

Board Meeting Agenda

Board of Trustees

Board Chair: Saadiq Sumar

Vice-Chair: Linda Lindsay

Nickela Anderson

Sarah Doll

Melanie Hoffman

Julie Kusiek

Holly Nichol

Sherri O'Keefe

Jan Sawyer

Tuesday, June 16, 2026

2 p.m.

McCauley Chambers, Centre for Education
1 Kingsway NW, Edmonton AB T5H 4G9

A. Land Acknowledgement

B. O Canada

C. Recognition of National Indigenous Peoples Day

D. Roll Call

E. Approval of the Agenda

F. Communications from the Board Chair

G. Communications from the Superintendent of Schools

H. Approval of the Minutes

1. DRAFT – Board Meeting – June 9, 2026

I. Comments from the Public and Staff Group Representatives on items on the Meeting Agenda

*NOTE: To speak under this item, pre-registration with the Board Office (780-429-8443) is required by **NOON on TUESDAY, JUNE 15, 2026**, to reserve a speaking time.*

J. Comments from the Public and Staff Group Representatives on Educational Topics (One Board meeting per month.)

*NOTE: To speak under this item, pre-registration with the Board Office (780-429-8443) is required by **NOON on TUESDAY, JUNE 15, 2026**, to reserve a speaking time.*

K. Reports

2. Locally Developed Courses
(Recommendation)
3. Governance and Evaluation Committee Work Plan Summary
(Information)
4. Delegation of Authority - 2026 Summer Recess
(Recommendation)

L. Other Committee, Board Representative and Trustee Reports

M. Trustees and Board Requests for Information

N. Notices of Motion

O. Meeting Dates

P. Adjournment

Board Meeting Minutes

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta, held in the Centre for Education McCauley Chambers on Tuesday, June 9, 2026, at 2 p.m.

Present

Trustees	Nickela Anderson, Sarah Doll, Melanie Hoffman, Julie Kusiek, Linda Lindsay, Holly Nichol, Sherri O’Keefe, Jan Sawyer, Saadiq Sumar		
Officials	Angela Anderson, Todd Burnstad, Grace Cooke, Andrea Cooper, Kelsey Duebel, Martin Fechner, Kathy Muhlethaler, Kent Pharis, Nancy Petersen, Cliff Richard, Carrie Rosa, Ron Thompson, Liz Yule		
Board Chair	Saadiq Sumar	Recording Secretary	Catherine Angeles

A. Land Acknowledgement

The Board Chair called the meeting to order.

The Board Chair shared that he and Trustee Nichol attended miyo-kîsikâw, or “it is a beautiful day” in Cree, hosted by Aldergrove and Belmead schools yesterday. He asked the principals for their permission to share the land acknowledgement that students Taylin and Aaron provided, with a couple of slight edits.

Tânisi (TAHN-sih) and miyo-kîsikâw (mee-yo key-see-cow). Today, as we come together to celebrate National Indigenous Month and National Indigenous Peoples Day, we want to begin by acknowledging the beautiful land beneath our feet. We acknowledge that we are gathering on Treaty 6 territory. This is the ancestral and traditional home of the Cree, Blackfoot, Nakota Sioux, Saukteaux, Dene, Inuit, Métis, and many other nations who have walked these lands for generations before us, and who continue to walk with us today. We thank this land for everything it gives us, and we promise to cherish, respect, and protect it together.

Today is an incredibly important day for our school community. We believe that true reconciliation starts right here—by listening, learning, and opening our hearts to the truth and beauty of Indigenous cultures. Hosting an event like miyo-kîsikâw gives us the beautiful opportunity to connect directly with the vibrant history, teachings, and languages that belong to this land. By participating in these traditions, we are taking an active, meaningful step forward on the path of reconciliation together.

We look around today, and our hearts are completely full. We want to share a deeply heartfelt thank you to the incredible Knowledge Keepers, Elders, singers, dancers, and community members who are here with us. To those who are visiting our school for the very first time, we welcome you with open arms and hope this is the beginning of a long, beautiful friendship.

To the many Knowledge Keepers and Elders who have returned to be with us over the past three years, seeing your faces again means the world to us. Your return shows us just how much relationships matter. It teaches us that reconciliation isn't just a single day or a lesson in a textbook—it is about building real, lasting, and trusted friendships. Thank you for your patience, your kindness, and for generously sharing your sacred stories, beautiful languages, and traditional arts with us today.

As students, we promise to carry your teachings forward with respect and care. Thank you for helping us keep these traditions alive and for showing us how to walk together in a good way.

B. O Canada

The Ross Sheppard School Concert Band video version of O Canada was played.

C. Roll Call

2:09 p.m. – The Superintendent advised that all Trustees were present.

D. Approval of Agenda

MOVED BY Trustee Nichol:

That the agenda for the June 9, 2026, Board meeting be approved as presented.

(UNANIMOUSLY CARRIED)

E. Communications from the Board Chair

The Board Chair shared that although June is a short month this year, it's an incredibly busy time of year for the Division and for Trustees. For high school students, today is the last day of classes before exam break. Elementary and junior high students are already in the thick of provincial achievement tests. Board Chair Sumar expressed well wishes to all students with PATs, diplomas, or end of term exams.

The Board Chair acknowledged that June marks Pride Month. The Division celebrated Pride Week last week from June 1st to 5th. He said it is an important time, dedicated to celebrating the 2SLGBTQQIA+ community, to advocating for equal rights, and reaffirming that students, staff, and community members have the right to express and identify themselves without fear of discrimination or violence. As part of Pride Week, the Board created and shared a video, and he thanked all of his colleagues for participating.

The Board Chair acknowledged that June is also National Indigenous History Month. During this month, the Division celebrates and recognizes the rich histories, diverse cultures, and vital contributions of First Nations, Metis peoples, and the Inuit. With Summer approaching, it's a time to reconnect with the land and continue to learn, reflect, and actively engage in the ongoing process of reconciliation or reconciliation.

The Board Chair shared that the Board has also been busy, with several Trustees attending the Public School Boards' Association of Alberta's Spring General Assembly and the Alberta School Boards Association's Spring General Meeting. He thanked the provincial associations for the rich discussion and the important professional learning offered through those general meetings.

The Board Chair shared that last week was also an opportunity to recognize the important work of the Educational Partnership Foundation, an organization that supports students with trades learning opportunities. Several participating students were recognized during the closing ceremonies. Board Chair Sumar thanked the foundation for championing these career path options for students.

The Board Chair recognized an important milestone for Escuela Mill Creek School. This year marks 25 years since the start of the Spanish Bilingual Program. In 2001, the school's enrollment had dipped to 48 students. Thanks to the hard work and dedication of a few staff and students and the support of the Board of the day and Administration, the school was able to remain open, and the program is now thriving. It's an important reminder of the incredible programs and opportunities that are offered through EPSB and the forward-thinking of staff, both past and present.

F. Communications from the Superintendent of Schools

The Superintendent thanked everyone in attendance and those watching online. He extended a warm welcome to a principal from the Superintendent's Community of Practice in Education (SCOPE), who also joined today's Board meeting Scott Markine from Donald R Getty School.

The Superintendent expressed congratulations to the Division's very own Ida Lucila, who was recently designated Edmonton's 2026-2028 Historian Laureate. The Historian Laureate designation is awarded to individuals who celebrate the heritage of the city through researching, documenting and interpreting the people, places and events that shape Edmonton. Many know Ida as a gifted storyteller who centres her work on arts and culture and shares her heritage as a Filipino-Canadian across different mediums and networks. She is also an integral part of the Division Support Services team.

The Superintendent shared that next week, along with the Board of Trustees, the Division will have an opportunity to celebrate the 2026 class of retirees. Everyone is looking forward to celebrating this massive milestone and all that the retirees have accomplished with the Division. He said goodbyes are hard, but knowing what an impact those staff members have made for thousands and thousands of students leaves him with so much gratitude. Superintendent Thompson and the Board of Trustees congratulated this incredible group and wished them well in their next adventures.

The Superintendent shared an important update regarding international travel. He made the decision to pause all international school trips and school-based exchanges for the 2026-27 school year. Some schools have already shared this information with families.

This was a decision that he did not take lightly. He understands that some of our students and families may be disappointed. These trips are often a highlight of a student’s school year and something they plan and look forward to for quite some time.

After examining a variety of factors, including operational and security factors, this decision was made out of an abundance of caution. Reported global fuel shortages, recently reported public health concerns and ongoing military conflict introduce further unpredictability and risk to international travel for our students and staff. The goal is to avoid unnecessary risk and ensure the safety of everyone across our school communities.

As the Division looks to the next school year, schools are just now beginning to evaluate and shape their travel plans. This timeline allows the Division to look critically at the evolving global climate—including recent direct security incidents experienced by our students and staff abroad and projected international travel risks.

By making a decision right now, the Division is providing certainty and clarity for families and students. Our responsibility is to be proactive rather than reactive when it comes to the safety, security and well-being of our students and staff.

Schools with booked trips have been in touch with affected families as soon as possible regarding refunds and potential alternative arrangements. Families can also reach out directly to their child’s principal for specific questions about what this means for them.

G. Approval of the Minutes

1. Board Meeting - May 26, 2026

MOVED BY Trustee Doll:

That the minutes of the Board meeting held May 26, 2026, be approved as presented.

(UNANIMOUSLY CARRIED)

H. Comments from the Public and Staff Group Representatives on items on the Meeting Agenda

There were no registered speakers for this item.

I. Reports

2. Student Senate 2025-26 Work Plan Summary
(Information)

Student Trustee Selina Lin presented the 2025-26 Student Senate Work Plan summary.

3. 2026-27 Non-Resident and Special Needs Sponsorship Fees and 2027-28 International Student Fees
(Recommendation)

MOVED BY Trustee Kusiek:

1. That the proposed 2026–2027 Non-Alberta Resident Fees and Special Needs Sponsorship Fees, as detailed in Attachment I, be approved.

(UNANIMOUSLY CARRIED)

MOVED BY Trustee Hoffman:

2. That the proposed 2027–2028 International Student Tuition Fee of \$13,500 and International Student Application Fee of \$250, as outlined in Attachment I, be approved.

Trustee Doll left the meeting at 3:05 p.m. and returned at 3:07 p.m.

MOVED BY Trustee Kusiek, the motion be postponed:

That recommendation 2 be postponed to the first board meeting in December 2026.

The Board Chair called the question on the motion to postpone.

IN FAVOUR: Trustees Doll and Kusiek

**OPPOSED: Trustees Anderson, Hoffman, Lindsay, Nichol, O’Keefe, Sawyer, and Sumar
(DEFEATED)**

There was a short break in the meeting at 3:35 p.m., and it resumed at 3:48 p.m.

MOVED BY Trustee Hoffman, the motion (recommendation 2) be amended:

That an increase of \$1,020 to the proposed 2027–2028 International Student Tuition Fee of \$13,500, in alignment with the increase to the 2026-2027 Non-Alberta Resident Fee, and International Student Application Fee of \$250, as outlined in Attachment I, be approved.

The Board Chair called the question on the amendment.

IN FAVOUR: Trustees Anderson, Doll, and Hoffman

**OPPOSED: Trustees Kusiek, Lindsay, Nichol, O’Keefe, Sawyer, and Sumar
(DEFEATED)**

The Board Chair called the question on the original motion (recommendation 2).

That the proposed 2027–2028 International Student Tuition Fee of \$13,500 and International Student Application Fee of \$250, as outlined in Attachment I, be approved.

IN FAVOUR: Trustees Anderson, Doll, Hoffman, Kusiek, Lindsay, Nichol, O’Keefe, Sawyer, and Sumar

OPPOSED: Trustee Hoffman

(CARRIED)

4. Approval of the Policy Framework Review Project Plan and First Reading of Board Policy CH.BP Framework for Policy Development and Review
(Recommendation)

MOVED BY Trustee Anderson:

1. That the Policy Framework Review Project Plan be approved as presented in Attachment I.
(UNANIMOUSLY CARRIED)

MOVED BY Trustee Anderson:

2. That Board Policy CH.BP Framework for Policy Development and Review be read for the first time.

(UNANIMOUSLY CARRIED)

5. Policy Review Committee 2026-27 Work Plan and 2025-26 Work Plan Summary
(Recommendation)

MOVED BY Trustee Anderson:

That the Policy Review Committee’s 2026-27 work plan be approved.

(UNANIMOUSLY CARRIED)

6. Belonging and Safety Division Data
(Information)

An update was provided on the findings related to students’ sense of belonging and safety across the Division.

J. Other Committee, Board Representative and Trustee Reports

No reports were submitted.

K. Trustees and Board Requests for Information

Trustee Lindsay submitted a Request for Information regarding **HEPA Filters**:

To obtain information regarding the current use, effectiveness, maintenance, and outcomes of HEPA filtration units in EPSB classrooms, in response to constituent requests for transparency on air quality and virus mitigation.

She requested the following information:

- What is the Division doing to support effective air filtration and ventilation in its schools and facilities?
- Does the Division meet all required ventilation system standards?

Staff Communication and Training

- What information has been communicated to staff regarding the use and purpose of HEPA filtration units?
- Are there resources available to staff explaining how HEPA units and extra run time of HVAC systems function and their role in improving air quality?
- What Occupational Health and Safety guidelines are in place related to indoor environmental and air quality?

Monitoring and Data Collection

- Has the Division explored the collection and tracking of indoor air quality data? What are the key considerations for implementing this practice?
- Has the Division explored the tracking of HEPA unit usage at the classroom or school level? What are the key considerations for implementing this practice?
- Are metrics such as air quality readings, maintenance schedules, and filter replacement costs systematically recorded?

Public Reporting and Standards Compliance

- Has the Division explored the sharing of specific air quality metrics with students, staff, and families? What are the considerations for implementing this practice?
- Has the Division explored the feasibility of meeting ASHRAE Standard 241- 'Control of Infectious Aerosols for Virus Mitigation'? What are the key considerations for potentially aiming to meet this standard?

L. Notices of Motion

None

M. Meeting Dates

Next Board Meeting: Tuesday, June 16, 2026, at 2 p.m.

N. Adjournment

5:10 p.m. – The Board Chair adjourned the meeting.

Sadiq Sumar, Board Chair

Kelsey Duebel, Director Board and
Superintendent Relations

DRAFT

Date	June 16, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Locally Developed Courses
Originator	Kathy Muhlethaler, Assistant Superintendent, Instructional and Strategic Division Supports
Resource Staff	Marnie Beaudoin, Vicki de Haan, Laurie Houston, Sunita Sas
Reference	Guide to Education: ECS to Grade 12 GA.BP Student Programs of Study GAA.BP Delivery of Student Programs of Study GK.BP Student Assessment, Achievement and Growth

ISSUE

Alberta Education and Childcare requires that school authorities approve locally developed courses (LDCs) by a motion of the Board of Trustees prior to implementation in schools.

RECOMMENDATION

1. That the following locally developed courses be approved for use in Edmonton Public Schools:

Elementary and Junior High School LDCs

Course Name	Course Codes	Approval Period (School Years)
Arabic Language and Culture Twelve-year (12Y) K	KGN0226	2026–2027 to 2029–2030
Arabic Language and Culture Twelve-year (12Y) 1	ELM1226	
Arabic Language and Culture Twelve-year (12Y) 2	ELM2226	
Arabic Language and Culture Twelve-year (12Y) 3	ELM3226	
Arabic Language and Culture Twelve-year (12Y) 4	ELM4226	
Arabic Language and Culture Twelve-year (12Y) 5	ELM5226	
Arabic Language and Culture Twelve-year (12Y) 6	ELM6226	
Arabic Language and Culture Twelve-year (12Y) 7	JHS7382	
Arabic Language and Culture Twelve-year (12Y) 8	JHS8382	
Arabic Language and Culture Twelve-year (12Y) 9	JHS9382	

Senior High School LDCs

Course Name	Course Codes	Version	Approval Period (School Years)
Arabic Language and Culture Twelve-year (12Y) 15 Arabic Language and Culture Twelve-year (12Y) 25 Arabic Language and Culture Twelve-year (12Y) 35	LDC1325 LDC2325 LDC3325	5 Credits (2026–2030)	2026–2027 to 2029–2030
Competencies in Math 15	LDC1515	3 and 5 Credits (2026–2030)	2026–2027 to 2029–2030

BACKGROUND

The *Guide to Education: ECS to Grade 12, 2025–2026* states that:

“School authorities have the flexibility to develop or acquire locally developed courses to address particular student and/or community needs. These learning opportunities complement, extend and/or expand upon provincial programs of study. Locally developed courses may be used to:

- accommodate student needs and interests
- encourage and support innovative learning and teaching practices
- address unique community priorities
- engage students who may be at risk of leaving school early
- promote successful transitions to further education by exposing students to advanced subject matter and learning environments”

RELATED FACTS

- Edmonton Public Schools acquires LDCs developed by other school authorities in the province.
- All LDCs authorized by Alberta Education and Childcare are available for acquisition at no cost.

CONSIDERATIONS and ANALYSIS

- LDCs provide unique opportunities to accommodate student needs and interests, encourage innovation in learning and teaching practices, address community priorities, engage students who are at risk of leaving school early and/or promote successful transitions to further education.
- Many LDCs support alternative programming in Edmonton Public Schools.
- LDCs support the Division Strategic Plan, with a particular focus on Priorities 1 and 2.
- The LDCs in this report are currently active in the Division.

NEXT STEPS

Upon approval of this recommendation, the Administration will make these LDCs available for Division use for the applicable approval period.

ATTACHMENTS and APPENDICES

- ATTACHMENT I Summaries of Locally Developed Courses Submitted for Approval on June 16, 2026
 ATTACHMENT II Enrolment Data for Locally Developed Courses Submitted for Approval on June 16, 2026

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Summaries of Locally Developed Courses Submitted for Approval on June 16, 2026

Arabic Language and Culture Twelve-year (12Y)

Arabic Language and Culture Twelve-year (12Y) is a course sequence that was developed by another school authority and will be acquired through Alberta Education and Childcare. It includes 5-credit courses at the high school level. It is currently being delivered at one Division school and had an enrolment of 168 students as of March 12, 2026.

Arabic Language and Culture Twelve-year (12Y) is intended for students who begin their study of Arabic and Arabic-speaking cultures in Kindergarten or Grade 1. This course sequence provides the opportunity for students to learn to use Arabic in a variety of situations and for a variety of purposes. Students in Arabic Language and Culture Twelve-year (12Y) will develop an understanding of historical and contemporary elements of Arabic-speaking cultures.

Competencies in Math 15

Competencies in Math 15 is a 3- and 5-credit course that was developed by another school authority and will be acquired through Alberta Education and Childcare. It is currently being delivered at 15 Division schools and had an enrolment of 1,098 students as of March 12, 2026.

In Competencies in Math 15, students have the opportunity to develop and enhance their understanding of mathematical concepts, procedures and skills. Students will extend their knowledge beyond performing routine operations and will be encouraged to develop a deeper understanding of mathematical concepts through critical thinking and exploration exercises. The overall aim of Competencies in Math 15 is to deepen students' knowledge and skills in order to build a strong foundation for success in high school mathematics courses.

Enrolment Data for Locally Developed Courses Submitted for Approval on June 16, 2026

Locally Developed Course/ Course Sequence Name	Enrolments 2022–2026 as of March 12, 2026				Schools offering 2022–2026 as of March 12, 2026 (Boldface indicates schools using in 2025–2026)
	22–23	23–24	24–25	25–26	
Arabic Language and Culture Twelve-year (12Y)	139	141	150	168	Grace Martin
Competencies in Math 15	777	934	1,017	1,098	amiskwaciy Academy Braemar Dr. Anne Anderson Eastglen Elder Dr. Francis Whiskeyjack Harry Ainlay Hospital Campuses J. Percy Page Lillian Osborne M. E. LaZerte Metro Continuing Education Millwoods Christian Queen Elizabeth Ross Sheppard Victoria Vimy Ridge Academy W. P. Wagner

Date	June 16, 2026
To	Board of Trustees
From	Trustee Sarah Doll, Governance and Evaluation Committee Trustee Melanie Hoffman, Governance and Evaluation Committee Trustee Sherri O’Keefe, Chair, Governance and Evaluation Committee Trustee Jan Sawyer, Governance and Evaluation Committee
Subject	Governance and Evaluation Committee 2025-2026 Work Plan Summary
Resource Staff	Catherine Angeles, Kelsey Duebel, Wanas Radwan
Reference	Trustees’ Handbook, Subsection 6.1.1 Governance and Evaluation Committee

ISSUE

The Governance and Evaluation Committee is responsible for developing and presenting to the Board of Trustees (the Board) an annual Work Plan. This report provides a summary of the work accomplished by the Committee over the 2025-2026 school year.

KEY POINTS

- The Governance and Evaluation Committee’s 2025-2026 Work Plan was approved at the [February 10, 2026](#), public Board meeting. The work plan consisted of three main areas of focus, including: The Board Self-Evaluation; the Superintendent of Schools’ Evaluation; and governance.
- The Committee updated the Board’s Self-Evaluation process, and began with a survey in June 2026. The results of this survey will be shared with Trustees and will inform phase 2, a facilitated discussion, of the evaluation process in August 2026.
- The Superintendent’s evaluation was completed with the support of an external consultant. The results were shared with the Superintendent in June 2026.
- The Committee planned the process for the development of the 2026-30 Division Strategic Plan, which was approved at the [May 26, 2026](#), public Board meeting.
- The Committee reviewed sections of the Trustees’ Handbook and provided recommendations to Caucus for the update of some sections for clarity and to support consistent processes.
- In addition to this work, the Committee conducted a survey to collect Trustee input on interest in professional development opportunities, to inform professional learning opportunities in future years.

BACKGROUND

The Governance and Evaluation Committee’s Terms of Reference were approved at the [January 17, 2017](#), public Board meeting. The Committee’s 2025-2026 work plan was approved at the [February 10, 2026](#), public Board meeting. The Committee organized its work into the following three areas of focus:

- Board Self-Evaluation

- Superintendent of Schools' Evaluation
- Governance

As this was the first year of the current Board's term, the Committee oversaw the development of the 2026-30 Division Strategic Plan.

CURRENT SITUATION

The Governance and Evaluation Committee completed the following initiatives over the course of the 2025-2026 year:

- **Board Self-Evaluation:** In recognition that this is the first year of a new Board's term, the Committee reviewed the Board's self-evaluation process and updated it to include a two-phase approach. This approach incorporates an opportunity for individual self-reflection and whole group discussion. The first phase of the self-evaluation consists of a survey, for completion in June 2026. Trustees will engage in the second phase of their self-evaluation, a facilitated discussion, in August 2026.
- **Superintendent of Schools' Evaluation:** The Committee organized the Superintendent's evaluation, which consisted of interviews with Trustees and Division Support Team members by an external consultant. The final report has been received and the Board met with the Superintendent to discuss the results in June 2026.
- **Governance:**
 - The Committee oversaw the process for the development of the 2026-30 Division Strategic Plan, which was approved at the [May 26, 2026](#), public Board meeting. This included the coordination of strategic planning sessions facilitated by an external consultant.
 - The Committee reviewed several sections of the Trustees' Handbook with the intent to identify opportunities for revision. To date, the following sections have been updated as part of this review:
 - Section 5.7.2 Enquiries and Requests for Information: Clarifying the process for Trustee Requests for Information, including the development of a criteria to support consistent processes.
 - Section 5.2.3 Comments from the Public and Staff Representatives: Updating the requirements to permit a maximum of five speakers the opportunity to speak to education topics not included on the meeting agenda during one board meeting per month.
- **Professional Learning:**
 - The Committee conducted a survey to collect Trustee input on interest in professional development opportunities, to inform professional learning opportunities in future years. The first year of the board's term was primarily focused on professional learning provided by administration focused on orientation and familiarizing the board with the Division and preparation for key board decisions. Since their election in October 2025, the board has participated in:
 - Three days of board orientation at the beginning of the term
 - Two additional board governance orientation sessions provided by a third party
 - Ten professional learning sessions provided by administration
 - Board norms and protocols development sessions provided by a third party as part of the strategic planning process

The Committee offers the following suggestions for the the prioritization of activities for the 2026-27 Governance and Evaluation Committee, for consideration:

- Planning of the fall 2026 Board retreat
- Completion of recommendations to Caucus for Handbook revisions that have not yet been approved
- Evaluation of the processes used in the development of the Strategic Plan, Superintendent evaluation, and board self-evaluation.

ATTACHMENTS

- ATTACHMENT I Governance and Evaluation Committee Terms of Reference
ATTACHMENT II Governance and Evaluation Committee 2025-2026 Work Plan

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6.1.1 Governance and Evaluation Committee

Terms of Reference approved ([January 17, 2017, Board meeting](#))

Purpose

The Governance and Evaluation Committee is responsible for assisting the Board of Trustees to conduct:

- an annual Board self-evaluation for all but the last year of each Board term for continued Board development and improved Board performance with respect to the Board's role and responsibilities;
- an annual evaluation of the Superintendent of Schools in accordance with Board Policy [FGB.BP](#) - Evaluation of Superintendent of Schools and the review and/or renewal of the Superintendent of Schools' contract in accordance with the [Education Act](#);
- a process to identify and develop a strategic plan including the priorities that will guide Division operations and the budget planning cycle for the Board's four-year term of office;
- carry out its duties and commitments in relation to the Division Priorities by making recommendations on governance-related matters;
- over the four-year term review the Trustees' Handbook for updates and current practices; and
- an annual review of the policies and procedures governing the conduct of the meetings of the Board and the administration and business of the Board, in alignment with [Board Procedures Regulation AR82/2019](#).

Composition

The committee will consist of one less than majority of Trustees, from among which a chair will be selected. The chair is responsible for leading the discussion at each committee meeting and formally reporting back to the Board, either in writing or verbally at each regularly scheduled Caucus Committee meeting, about the committee's activities.

The Superintendent of Schools will assign a member of the Administration to support the work of the committee. Additional resources may be involved as requested by the Superintendent and/or designate.

Terms of Reference

A. Board Self-Evaluation

The Board will undertake an annual Board evaluation to inform the Board's continued development and improved performance.

The Board self-evaluation process should:

- measure Board performance with respect to the Mission, Vision, Values, Division Priorities, Division Strategic Plan, the roles and responsibilities of the Board, and the principles of operation of the Board;
- assist the Board in identifying Board strengths and areas for improvement;
- provide an opportunity for Trustees to reflect on how they work collectively and as individuals with respect to the Board's mandate and role and responsibilities;
- provide an opportunity for Trustees to discuss the Board evaluation results in the context of Board development; and

- provide an opportunity to recognize the Board's accomplishments.

The committee will:

- develop and recommend to Caucus Committee:
 - a plan for the annual evaluation of the Board of Trustees;
 - a proposed Board result statement based on an analysis of the Board's self-evaluation; and
- in the last year of a term, in lieu of a Board evaluation, assist Administration in the creation of a summary document of the Board's results and work still to be accomplished to aid in the transition for the next Board.

B. Evaluation of the Superintendent of Schools

The evaluation of the Superintendent of Schools is a vital process toward creating and maintaining a healthy school division. The Board of Trustees believes that organizational outcomes must be clearly and explicitly stated to:

1. ensure the Superintendent of Schools understands what is being expected and evaluated;
2. ensure the Board understands what to expect of the Superintendent; and
3. ensure the Superintendent of Schools and the Board clearly understand their respective roles and responsibilities.

The evaluation process and supporting information sources serve to:

- help to continuously improve the functioning of the Division;
- recognize areas and trends that are showing positive change or progress;
- provide feedback to the Superintendent of Schools regarding their leadership and performance expectations in key areas;
- provide ground work for establishing future goals;
- allow the Superintendent of Schools to report on their successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals;
- enable the Board and Superintendent of Schools to engage in dialogue about results, and discuss any issues or concerns associated with the role and the evaluation process; and
- strengthen the relationship between the Superintendent of Schools and the Board.

Process

1. The committee will be responsible for:
 - a) recommending the evaluation process to be used by the Caucus Committee;
 - b) overseeing the approved evaluation process;
 - c) reporting the evaluation results to the Caucus Committee and to public Board; and
 - d) initiating a timely review and/or renewal process for the Superintendent of Schools contract of employment in accordance with the [Education Act](#) and provisions of the Superintendent's contract.
2. The evaluation process will provide the Superintendent of Schools with an opportunity to:
 - a) review all pertinent information used in the evaluation;
 - b) discuss the evaluation report with the committee chair;
 - c) include a response to the evaluation in the report to Caucus Committee; and

- d) discuss the evaluation report with the Caucus Committee.
3. Notwithstanding 1 and 2 above, if the evaluation process calls for individual Trustee evaluations of the Superintendent of Schools, the individual evaluations will be compiled and summarized for reporting purposes and destroyed once the Superintendent of Schools has an opportunity to review the compiled results.
 4. The committee Chair will provide the Board Chair with the Superintendent's evaluation report for review prior to the report being shared with the Superintendent.
 5. The Superintendent of Schools will be provided a copy of the evaluation report submitted to Caucus Committee and the final evaluation report to Board.
 6. The Caucus Committee evaluation report and Board evaluation report will be filed in the Board corporate records. The records will be accessible to the Superintendent of Schools, a Trustee for that evaluation period, or as directed by motion of the Caucus Committee.

C. Identification and Development of Division Priorities

Division priorities should fit within the scope of the Board's mandate and be few in number so that Division resources may be effectively concentrated to achieve measurable results.

After an election, following the organizational meeting, the Committee will:

- recommend and facilitate a process for each Board member to contribute to the development of the Division Priorities;
- seek student, staff, parent and community stakeholder input into the Division Priorities; and
- consider all input received and develop and recommend a Division Priorities statement to public Board for approval.

The Committee will also:

- develop Board retreat agendas and chair the retreats;
- review and monitor Board Work Plan progress;
- review at least once per term or as required, to ensure they are current and relevant:
 - the Trustee Protocols o the School Board Governance and Operations Section of the Policy Manual
 - the Trustee remuneration package o the post-election orientation process
- Develop an orientation plan for the next Board
- Seek input from other Board committees to perform this work.

Governance and Evaluation Committee 2025-26 Work Plan

PURPOSE

The Governance and Evaluation Committee is responsible for assisting the Board of Trustees to:

- conduct an annual Board self-evaluation for continued Board development and improved Board performance with respect to the Board's role and responsibilities;
- conduct an annual evaluation of the Superintendent of Schools in accordance with Board Policy [FGB.BP - Evaluation of Superintendent of Schools](#) and the review and/or renewal of the Superintendent of Schools' contract in accordance with the [Education Act](#);
- identify and develop the priorities that will guide Division operations and the budget planning cycle for the Board's four-year term of office; and
- carry out its duties and commitments in relation to the Division Priorities by making recommendations on governance-related matters.

ACTIVITIES

Board Self-Evaluation

The Committee will:

- Review the Board's Self-Evaluation Instrument to determine if any changes are required. (February 2026)
- Initiate the process for the Board Self-Evaluation. Each Trustee will be asked to complete the Board Self-Evaluation Instrument. (May/June 2026)
- With support from the Director Board and Superintendent Relations, compile and summarize the individual evaluations for reporting purposes. (June 2026)
- Provide the final Board Self-Evaluation survey results to Trustees at a meeting for discussion (September 2026)
- Prepare a summary statement of the Board Self-Evaluation results to be read at a public Board meeting. (September 2026)

Superintendent of Schools' Evaluation

The Committee will:

- Review and update the key performance areas and process for the Superintendent Evaluation. This will include a review of approaches used by other boards and discussion with the Superintendent, with consideration of the Superintendent Quality Leadership Standard and Strategic Plan. Any proposed changes to the process will require Board approval. (January 2026 – March 2026)
- Initiate the process for the Superintendent's Evaluation. (March 2026)
- With support from an external firm, compile and summarize the feedback. Provide the Superintendent an opportunity to review the Evaluation and discuss implications with the Committee Chair. (May 2026)
- Submit the final Superintendent's Evaluation results and a report to the Caucus Committee, which includes a response to the evaluation from the Superintendent. (June 2026)
- Prepare a summary statement of the evaluation results to be read at a public Board meeting. (September 2026)
- If needed, work with the Policy Review Committee on Board-governance-related policy in the Trustee's Handbook by providing content recommendations to the Policy Review Committee on existing Board Policy [FGB.BP - Evaluation of Superintendent of Schools](#).

Governance

The Committee will:

- Develop schedules for Board off-site meetings, generative discussions and professional learning sessions, along with agendas and facilitation plans for each. (December 2025, with updates as needed)
- Oversee the development of the Division Strategic Plan 2026-29 (January - June 2026)
- Consider the implementation of an evaluation framework for the Board's Strategic Plan and/or policies (January 2026)
- Update the Terms of Reference (June 2026)
- Review and monitor the Board work plan progress (ongoing)
- Continue with updates/revisions to the Trustees' Handbook as needed (ongoing)

REQUESTED RESOURCES

- Staff to assist in the development of the Strategic Plan and Trustees' Handbook updates will be required. The Committee will have support from the Director Board and Superintendent Relations to define the scope of work and required resources. Funds for stakeholder consultation have been allocated in the current budget.
- Funds for engaging external consultation on revisions to the Superintendent's evaluation have been allocated in the current budget.

Date	June 16, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Delegation of Authority - 2026 Summer Recess
Originator	Kelsey Duebel, Director Board and Superintendent Relations
Reference	Board Procedures Regulation Education Act

ISSUE

Each year, at the conclusion of the last scheduled public Board meeting prior to the summer recess, the Board delegates authority to the Superintendent of Schools to make decisions on behalf of the Board during the summer recess.

RECOMMENDATION

1. That in accordance with Section 3 of the *Education Act* Board Procedures Regulation, any special Board meetings during the 2026 summer recess be at the call of the Board Chair or, in their absence, the Board Vice-Chair.
2. That in accordance with Section 52(1) of the *Education Act*, effective immediately following the June 16, 2026, Board meeting, delegation of authority to the Superintendent of Schools to make decisions during the 2026 summer recess on behalf of the Board be approved.
3. That a report of all such decisions be brought to the first public Board meeting in the fall of 2026.

BACKGROUND

The first recommendation provides for the calling of special Board meetings during the summer recess in the event that special meetings are necessary for Trustees to address critical matters.

The second recommendation is intended to cover other matters which normally would come to the Board but which the Board is authorized to delegate under Section 52(1) of the *Education Act*.

RELATED FACTS

- The delegation of authority is effective immediately following the June 16, 2026, Board meeting.

CONSIDERATIONS and ANALYSIS

Should a special Board meeting be required, the Superintendent of Schools will contact the Board Chair or, in their absence, the Board Vice-Chair.

KD:ca