn Momentum: Public Schools Are a Public Good

DR. LORRAINE STEWART
PRESIDENT

In the spirit of Thanksgiving earlier this month, I would like to take a moment to thank each and every one of you for your dedication, contributions and support of public school education. October has been a busy time for everyone, and I know it can be very stressful to juggle the many responsibilities you have.

Those responsibilities include trustees' roles in naming, highlighting and celebrating our local cultural context. As public school boards, how do we collectively govern for the stewardship of public education in a unified, not uniform, manner? Those are some of the conversations the Public School Boards' Council will discuss during our Environmental Scan using governance questions at our November PSBC Meeting.

I would also like to thank everyone that came to our Fall Conference and Annual General Meeting! It was a joy to see us come together, catching up with one another, commemorating the Honourable Lois E. Hole's legacy and refining our strategic direction as an Association.

Our Board of Directors met right after the event, and we are eager to continue our work in supporting the membership. I appreciate everyone who put their name forward for a Board position this year. That engagement is crucial to ensure the Association's sustained longevity and effective governance. Thank you.

I am pleased the Association has now launched its new story-sharing initiative: *The Faces and Voices of Public School Education*. This is but one part of a larger communications strategy. This part of the strategy works to highlight the successes of public schools across our province. As we know, despite the various challenges faced in public schools, there are incredible things happening in our classrooms!

Our first story looks at Alumni and their Achievements and features the accomplished Doug Stollery. You will find more details in this edition of *The Advocate*. If you have a story about someone involved with public school education or an innovative program in your community, please email communications@public-schools.ab.ca.

The other part of our communications strategy looks at the realities public schools face, which was most recently demonstrated in our inaugural *PSBAA Snapshot*. As we received feedback from membership and monitor the responses, the Snapshot will evolve and change as needed.

The overall communications strategy itself stems from our Promote, Elevate and Protect (PEP) Public School Education initiative. PEP will continue to guide the Association and its communications, including its social media posts, newsletters, op-eds, media releases and more.

We are pleased to offer several more webinars to our members this year. Topics include AI data centres, school division AI policies, school board finances and audits. These sessions are being offered at no additional cost to the membership. More information can be found later in this newsletter.

A wonderful takeaway from the Fall Conference was exploring the fundamental building blocks to a healthy life and peak performance. Getting enough sleep, eating nutrient-rich foods and regularly exercising are not just colloquially good for you—they are scientifically proven to positively impact our performance at the Board table.

Because we are the ones governing our school divisions and making decisions that affect students' education, it's so important we show up prepared, well-rested and ready to make thoughtful decisions that prioritize student success and well-being.

As always, continue to connect with me about any thoughts you have about the Association.



Message from the Honourable Minister of Education and Childcare

With the school year underway, I want to thank all members of the Public School Boards' Association of Alberta for your hard work supporting students and staff across the province.

Alberta students have much to be proud of, and so do the teachers, school leaders, families and communities who support them every day.

The 2025 Programme for International Student Assessment (PISA) results demonstrate the strong achievement of Alberta students in reading, mathematics and science. Alberta students exceeded the OECD average in all three subjects, with particularly strong results in reading and science.

These results are encouraging, but we know our work does not stop here. Broader trends in student achievement remind us of the importance of continuing to strengthen learning in Alberta. By building on what is working and focusing on areas where students need additional support, we can help more students develop the knowledge and skills they need to succeed.

That is why our focus remains on strengthening student achievement and ensuring students who are struggling receive support as early as possible.

One important tool is literacy and numeracy screening. This school year, we expanded screening to grades 4 and 5, while continuing the program from kindergarten to grade 3. These screeners help teachers identify learning needs earlier so students can receive targeted support before small gaps in learning become bigger challenges.

We are already seeing encouraging signs. Early year-over-year reporting from school authorities shows that between 30 and 41 per cent of students who were identified as needing additional support were no longer identified as needing that support when screened again a year later.

We are also continuing Alberta's K-12 curriculum renewal, with new K-6 curriculum fully implemented this school year, and more than 2,300 teachers registered to pilot draft grades 7-9 curriculums.

Alberta students have shown what they can achieve, and that achievement reflects the dedication of educators and school communities across our province. We want to build on that achievement and help every student reach their full potential. By identifying learning needs earlier, providing students with the right supports and maintaining a strong focus on foundational knowledge and skills, we can help every student build the foundation they need for future success.

Thank you for your continued leadership and commitment to Alberta's students and public education.

Demetrios Nicolaides ECA PhD
Minister of Education and Childcare

Alberta

Board Chair Message

Career Exposure Summer Camps

CHRISTINE PECK
BOARD CHAIR

Northern Gateway Public Schools offered another amazing Career Exposure Summer Camp in July. These courses offer hands-on learning to students in grades 9 through 12.





Many students benefit from the unique programming, and are able to complete courses and earn high school credits while developing practical skills and exploring potential career pathways. We had 154 participants in the first week, and 147 in the second week. The planning is already underway for Summer 2027!

Route 43 Teacher Training

We are also very excited about our partnership with Northwestern Polytechnic (NWP), to offer Route 43 Teacher Training. This program brings NWP's Bachelor of Education to our students. We currently have 17 students from our communities enrolled in this innovative collaboration. Students take part in both in-person and remote courses through NGPS facilities and their practicum placements are in NGPS classrooms. New accessible education pathways are crucial for supporting rural students in post-secondary opportunities.



Compass Leadership Groups

To ensure our staff is supported across our division we offer Compass Leadership Groups. An internal leadership development opportunity for teachers, assistant principals, and principals, the groups meet throughout the year and offer mentorship and sharing from senior staff members. Building future educational leaders within our division ensures our values are maintained and sets Northern Gateway Public Schools up for continued success!

Our board is committed to offering staff and students a place to realize their value, and discover their talents. At Northern Gateway Public Schools we are learning for life. Together.

Northern Gateway
Public Schools

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA®

FALL CONFERENCE AND ANNUAL GENERAL MEETING RECAP



Lieutenant Governor Lois E. Hole Dinner and Lecture

The Association held another successful dinner in honour of former Lieutenant Governor, Public School Trustee and education advocate Lois E. Hole. Attendees generously donated more than $2,400 to the Lois Hole Hospital for Women, and five lucky winners took home several books in her memory. A band and choir from the Victoria School of the Arts also gave a spectacular performance. Dylan Bressey, President of Alberta Municipalities, was the guest lecturer. He discussed how important it is for municipalities and public school boards to work together to support student success.

Morning Professional Development Session

Human Physiologist and Scientist Dr. Greg Wells. Dr. Wells translates complex science into practical strategies to help people craft healthy, sustainable high performance. For public school boards and the schools they serve, this means enhanced decision-making for trustees, informed strategies for staff and enriched learning for students.





Afternoon Professional Development Session

Motivational Speaker Jody Urquhart! She helps leaders and organizations navigate change, pressure and the very human habits that can make both more difficult. Known for combining humor with practical insights, attendees learned how to deal with conflict in a constructive way, whether at the Board table, at school division engagement events or within their communities.

Annual General Meeting

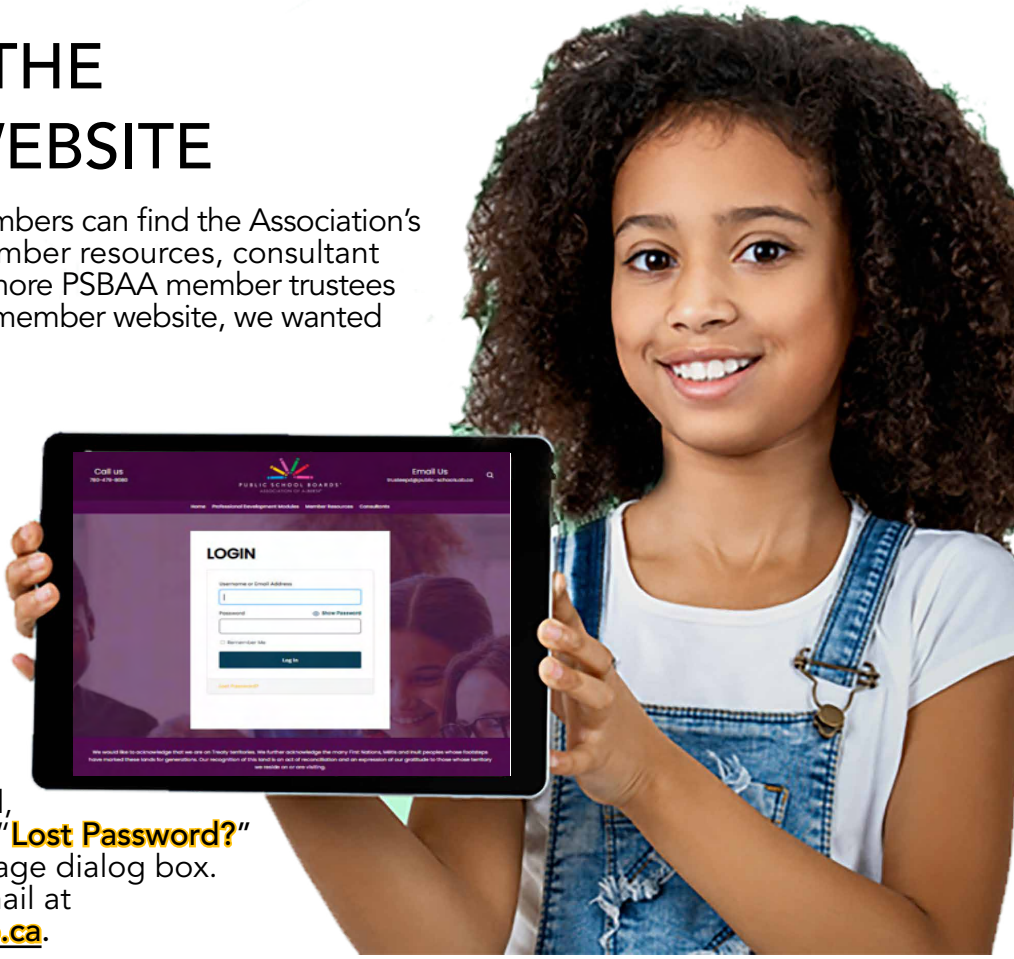
At the Meeting, members heard reports from the Board of Directors and CEO, a presentation on the Association's 2027 Budget and elected members for the ***PSBAA Board of Directors***.



Aspen View Public Schools won the draw for a free registration at the PSBAA's upcoming Spring General Assembly. Many attendees also won gift baskets and door prizes that were generously given by member school boards.

Attended the Fall Conference and AGM?
Complete the feedback survey now!

HOW TO ACCESS THE PSBAA MEMBER WEBSITE



As announced in spring 2026, PSBAA members can find the Association's professional development modules, member resources, consultant brochure and more—all in one place! As more PSBAA member trustees and senior administrators use the PSBAA member website, we wanted to provide some helpful information:

- The **PSBAA member website** (psbaa-trusteepd.ca) can be accessed on the PSBAA main website (public-schools.ab.ca) by clicking Member Login in the top menu.
- The login page will ask for your username and password. Your username is in the format FirstName.LastName or you can use your email address.
- If you have forgotten your password, you can always reset it through the "**Lost Password?**" button at the bottom of the login page dialog box. If this does not work, send us an email at **communications@public-schools.ab.ca**.
- We have a **handy video** that also takes you through the login process for the PSBAA member website.

PSBAA member trustees, superintendents, secretary-treasurers, communications officers, and executive assistants can access the Association's member website. If you have staff changes, please let us know so we can update our user information.

Don't know if you have an account? Have other questions? Email the PSBAA office

Heads up! Perkopolis Accounts for PSBAA Members Are on the Way

As announced at our 2026 Fall Conference and Annual General Meeting, the PSBAA has partnered with **Perkopolis** to bring member school boards deals and discounts for many organizations, including those in the entertainment, travel and lifestyle industries.

All trustees and school division staff that are members of the PSBAA will be able to make a Perkopolis account. That includes your teachers, your educational assistants—anyone with a school division email address!

Keep an eye on your email inboxes. On November 2, the PSBAA plans to send a direct email to school boards with information on how staff can register for their Perkopolis accounts. There is no cost to create an account. This is a benefit the PSBAA is offering to its members.

Upcoming Events

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA®

Public School Boards' Council Event

Nov. 13-14, 2026

DoubleTree by Hilton Hotel West Edmonton

NOVEMBER PSBC IS THE PLACE TO BE!

We're excited to host another **Public School Boards' Council (PSBC)** event this November. We begin with a Professional Development Day full of thought-provoking sessions:

- Parkland School Division will present on Board Meeting structure and governance—key to efficient and accountable decision-making.
- Rob Skrypnek, Executive Lead, Planning and Quality, and staff from Primary Care Alberta will share how healthcare and public school education intersect and its importance to student well-being.
- The Metis Settlements General Council will speak about public school education from the unique context of Métis students, staff, families and communities.
- Buffalo Trail Public Schools will discuss their alumni promotion campaign Where Are They Now?
- Closing out the evening, Tanya Saumure, President of the Fédération des conseils scolaires francophones de l'Alberta, will provide insight into Alberta's francophone education and opportunities as education partners.

The last day of the event is the PSBC Meeting. PSBAA member representatives from across the province will gather to discuss topics important to public school education. As a member-driven organization, the Association uses the input from these meetings to inform its actions throughout the year.

Learn More and Register!

The Faces and Voices of Public School Education: A Message from Doug Stollery

As part of the PSBAA's Promote, Elevate and Protect (PEP) Public School Education initiative, the Association is pleased to begin sharing some of the faces and voices of public school education. Our first story focuses on alumni and their achievements.

We're honoured to feature the one and only Doug Stollery. Doug is one example of someone who began as a public school student and has accomplished so much in their lifetime.

You'll find more details about the initiative on our main website. And stay tuned for the posts we'll share on our social media platforms.

Learn more

Board Chair Message

LUCI HENRY
BOARD CHAIR



Indigenous students at Wolf Creek Public Schools (WCPS) are engaging in new cultural programs that provide immersive, hands-on experiences at school.

Taught alongside WCPS Elders and Knowledge Keepers, with the support and guidance of the WCPS Indigenous Education and Reconciliation team at the Division, 'Culture Camps' aim to bridge youth to traditional teachings and empower cultural identity.

Culture Camps immerse students in topics such as Métis history, traditional crafts and games, traditional dance, tipi teachings, and medicine wheel teachings.

Schools across the Division were invited to bring their students together for the Culture Camps, hosted in Ponoka, Lacombe and Blackfalds. In September, for example, Indigenous students from Mecca Glen School, Bluffton School and Rimbey Elementary School and Rimbey Junior Senior High School, travelled to Ponoka Elementary School for the Culture Camp. The WCPS Indigenous Education and Reconciliation team organized the transportation so the schools could participate.

Wolf Creek Public Schools
Creating Success For All Learners

WCPS Culture Camps give Indigenous students hands-on learning experiences at school

The students are taken through an array of circles focusing on cultural topics taught directly by Elders, Knowledge Keepers, and Indigenous teachers. This is the first year the WCPS Indigenous Education and Reconciliation team have implemented this type of opportunity for the students.

For Maskwacis Cree Elder Josephine Small, engaging youth in cultural teachings at the Culture Camps is rewarding.

"Carrying out the Truth and Reconciliation Calls to Action in this way, I feel, has reached far more students than we could have imagined instead of being in a classroom setting," she said.

"I would like to include all staff and teachers in this method of sharing our truth and knowledge. Hai, Hai."

Maskwacis Cree Elder Bert agrees that students are being guided back to their cultural identity.

"I can feel something," he said.

"The blood memory is waking up for these students. Blood memory is real and it continues to flow, but the students need to understand by feeling it."

The WCPS Indigenous Education and Reconciliation team will continue to implement Culture Camps, as well as another version of cultural teachings called "Mini Camps" throughout the Division. Alongside the Elders and Knowledge Keepers, they will continue to engage students, staff and school administration throughout the school year.

ASEBP MyRetiree Plan | Fall Retirement Seminar for Elected School Trustees

Retirement on your mind? ASEBP is hosting an upcoming Retirement Seminar specifically for elected school trustees, on November 26, 2026, from 5 – 6:30 p.m.

As you plan for the future, this seminar will provide practical information to help you prepare for retirement with confidence.

Join a benefits specialist online to learn about retirement benefits, flexible coverage options, key features of the MyRetiree Plan, including no stability clause and no age cap, eligibility criteria, and more.

Whether you are planning to retire this year or in a few years, ASEBP is here to support you through your retirement planning journey. You can register for the session on ***ASEBP's website here***.



ALBERTA RURAL education symposium

ALBERTA RURAL EDUCATION SYMPOSIUM

REGISTRATION OPENING SOON

FEBRUARY 28 - MARCH 2, 2027

River Cree Resort and Casino

albertaruraleducation.ca





Student Transportation: One of Education's Most Regulated Services

When people think of highly regulated professions, they often think of healthcare, policing or aviation. Few realize student transportation operates under an extensive framework of federal, provincial and industry regulations.

School transportation departments are accountable to legislation such as the *Traffic Safety Act*, Occupational Health and Safety legislation, National Safety Code requirements, School Bus Operation regulations, privacy legislation, vehicle safety standards, and numerous insurance and risk management requirements. Transportation departments must also maintain documentation, conduct inspections, participate in audits and demonstrate compliance on an ongoing basis.

In fact, transportation has been described as one of the most legislatively dense operational departments within a school division. School divisions must continually adapt to evolving regulations and increasing accountability expectations.

This complexity is why transportation leadership requires specialized expertise. Behind every route, bus stop and daily trip is a team working diligently to ensure regulatory requirements are met while maintaining safe and efficient service for students and families.

Student Transportation Association of Alberta

PSBAA Consultant



Melissa Jones

★★★★★

Melissa is an experienced educational leader with more than 20 years of experience in education and over 15 years in leadership roles across school, non-profit and provincial association contexts. As former CEO of the Alberta Foster and Kinship Association, she led complex organizational initiatives involving governance, strategic planning, stakeholder engagement and organizational change. Through Blue Robin Consulting, Melissa brings a strengths-based, relational and practical approach to leadership, governance and organizational improvement, with a strong commitment to meaningful engagement, collaborative decision-making and helping boards and organizations turn shared priorities into purposeful action.

Learn more!

PSBAA PD Modules

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA®

Are you practicing effective governance? It's the perfect time to learn more or give yourself a refresher with two of the PSBAA's professional development modules!

Module 15 — What Makes a Great Board Chair?

Explore the skills and knowledge that contribute to being an effective Board Chair and the Chair's role and responsibilities. This module is perfect for current Board Chairs and Vice-Chairs, in addition to any Trustee considering the position for the future.

Module 17 — Trustee Code of Conduct

Delve into the benefits of a Trustee Code of Conduct, the legal context related to a Code of Conduct, the components of an effective Code of Conduct and the processes in dealing with an alleged breach of a Code of Conduct.

*Already done these modules? There are **19 others to complete!***
*Finished the entire module program? Take a look at our **orientation webinars!***

PSBAA Upcoming Webinars

The Association is excited to offer several upcoming webinars to its member school boards. All webinars will take place virtually.

Data Centres, AI and Public School Boards

Wednesday, November 18
7 p.m. to 8:30 p.m.
Register now

PD Module Discussion: School Board Finances and Audits

Thursday, November 26
7 p.m. to 9 p.m.
Register now

Alberta Safer Schools Initiative Webinars

Webinar #1: Assessing School Security

Thursday, November 12
12 p.m.
Learn about evaluating current security measures, identifying potential gaps and establishing priorities for improvement.
Register now

Webinar #2: Designing the Layers of School Safety

Thursday, January 14
12 p.m.
Explore how multiple layers of security can work together to create safer, more resilient learning environments.

Registration details will follow Webinar #1.

Good News Story



In rural communities, great things happen when students are known, supported and given the opportunity to grow.

There's something special about a small rural school. It's more than a place where students go to learn; it's a place where relationships blossom, community connections flourish and programming reflects local needs.

Across **Grasslands Public Schools**, rural schools are demonstrating a meaningful education is not measured by the size of a school, but by the opportunities, encouragement and connections it provides.

In a world that often moves quickly, rural schools offer many benefits. Smaller class sizes can allow for more individual attention and an atmosphere where children can build confidence and feel a sense of belonging. When students feel connected to their school community, they have a stronger foundation from which to explore, learn and discover their potential.

SMALL SCHOOLS, BIG OPPORTUNITIES: THE HEART OF RURAL EDUCATION

But the rural school experience extends far beyond the classroom.

With opportunities for hands-on learning, outdoor exploration, agriculture and trades at select schools, students can connect what they learn in class to the world around them. These experiences help bring education to life, encouraging curiosity, creativity, problem-solving and an appreciation for the communities in which they live.

Rural schools also have a unique way of bringing people together. Families, educators and community members often share a strong connection to the school, creating an environment where students are supported by people who care about their success. These relationships help foster not only academic growth, but also responsibility, resilience and a sense of community pride.

For families considering their educational options, a rural school can be a wonderful fit. A smaller learning environment, wide-open spaces and unique programming opportunities can provide a strong foundation for a child's educational journey.

Grasslands Public Schools is inviting families to discover what rural education can offer. With rural schools serving communities throughout Alberta, these opportunities are an important part of the province's educational landscape.

Sometimes, the biggest opportunities can be found in the smallest schools.

And when a public school gives students the space to grow, the support to succeed and the confidence to dream, the impact reaches far beyond the classroom. It helps build stronger families, stronger communities and a brighter future for Alberta.

LEARN MORE!



MEMBER SATISFACTION SURVEY 2026

We want to hear from you! Conducted every two years, the PSBAA distributes its Member Satisfaction Survey out to gather valuable input about overall satisfaction with Association events, professional learning, communications and more.

Complete the Survey Now!

Open until Friday, November 6

Those who fill out the survey may be entered for a chance to win a prize at the 2027 Spring General Assembly.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA®

2027 SPECIAL RECOGNITION AWARDS NOMINATIONS

It's that time of year again! Time to shine a spotlight on the hardworking Public School education advocates in your community who deserve to be recognized for their efforts. We have many Special Recognition Awards for members to look at for nominations:

- *Advancing Association Business and Initiatives*
- *Dick Baker Legacy Award*
- *Promoting and Advancing the Calls to Action of the Truth and Reconciliation Commission of Canada in Education within Alberta*
- *Special Contribution to Public Education*
- *Special Contribution to Public Education: Media*
- ***NEW** Special Contribution to Public Education: Business*
- ***NEW** Special Contribution to Public Education: Senior Administration*
- ***NEW** Special Contribution To Public Education: Technology*

Nomination forms with all the qualification information required are available on the PSBAA member website. If you've forgotten your password, you can always reset it by clicking "Lost Password?" at the bottom of the dialog box on the login page.

Nomination deadline is March 31, 2027.

Access the nomination forms on the PSBAA member website.



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ARTICLES OF POTENTIAL INTEREST - Click on the links below

ALBERTA

A year after historic strike, more teachers are in Alberta classrooms. Has it helped?
Alberta school trustees should stay in their lane
ATA seeking clarity from province on immigration questions
Edmonton Public Schools looks to help non-resident students enrolled
Lethbridge Elementary School Designated As International Spanish Academy
Medicine Hat student creates free scholarship website for Alberta students, gains provincial attention
Medicine Hat, Grasslands representatives elected to Alberta Public School Boards Association
New regulations on flags flown at Alberta schools to take effect in January
Northern Alberta students walk out to protest teacher's post about residential schools
Opinion: Students with learning disabilities need inclusion
Safety in the classroom: Calgary Fire appeals to educators, parents and students for their continued partnership in annual School Fire Drill Program
Three Wainwright High teachers win PM's teaching award
UCP fall agenda prioritizes 'merit' hiring, data centres, standardizing report cards

CANADA

'Whose stories are allowed to exist?' Midland teacher raises alarm over book bans
2026 Municipal election: What do school trustees do?
Regina Public Schools unveils three-year Indigenous education plan
What you should know before voting for Yellowknife school trustees
Why you should vote for your school board trustee in Hamilton's municipal election
Youth as Changemakers award celebrates road safety advocates

USA

A Shooting Strikes an Elementary School. Some Doubt Policy Change Will Follow
ChatGPT's 'Teen Mode' Is Unsafe for Students, Report Concludes
For Students Walking to School, the Route Can Be Deadly. What Can Make It Safer?
Teachers' Unions Face More Competition for Influence in School Board Elections

GLOBAL

Concerns about social media's negative impact are growing



PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA®

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PUBLIC SCHOOL BOARDS'
ASSOCIATION OF ALBERTA®

Oct. 30, 2026

Honourable Martin Long
Minister of Infrastructure
419 Legislative Building
10800-97 Ave.
Edmonton, AB. T5K 2B6

Dear Honourable Minister Long:

Re: Response to school board concerns regarding the new school ownership model

On behalf of the Public School Boards' Association of Alberta (PSBAA), thank you for listening to school board concerns and revising the Real Property Governance New School Ownership Model to exclude playgrounds and playing fields from Crown ownership.

As outlined in your Ministry's updated Frequently Asked Questions, this adjustment recognizes the important role of local partnerships in developing, funding, maintaining and managing these spaces. Playgrounds and playing fields support student learning, physical activity and community connection. They also reflect substantial contributions from school boards, municipalities, parent groups and community volunteers.

Maintaining existing local ownership and management arrangements helps preserve these relationships and addresses practical concerns about maintenance, liability and continued community access. We appreciate your Ministry's willingness to consider the operational realities raised by school boards and respond with a meaningful change.

Local autonomy is essential to effective public school board governance. Locally elected trustees are accountable to the communities they serve and bring direct knowledge of student needs, community priorities and local partnerships. Preserving school boards' authority to make decisions about the facilities and spaces that support education enables them to respond to those needs and remain accountable for the outcomes. This revision recognizes the value of local decision-making, and we encourage your Ministry to uphold that principle throughout implementation of the new ownership model.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

This revision also demonstrates the value of constructive engagement between government and locally elected school boards. Thank you as well to your Ministry staff for their work with school jurisdictions, municipalities and stakeholder associations throughout this process.

The PSBAA looks forward to continued dialogue as implementation proceeds, ensuring that school boards' experience and local knowledge help inform workable arrangements that serve students and communities.

To that end, we would welcome the opportunity to discuss under-used school property, the ownership and leasing of school buildings, joint use agreements and community use of school facilities. Addressing these matters together would help ensure public assets are used effectively and school infrastructure continues to support both students and the communities around them.

Thank you for your responsiveness and your commitment to working with Alberta's public school boards.

Sincerely,

L. Stewart

Dr. Lorraine Stewart
President, Public School Boards' Association of Alberta

cc: Honourable Demetrios Nicolaides, Minister of Education and Childcare
James Johnson, Chief of Staff, Minister of Education and Childcare
Board of Directors, PSBAA
Member Boards, PSBAA
Troy Tait, Chief Executive Officer, PSBAA