



Grande Yellowhead Public School Division

BOARD OF TRUSTEES

A G E N D A

October 23, 2024

Meeting Number 3

OUR VISION

Our Division endeavours to provide each Grande Yellowhead Public School Division (GYPSD) student with the opportunity to fulfill their potential and pursue their dreams.

OUR MISSION

Every GYPSD student will graduate with the knowledge and skills to pursue their post-secondary goals.

OUR PRIORITIES

Student Learning
Teacher, Support Staff, and Leader Excellence
Community Engagement
System Health and Wellness

Public Session: 10:00 AM

Livestream GYPSD Public Board Meetings at:

https://www.youtube.com/channel/UC0YSXQleW7cJiFz_rY2ioQA/featured

For information regarding the Public Board meeting, please contact Dr. Kelly Harding at 780-225-8949 or by email at: kellhard@gypsd.ca.

BOARD OF TRUSTEES REGULAR MEETING

October 23, 2024

Meeting #3, 10 am

A G E N D A

1. CALL TO ORDER

- 1.1. National Anthem
- 1.2. Land Acknowledgement
- 1.3. Announcements
- 1.4. Changes to the Agenda
- 1.5. Approval of the Agenda

2. APPROVAL OF MINUTES

- 2.1. Minutes of Regular Board Meeting of September 18, 2024 ([click here](#))

3. BUSINESS ARISING FROM THE MINUTES

4. DELEGATION / PRESENTATION

- 4.1. ATA Local - None
- 4.2. CUPE Local - None

5. SPOTLIGHT ON STUDENTS - Ecole Mountain View

6. PUBLIC COMMENT PERIOD

7. ACTION ITEMS

- 7.1. Old
- 7.2. New
 - 7.2.1. Board Letter of Support – Permanent Temporary Housing in Jasper ([click here](#))
 - 7.2.2. Board Letter of Support – Northern Rockies Museum ([click here](#))
 - 7.2.3. Payment – \$500,000 Deductible for Insurance Claim Jasper Fire ([click here](#))
 - 7.2.4. Payment – Transfer of \$4,500,000 provincial recovery funds to Jasper Contractor ([click here](#))

8. BOARD CHAIR REPORT

- 8.1. Correspondence and Information
 - 8.1.1. Responses to Advocacy Letters
 - 8.1.1.1. SLS Grant Allocation
 - 8.1.1.2. Dual Credit Feedback

- 8.1.2. Fulham Area Stakeholder Engagement
- 8.1.3. Superintendent Search

9. SUPERINTENDENT REPORT

- 9.1. Superintendent Report ([click here](#))

RECESS BREAK

10. ADMINISTRATION REPORTS

- 10.1. Division Department Update ([click here](#))
- 10.2. 2024/25 Student Enrolment Report ([click here](#))
- 10.3. Literacy and Numeracy Report ([click here](#))
- 10.4. Transportation Operations Report ([click here](#))

11. TRUSTEE/COMMITTEE REPORTS

- 11.1. Trustee Connections to Board [Governance Work Plan Calendar](#)
- 11.2. Board Policy Committee
- 11.3. Recognition of Employees Committee
- 11.4. Board Planning Seminar Committee
- 11.5. Board Negotiations Committee
- 11.6. Board Representatives:
 - 11.6.1. PSBAA
 - 11.6.2. ASBA Zone 2/3

12. FUTURE BUSINESS

- 12.1. Meeting Dates
 - Open to Public:*
 - November 20, 2024, Public Board Meeting (10 am)
 - Closed to the Public:*
 - November 20, 2024, Committee of The Whole Meeting (9 am)
- 12.2. Notice of Motion
- 12.3. Future Agenda Items

13. CLOSED SESSION (Land, Legal, Labour)

14. ACTION IN RESPONSE TO CLOSED SESSION

15. ADJOURNMENT

Minutes of the Regular Board of Trustees Meeting of
Grande Yellowhead Public School Division

Meeting Number 2

September 18, 2024 – 10:00 a.m.

Education Services Center, Edson, AB

<https://www.youtube.com/@grandeyellowheadpublicscho2377>

TRUSTEE ATTENDANCE:

M. Bobilek	Present
S. Caputo, Vice-Chair	Present
F. Fowler	Present
D. Karpluk, Chair	Present
J. Mines	Present Virtually
Y. Oshanyk	Absent
J. Pettitt	Present

ADMINISTRATION ATTENDANCE:

Dr. Lewis, Superintendent of Schools
Dr. Parsons, Interim Superintendent of Schools
Dr. Harding, Assistant Superintendent – Division Services and Supports
C. Aschenmeier, Assistant Superintendent – Division Services and Supports
M. Auriat, Assistant Superintendent – Human Resources
J. Lin, Secretary-Treasurer
L. Liu, Director of Finance
C. Van Neck, Director of Transportation
N. Gilks, Director of Communications and Special Projects
K. Brook, Senior Executive Assistant
L. Lee, Director of Information Technology
A. Corser, Teacher Consultant

DELEGATIONS PRESENT:

School Administration/Staff/Students: Debra Boos, Jessie Smeall, Kayleigh Von Breen, Nicole Rutley

Parent: Freya Fourny

CALL TO ORDER

Chair Karpluk called the meeting to order at 1000 hours.

NATIONAL ANTHEM

LAND ACKNOWLEDGEMENT

ANNOUNCEMENTS

- Acknowledgement to all the students and staff contributing to the Terry Fox Foundation
- September 27, 2024 is Orange Shirt Day
- September 30, 2024 is National Day for Truth and Reconciliation
- Saturday, October 5th is the 30th Anniversary of World Teachers' Day
- Introduction of Dr. Dennis Parsons, the Interim Superintendent of Schools

CHANGES TO THE AGENDA

None.

2024-127

APPROVAL OF THE AGENDA

Trustee Fowler moved that the Board approve the agenda.

Carried

2024-128

APPROVAL OF THE MINUTES

Trustee Karpluk moved that the Board approve the minutes of the Public Board Meeting of July 29, 2024.

Carried

2024-129

August 1, 2024 Special Board Meeting Minutes

Trustee Karpluk moved that the Board approve the minutes of the Public Board Meeting of August 1, 2024.

Carried

2024-130

Trustee Karpluk moved that the Board approve the minutes of the Public Board Meeting of August 5, 2024 at 11:00 a.m.

Carried

2024-131

Trustee Karpluk moved that the Board approve the minutes of the Public Board Meeting of August 5, 2024 at 12:30 p.m.

Carried

2024-132

Trustee Karpluk moved that the Board approve the minutes of the Public Board Meeting of August 12, 2024.

Carried

2024-133

Trustee Karpluk moved that the Board approve the minutes of the Public Board Meeting of August 21, 2024.

Carried

BUSINESS ARISING FROM THE MINUTES

None.

DELEGATION / PRESENTATION

None.

SPOTLIGHT ON STUDENTS

UFLA (University of Florida Literacy Institute) Reading Intervention Demonstration – École Westhaven Elementary School Principal Debra Boos

The Public Board Meeting recessed at 1041 hours.

The Public Board Meeting reconvened at 1048 hours.

PUBLIC QUESTION PERIOD

None.

ACTION ITEMS

2024-134

Grande Cache Library Hours of Services

Trustee Mines moved that the Board of Trustees approve a request to amend the joint use agreement in Grande Cache for the Library’s Hours of Services.

Carried

2024-135

Borrowing Resolution

Trustee Fowler moved that the Board authorized the borrowing of up to \$400,000 with ATB Financial for the 2024/25 school year.

Carried

BOARD CHAIR REPORT

Chair Karpluk Shared:

- Jasper Schools Opening

SUPERINTENDENT’S REPORT

Superintendent Lewis reported on all the activities she has been leading since the last Public Board meeting on August 21, 2024.

ADMINISTRATION REPORTS

Division Operations: Department Updates

The Board received a presentation from all department heads on the work that was carried out since the last Public Board Meeting on August 21, 2024.

TRUSTEE REPORTS

Connections to Board Governance Work Plan Calendar

None.

Board Policy Committee

Met yesterday, had a very good discussion around Policies 8 and 17

Recognition of Employees Committee

None.

Board Planning Seminar Committee

None.

Board Negotiations Committee

None.

Board Representatives

- **PSBAA – Work Plan Update**
 - PSBAA Fall General Meeting Registration is now open.
- **ASBA Zone 2/3**
 - Meeting this Friday, then there is a Board Chair and Superintendent meeting in Calgary next week.

FUTURE BUSINESS

Meeting Dates

Board – Open to Public

October 23, 2024 Public Board Meeting (10:00 a.m.)

Committees – Closed to Public

October 23, 2024 Committee of the Whole Meeting (9:00 a.m.)

Notice of Motion

None.

Future Agenda Items

- Board Chair Karpluk is requesting information regarding Jasper and the Temporary Housing Situation
- Trustee Pettitt is requesting information regarding registration numbers

2024-136

Closed Session

Trustee Caputo moved that the Board go into Closed Session at 1151 hours.

Carried

2024-137

Out of Closed Session

Trustee Bobilek moved that the Board come out of Closed Session at 1206 hours.

Carried

2024-138

ADJOURNMENT

Trustee Fowler moved for adjournment at 1214 hours.

Carried

X

Dale Karpluk
Board Chair

X

Jun Lin
Secretary-Treasurer

DRAFT

7.2.1

**Action Item
October 23, 2024**

To: Board of Trustees
From: Dr. Parsons, Interim Superintendent of Schools
Subject: Letter of Support for Temporary Housing for Jasper School Staff
Originator: D. Karpluk, Board Chair, (Jasper)
Resource: Dr. Harding, Assistant Superintendent Board Relations

RECOMMENDATION

That the Board of Trustees for Grande Yellowhead Public School Division (GYPSD) moves to direct the administration to send a letter to Minister Nicolaides advocating for temporary housing for Jasper's school staff, and sharing appreciation for funding the construction of 250 modular structures for Jasper's essential workers.

REPORT

Governance Implication:

As per Board Policy 2, *Roles of the Board*, advocacy is core board work.

Context:

Nearly 40 per cent of GYPSD teachers lost everything during the July wildfire. The loss of housing has required some school staff to live in Hinton and commute two hours daily, live in bedroom suites, and/or live in hotel rooms.

During the re-entry discussions in August, the government confirmed temporary housing in Jasper would be made available to impacted staff, providing them with a stable, adequate space from which they can provide optimal learning environment to their students while also addressing their own rebuilding requirements.

Conclusion:

That the Board of Trustees for Grande Yellowhead Public School Division (GYPSD) moves to direct the administration to send a letter to Minister Nicolaides advocating for temporary housing for Jasper's school staff.

7.2.2

Action Item
October 23, 2024

To: Board of Trustees
From: Dr. Parsons, Interim Superintendent of Schools
Subject: Letter of Support for Northern Rockies Museum of Culture & Heritage
Originator: S. Caputo, Vice Chair, (Hinton)
Resource: Dr. Harding, Assistant Superintendent Board Relations

RECOMMENDATION

That the Board of Trustees for Grande Yellowhead Public School Division (GYPSD) moves to direct administration to send a letter of support for the Northern Rockies Museum of Culture & Heritage to the Town of Hinton.

REPORT

Governance Implication:

As per Board Policy 2, *Roles of the Board*, advocacy is core board work.

Context:

The Northern Rockies Museum of Culture & Heritage relies on funding support from the Town of Hinton through their Civic Agency Partnership & Funding Program. Once a year, the museum staff submits a request for operational funding that, along with various grants, sponsorships and donations, supports the museum to provide relevant programming and activities for visitors and residents alike. 450 GYPSD students visited the museum between January and June of this year.

Conclusion:

That the Board of Trustees for Grande Yellowhead Public School Division (GYPSD) moves to direct administration to send a letter of support for the Northern Rockies Museum of Culture & Heritage to the Town of Hinton.

7.2.3

Action Item October 23, 2024

To: Board of Trustees
From: Dr. Parsons, Interim Superintendent of Schools
Subject: Insurance Deductible Payment
Originator: J. Lin, Secretary-Treasurer

RECOMMENDATION

That the Board of Trustees approves the transfer of \$500,000 from Capital Reserves to Operating Funds for the payment of the Jasper wildfire insurance claim deductible.

REPORT

Governance Implication:

As per Board Policy 2, the Board approves the transfer of funds to/from reserves. S.54(1) of the *Education Act* requires boards to maintain insurance policies to protect the board from claims for damages for death, personal injury, damages to property; and damages to division-owned property or property for which the Division has agreed to assume liability for. As per Board Policy 12, responsibility has been delegated to the Superintendent, and is guided by Administrative Procedure 530 - *Insurance Management*, which determines the insurance coverage that the Division maintains.

Context of the Recommendation:

The July 2024 wildfire in Jasper required significant cleaning and restoration to both the elementary and secondary schools.

Conclusion:

That the Board of Trustees approves the transfer of \$500,000 from Capital Reserves to Operating Funds for the payment of the Jasper wildfire insurance claim deductible.

7.2.4

Action Item
October 23, 2024

To: Board of Trustees
From: Dr. Parsons, Interim Superintendent of Schools
Subject: Fund Transfer to Jasper Restoration Contractor
Originator: J. Lin, Secretary-Treasurer

RECOMMENDATION

That the Board of Trustees approves the transfer of \$4,500,000 of provincial funds to the Jasper restoration contractor.

REPORT

Governance Implication:

As per Board Policy 2, the Board is responsible for accountability to the provincial government.

Context of the Recommendation:

The July 2024 wildfire in Jasper required significant cleaning and restoration to the elementary and secondary schools. The province committed funds to the recovery process to expedite the opening of the schools and minimize the interruption of student learning. The province has provided the Division with \$4.5 million to pay the contractor.

Because GYPSD received the restoration services in Jasper schools, GYPSD needs to pay all insurance claim payments to the contractor. This is an ARMIC claim with 4.5 million backstop provided by Alberta Provincial Government (Alberta Education and Treasury Board and Finance).

Conclusion:

That the Board of Trustees approve the transfer of \$4,500,000 of provincial funds to the Jasper restoration contractor.

Item #9

**Administration Report
October 23, 2024**

To: Board of Trustees, Grande Yellowhead Public School Division
From: Dr. Parsons, Superintendent of Schools
Subject: **Superintendent Report - September/October 2024**

RECOMMENDATION

That the Board of Trustees receive the Superintendent's Report as information.

REPORT

Governance Connection:

As per **Board Policy 12**, *Role of the Superintendent*, and the *Education Act*, the superintendent of schools is the chief executive officer of the board and chief education officer of the school authority.

Background:

The superintendent provides the board with information, advice, and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in Policy 12, legislation, and the competencies outlined in the *Superintendent Leadership Quality Standard (SLQS)*. *Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching, and optimum learning for all students in the school authority.*

Key Information:

Since arriving in the division on September 15, 2024 and since assuming the position of Superintendent of Schools/CEO on October 1st, 2024 I have engaged with staff members in numerous engagements and activities on behalf of GYPSD. In an effort to bring some semblance of order to my diverse GYPSD activities and work engagements I will, for this report, group my work under competencies as stipulated within the Superintendent Leadership Quality Standards (SLQS).

Leadership Quality Standard 1 - Building Effective Relationships

In overlapping with Dr. Lewis, my first week in GYPSD was indeed a busy one. Knowing the importance of building effective relationships, we gave priority to

meeting students and staff in the schools and in the central office. Consequently, in that first week, we visited 12 different schools and spent time talking with central office staff. On Monday, September 16th, we began at Grand Trunk School and following our interactions there we proceeded to Evansview School, Wildwood School, Niton Central School, and Fulham School. On Tuesday, September 17, 2024, with Board Chair Karpluk, Dr. Lewis, and Assistant Superintendent Aschenmeier we visited both our Jasper schools and were honored to witness the emotional but joyful return to school by students and staff following the devastating Jasper Fire. We also got to attend the very moving opening assembly at Jasper Junior/Senior High School.



Following the Jasper school visits we visited and toured Crescent Valley Elementary School, Ecole Mountain View School, and Harry Collinge High School in Hinton. On Friday, September 20th, with

Dr. Lewis, I was able to visit and meet staff at Ecole Pine Grove Middle School and Parkland Composite High School in Edson. On Friday, September 26, along with Assistant Superintendent Aschenmeier, toured and talked with staff at Ecole Westhaven and Mary Bergeron Elementary schools. On Tuesday, October 1st, 2024 I again toured and spoke with staff at all schools in Hinton, this time with the Board of Trustees. On October 2nd, 2024 with the Board of Trustees, we toured and spoke with administrators and staff in all of our Grande Cache Schools: Grande Cache Community High School, Summitview School, and Sheldon Coates Elementary School.

The school tours made possible a close-up view of our impressive school facilities, but more importantly, the visits afforded opportunities to meet and speak with our staff and the visits started the all-important first step in the process of building effective relationships.

Leadership Quality Standard 2 - Modeling Commitment to Professional Learning

On Thursday, September 19, 2024, I participated in my first GYPSD Central Office staff meeting and got to formally meet the full Central Office team. This meeting was followed by my first GYPSD Leadership Team (Elementary) professional learning session. I enjoyed the energy and creativity of our principals and Vice Principals as



they struggled to understand their school data and make plans to overcome challenges revealed by their data. On Friday, September 20, 2024, I attended my first GYPSD High School Leadership Team professional learning session, again with Dr. Lewis, Dr. Harding, and Asst. Superintendent Aschemeier. Assistant Superintendents Harding and Aschenmeier did an excellent job facilitating the sessions and focusing the leadership group on working with their school data to overcome challenges. Moving forward, I will endeavor to support their data-driven work with our Education leadership teams.

Leadership Quality Standard 3 - Visionary Leadership

Under the competency of Visionary Leadership, a superintendent is expected to, *“engage with the school community in implementing a vision of a preferred future for student success based on common values and beliefs.” It is essential that the desired vision is informed by research on effective learning, teaching, and leadership.*”

In my short time with GYPSD, the work I have been engaged in with trustees, my senior leadership team, and staff confirms that there is a desired state, as articulated in the GYPSD Education Plan, and the division is working in multiple ways to make this desired state a reality. I believe, through my training and



experience, I can help in the area of visionary leadership and in helping GYPSD achieve the reality it seeks. This will involve promoting innovation, developing strategies to support staff, and promoting in the community an understanding and support for our GYPSD goals and priorities. A good example of working with the community to build understanding and support is the Fulham engagement we just worked our way through.

Leadership Quality Standard 4 - Leading Learning

Under this competency, *“A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practices, shared responsibilities for student success and continuous improvement.”*

Again, in my short time with GYPSD, the school tours, the leadership team meetings, and the many conversations with staff/students have been geared towards understanding our division, inclusive of our strengths and challenges. With understanding comes an increased ability to support our staff and to help build principal and staff capacities for the purpose of achieving greater student success. To this end, leading learning, the central office team and I sent the

following message out to all GYPSD personnel. The message speaks for itself, but it is worth repeating here:

Hello GYPSD,

In addressing this first message to GYPSD it is, in my mind, synonymous with each and every one of you, our staff. GYPSD is truly about each of you, who work daily to make GYPSD all that it can be in service to students.

In this, my first message to each of you, I want to emphasize, as Michael Fullan said, "Learning is the Work." Therefore, in the service of learning, I want to thank each of you for the work you do, in whatever capacity. Whether your work involves keeping our schools clean, heated, transporting our students, secretarial services, assisting teachers, teaching students, or leading our schools. Your work, our collective work, is crucial in establishing a supportive learning environment and to a positive learning process.

In speaking to "Learning is the work," Fullan spoke of the consistency - innovation continuum and how it applies to all jobs. He argued, how organizations address their core goals with relentless consistency while getting better and better at what they do (innovation) is the key to organizational success. Therefore, I want to recognize the value, and importance of the work you each do. Collectively, our focus must be on processes that respond to the learning needs of students and on improving classroom instruction.

On behalf of the central leadership team, and in the season of **change** and gratitude, **we** recognize our role and responsibility to serve and support **you**. As **partners**, our collective purpose is to establish **optimal** environments for the success and achievement of **all students**. In service to this purpose, we are **committed** to the spirit of collaboration, teamwork, and innovation.

I am indeed honoured to be a member of the GYPSD team.

The central office team and I look forward to working with each of you in service to students and in helping GYPSD to become known for excellence in our service to student learning.

Again, thank you for all that you do

Leadership Quality Standard 5 - Ensuring First Nations, Métis, and Inuit Education for All Students.

Under this competency, a superintendent, “establishes the structures and provides the resources necessary for the school community to acquire and apply

foundational knowledge about First Nations, Metis, and Inuit for the benefit of all students.”

While I did not establish the structures within GYPSD, in my short tenure I have witnessed that structures are in place to support building out this competency within our division. For example, I attended, with Assistant Superintendent Aschenmiere, a smudging ceremony at Parkland Composite High School and we also attended the Tri-School Truth and Reconciliation Ceremony in Hinton. These celebrations were absolutely wonderful and were well received by their community. As superintendent, I will continue to build structures to encourage and support this most important work.



Leadership Quality Standard 6 - School Authority Operations and Resources

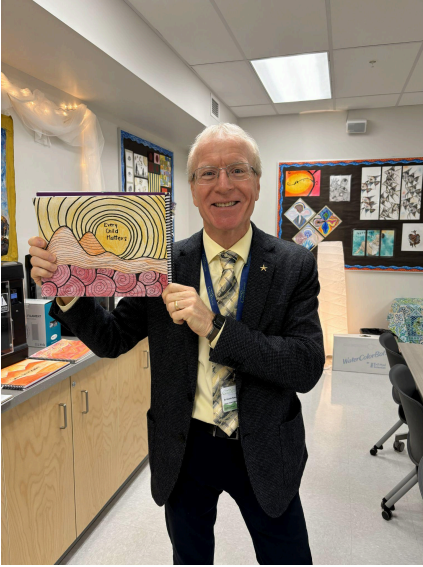
Under this competency, “a superintendent directs school authority operations and strategically allocates resources in the interest of all students and in alignment with the school authority’s goals and priorities.”

In my short tenure with GYPSD, I have placed priority on getting to know our people and our division. With increased understanding of our strengths and our challenges, I will strategically allocate resources in the interest of all students and in alignment with our school authority’s goals and priorities. To this end, I have a great senior team to help me. A great example of this was the work Dr. Harding and staff did in getting together all the background information for the Fulham public engagement session, the excellent way Dr. Harding moderated and led that public engagement session, and the excellent work and willingness to listen by trustees.

Over the weeks and months ahead, we will work to fully ensure GYPSD operations and our resources are aligned and working in the best interest of GYPSD students and staff.

Leadership Quality Standard 7 - Supporting Effective Governance

In support of effective governance, one of the first activities undertaken with Dr. Lewis was to attend a policy meeting on Tuesday, September 17th, 2024. This governance activity was followed on September 18th, 2024 with a Committee of the Whole (COTW) meeting and then a Public Board Meeting (PBM). On



September 24, 2024, I traveled to Calgary to join Chair Karpluk for an ASBA meeting at the Sheraton Cavalier Hotel. This meeting proved to be a great opportunity to interact with the Minister and his staff. It also provided an opportunity to discuss GYPSD concerns with the Deputy Minister, Asst. Deputy Minister, and share ideas with other Superintendents. Likewise, on October 16th, I attended the PSBAA meetings in Edmonton. Again, this was another opportunity to meet and interact with government officials and trustees from across the province. These meetings and interactions are crucial to supporting effective governance and I want to thank the Board and my staff for their support. Without their support, this type of interaction would not be possible.

**Administrative Report
October 23, 2024**

To: Board of Trustees
 From: Dr. Parsons, Interim Superintendent of Schools
Subject: Division Departments’ Report
 Originator(s): Department Heads

RECOMMENDATION

That the Board of Trustees receive a report on projects, processes, and/or programs carried out by the many Central Office Departments since the last Public Board Meeting as information.

REPORT

Governance Implications:

As per the *Education Act*, school boards delegate the operation of school divisions to superintendents. As part of the assurance process, the Board receives monthly reports on the work carried out in the Division’s departments to meet the Division’s Strategic Plan, legislative requirements, the goals of the Education Plan, and in support of the Board’s four priorities.

Context:

The following is an overview and summary of the work carried out since September 18, 2024, to provide up-to-date information to the Board of Trustees, and identify the anticipated work each department has scheduled in the time leading up to the next Public Board Meeting. The monthly information ensures Trustees can assure stakeholders by acknowledging the ongoing and emergent work of the Division’s departments following each Public Board Meeting.

Department	Completed September 19 – October 22, 2024	Anticipated October 24 – November 20, 2024
Finance J. Lin/L. Liu	<ul style="list-style-type: none"> ● Year-end and Audit ● Jasper Fire Insurance Claim - School Restoration ● Finalize 2023-24 budget ● Q1 2024-25 budget updates ● CUPE negotiation ● JUPA agreements 	<ul style="list-style-type: none"> ● Year-end and Audit ● Jasper Fire Insurance Claim - School Restoration ● Finalize 2023-24 budget ● Q1 2024-25 budget updates ● CUPE negotiation ● JUPA agreements

<p>Facilities B. Orge</p>	<ul style="list-style-type: none"> ● Jasper schools wrap up ● Crescent Valley Gym RTU replacement ● Architect review of 2 RTU at Harry Collinge and review of adding acoustic panels to CV gym to reduce noise 	<ul style="list-style-type: none"> ● Crescent Valley Gym RTU Building Management system install ● Niton shower room RTU replacement ● RFP for Harry Collinge RTU replacement
<p>Technology L. Lee</p>	<ul style="list-style-type: none"> ● VoIP Phone conversion Crescent Valley - Planning for Westhaven ● Ed Tech Lead meeting HLSC ● HCHS 1:1 Power Teacher Pro Targeted Training ● September 27, 2024 Enrolment count ● Promoting Cybersecurity Awareness Month in Canada ● Attending ATLE (Alberta Technology Leaders in Education) Conference October 16-18 	<ul style="list-style-type: none"> ● Completed Crescent Valley VoIP migration ● Automated User Account Creation Testing ● Vretta Intent Meeting with Principals ● Numeracy Leads Meeting - Carnegie Learning Math Pilot ● School Tech Visits ● Principal Assessment PD (With Learning Services) ● Professional Growth and Employee Evaluations
<p>Services & Supports C. Aschenmeier</p>	<ul style="list-style-type: none"> ● Draft 2023/24 AERR ● Elementary and High School Teams' DLTS ● Literacy and numeracy data results review ● October 10 Fulham Community School Engagement ● Indigenous Pathways newsletter ● School Support for National Day for Truth and Reconciliation ● Teacher Professional Learning (PL) for new and early career teachers ● Indigenous Pathways Lead Teacher PL ● Alberta Assessment Consortium (AAC) Network Mtg. for leaders 	<ul style="list-style-type: none"> ● Superintendent Youth Council meeting ● Alberta Postsecondary Options Project (APOP) meeting ● Principal Outcome Based Assessment PL ● CASS Pre-Conference Course ● CASS Conference ● Annual Education Results Review ● AAC Annual General Meeting ● Virtual Indigenous Pathways Lead Teacher PL ● Leading Reconciliation: A Series for School and System Leaders
<p>Services &</p>	<ul style="list-style-type: none"> ● Elementary and High 	<ul style="list-style-type: none"> ● Annual Education Results

Supports Dr. Harding	<p>School Teams' DLTs</p> <ul style="list-style-type: none"> ● Prep for October 10 Fulham Community School Engagement ● Prep for Fulham Engagement Debrief/Discussion ● Draft 2023/24 AERR ● October PBM/COTW reports preparation 	<p>Review</p> <ul style="list-style-type: none"> ● Prepare to deliver CASS Pre-Conference Course ● Attend the CASS Conference ● CASS Women in Leadership: Committee Meeting ● Prep for November Principal DLTS ● Q1 Budgets ● School Support
Human Resources M. Auriat	<ul style="list-style-type: none"> ● TWINS/Various report ● Ongoing recruitment/PUF hiring ● ASEBP Sharing Sessions ● Practicum Student Placements 	<ul style="list-style-type: none"> ● TEBA/ATA Information Report ● PUF Hiring ● Recruitment Planning ● Jasper Temporary Housing - Update
Inclusion Services A. Corser	<ul style="list-style-type: none"> ● Finalize plan for Inclusion team for Jasper's re-entry ● Planning for Jasper's parent night - Monday, September 16th: <i>A Trauma Awareness Guide for Parents</i> 6 pm via Zoom ● School profile meetings with Admin and LSTs to review/plan for all special needs students at each school. 	<ul style="list-style-type: none"> ● Planning Educational Assistant (EA) Professional Development Day October 25th ● Planning for the Inclusion team PD in Hinton for all BEST, Wellness Navs, FSLCs, OT and SLP with team leads on October 25th. ● Staffing for some new and vacant positions ● Supporting Learning Support Teachers around using Dossier for ISP's
Transportation Services C. Van Neck	<ul style="list-style-type: none"> ● Buddy's Grande Yellow Bus Adventure ● Bus Evacuation Drills ● School Bus Safety Week ● Driver recruitment and training 	<ul style="list-style-type: none"> ● Transportation Grant ● Staffing for upcoming leave ● Route Assessment reviews ● Driver recruitment and training ● Q1 budget
Communications Special Projects N.Gilks	<ul style="list-style-type: none"> ● Fulham Community School Engagement Prep and Wrap-Up ● Department Profile Updates ● Good News Stories ● TRC and Orange Shirt Day Promotions Sept 30 ● World Teachers' Day - October 5, World Mental Health Day 10 & School 	<ul style="list-style-type: none"> ● Department Profile Updates ● Good News Stories ● Support Draft 2023/24 AERR ● Department Profile Updates ● Take Our Kids to Work Day - Nov 6, Remembrance Day - Nov 11 and World Kindness Day Nov 13 ● Social Media Updates ● Update School Principal and

	<p>Bus Safety Week - 16-20: Promotions</p> <ul style="list-style-type: none"> ● Website Updates and Reviews ● Social media updates 	<p>Assistant Principal Profiles</p> <ul style="list-style-type: none"> ● Update School Info Sheets
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Conclusion:

Division central staff focus on short, mid, and long-range goals as per the Division’s Strategic Plan while also addressing emergent issues. GYPSD department heads are committed to ensuring the Division is well-run, maintained, and innovative. Departments are strategic and responsive to GYPSD stakeholders to provide optimal environments, infrastructures, supports, programs, and services.

To: Board of Trustees
From: Dr. Parsons, Interim Superintendent of Schools
Subject: September Count - School Enrolment
Originator: J. Lin, Secretary-Treasurer
Resource: L. Liu, Director of Finance

RECOMMENDATION

That the Board receives a report on the September 27th student enrolment for the 2024/2025 school year as information.

REPORT

Governance Implications:

School jurisdictions are funded based on projected and actual student enrolment numbers. Changes in enrolment impact the overall budget for the jurisdiction.

Background:

This report provides the September 27th, 2024, enrolment for each of the schools within Grande Yellowhead Public School Division. The data is extracted from the Alberta Education's Funding Event System as of September 27th, 2024.

The current enrolment numbers may include non-funded students, students registered in multiple school jurisdictions, or students registered at more than one school within the Division on September 27th. These students will be resolved in the student registration system in the coming months.

This report includes two attachments:

1. Attachment 1: Compares the 2024/2025 current enrolment to the 2023/2024 funded enrolment reported in Alberta Education's Funding Event System.
2. Attachment 2: compares the 2024/2025 current enrolment to the projected enrolment reported in the 2024/2025 Budget Report.

Context of Recommendation

Enrolment is a key funding parameter that affects total education funding from Alberta Education. Enrolment is also a key budget assumption that drives school budget and resource allocations.

Schools and departments will re-evaluate the resources required and available to them based on the September 27th enrolment.

Conclusion

According to the data from PowerSchool, the Division is experiencing:

- Compared to the prior year, enrolment is up by 74 students or 1.7%.
- Compared to budgeted projections, enrolment is up by 60 students or 1.34%.

2024/25 Enrolment - Power School as of September 27, 2024															2023/24 Funded Enrolment - Funding Event System	Year over Year Change from 2023/24 to 2024/25	
Grade EC	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	Total ECS to Grade 12	Total ECS to Grade 12	Total ECS to Grade 12		
Grande Yellowhead Public Schoo (1085)																	
Crescent Valley School (2012)	36	29	23	35	49	28	40	45					285	293	-8		
Ecole Mountain View School (2013)	64	42	65	54	50	73	56	65					469	449	20		
Ecole Pine Grove School (2004)							121	107	92				320	328	-8		
Evansview School (2009)	22	15	19	17	13	15	21						122	109	13		
Fulham School (2010)	7	5	5	6	5	9	6						43	42	1		
Grand Trunk High School (2008)								44	33	38	25	39	31	210	203	7	
Grande Cache Comm. High Sch. (2042)									50	48	45	56	199	185	14		
Harry Collinge High School (2011)									84	83	101	87	104	459	459	0	
Jasper Elementary School (2036)	25	27	29	33	32	31	38						215	246	-31		
Jasper Jr./Sr. High School (2035)								36	27	34	23	32	27	179	184	-5	
Learning Connection-Evansburg (1731)									1	1	4	0	9	15	18	-3	
Mary Bergeron Elementary Schoo (1266)	43	61	64	79	72	68							387	413	-26		
Niton Central School (2015)	4	12	7	9	15	8	12	8	15	5			95	102	-7		
Parkland Composite High School (2002)										118	141	141	167	567	557	10	
Sheldon Coates Elem. Sch. (2044)	65	51	48	47									211	192	19		
Summitview School (2043)					44	32	40	38	46				200	195	5		
The Learning Connection - Edson (2027)										7	14	12	53	86	51	35	
The Learning Connection - Gran (0327)										0	3	1	12	16	12	4	
The Learning Connection - Hint (2028)									0	5	7	14	52	78	70	8	
The Learning Connection - Jasp (2163)									0	0	0	0	5	5	10	-5	
Westhaven Elementary School (2023)	61	53	56	40	48	43							301	272	29		
Wildwood School (2018)	7	13	8	19	16	13	10						86	84	2		
2024/2025 Preliminary Enrolment - Sept 27, 2024:	334	308	324	339	344	320	344	343	298	341	366	371	516	4,548	4,474	74	1.7%
FES: 2023/2024 Funded Enrolment	317	321	337	331	317	343	343	294	342	349	375	401	404	4474			
Enrolment Increase (Decrease)	17	-13	-13	8	27	-23	1	49	-44	-8	-9	-30	112	74			

2024/25 Enrolment - Power School as of September 27, 2024														
	Grade EC	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	Total ECS to Grade 12
Grande Yellowhead Public School (1085)														
Crescent Valley School (2012)	36	29	23	35	49	28	40	45	0	0	0	0	0	285
Ecole Mountain View School (2013)	64	42	65	54	50	73	56	65	0	0	0	0	0	469
Ecole Pine Grove School (2004)	0	0	0	0	0	0	121	107	92	0	0	0	0	320
Evansview School (2009)	22	15	19	17	13	15	21	0	0	0	0	0	0	122
Fulham School (2010)	7	5	5	6	5	9	6	0	0	0	0	0	0	43
Grand Trunk High School (2008)	0	0	0	0	0	0	0	44	33	38	25	39	31	210
Grande Cache Comm. High Sch. (2042)	0	0	0	0	0	0	0	0	0	50	48	45	56	199
Harry Collinge High School (2011)	0	0	0	0	0	0	0	0	84	83	101	87	104	459
Jasper Elementary School (2036)	25	27	29	33	32	31	38	0	0	0	0	0	0	215
Jasper Jr./Sr. High School (2035)	0	0	0	0	0	0	0	36	27	34	23	32	27	179
Learning Connection-Evansburg (1731)	0	0	0	0	0	0	0	0	1	1	4	0	9	15
Mary Bergeron Elementary School (1266)	43	61	64	79	72	68	0	0	0	0	0	0	0	387
Niton Central School (2015)	4	12	7	9	15	8	12	8	15	5	0	0	0	95
Parkland Composite High School (2002)	0	0	0	0	0	0	0	0	0	118	141	141	167	567
Sheldon Coates Elem. Sch. (2044)	65	51	48	47	0	0	0	0	0	0	0	0	0	211
Summitview School (2043)	0	0	0	0	44	32	40	38	46					200
The Learning Connection - Edson (2027)	0	0	0	0	0	0	0	0	0	7	14	12	53	86
The Learning Connection - Gran (0327)	0	0	0	0	0	0	0	0	0	0	3	1	12	16
The Learning Connection - Hint (2028)	0	0	0	0	0	0	0	0	0	5	7	14	52	78
The Learning Connection - Jasp (2163)	0	0	0	0	0	0	0	0	0	0	0	0	5	5
Westhaven Elementary School (2023)	61	53	56	40	48	43	0	0	0	0	0	0	0	301
Wildwood School (2018)	7	13	8	19	16	13	10	0	0	0	0	0	0	86
2024/2025 Enrolment - Sept 27, 2024:	334	308	324	339	344	320	344	343	298	341	366	371	516	4,548
2024/2025 Enrolment Projections	317	321	337	331	319	343	344	294	342	349	375	401	415	4,488
Enrollment Increase (Decrease)	17	-13	-13	8	25	-23	0	49	-44	-8	-9	-30	101	60

2024/25 Projected Enrolment - Spring Budget	Enrollment Increase (Decrease)
Total ECS to Grade 12	Total ECS to Grade 12
293	-8
449	20
328	-8
109	13
42	1
203	7
186	13
459	0
246	-31
184	-5
18	-3
413	-26
102	-7
567	0
192	19
198	2
51	35
12	4
70	8
10	-5
272	29
84	2
4,488	60
	1.3%

Note: Enrolment information is from the Funding Event System as of September 27, 2024.
Total enrollment may contain unfunded students, i.e. unresolved priority school conflict (registered in multiple school jurisdictions).

10.3

Administrative Report October 23, 2024

To: Board of Trustees

From: Dr. Parsons, Interim Superintendent of Schools

Subject: Literacy and Numeracy Report

Originator: C. Aschenmeier, Assistant Superintendent
Resource: Amy Corser, Director, Inclusive Education

RECOMMENDATION

That the Board receive the annual report describing the Literacy and Numeracy work taking place in Grande Yellowhead Public School Division (GYPSD) as information.

REPORT

Governance Implications:

Alberta Education recognizes the learning gaps created from the pandemic require targeted funds to support intervention. Early learning screens in literacy and numeracy foundations are now mandatory for all students in the primary grades and kindergarten.

For the 2024/25 school year, school authorities are required to administer literacy and numeracy screening assessments to all Kindergarten children and students in grades 1 to 3. School authorities must reassess all children and students requiring additional support again at the end of the school year to measure their progress. School authorities will continue to report the results of the literacy and numeracy screening assessments in their Annual Education Results Report (AERR) (Alberta Provincial Literacy and Numeracy Screening Assessments General Information Bulletin, 2024).

Prior to the pandemic, GYPSD had an education goal attached to improving the literacy outcomes for students which expanded to include numeracy in 2021/22. Investing in professional development and coaching opportunities in literacy and numeracy ensures teachers, students, and families observe the Board's Priorities of Student Learning, and Teacher, Support Staff and Leader Excellence.

Background:

Alberta Education (AE) states "Literacy involves acquiring and applying the understanding and skills necessary to decode, evaluate, and logically communicate

ideas and build meaning, using oral, written, visual, and multimedia sources. Literacy is embedded in learning across all subject areas. It is foundational, allowing students to live, learn, and work as knowledgeable, active participants in a democratic society.” (Alberta Education, 2021). Additionally, Alberta Education identifies [Literacy Progressions](#): knowledge and behaviours that students may demonstrate by the end of divisional age ranges in kindergarten through grade 6 (see attachment).

AE states “Numeracy involves acquiring and applying the mathematical knowledge and skills needed to engage with quantitative and spatial information in a variety of situations. Numeracy is embedded in learning experiences across all subject areas. It is foundational, allowing students to make informed decisions as knowledgeable, active participants in our democratic society.” (Alberta Education, 2021). Additionally, Alberta Education identifies [Numeracy Progressions](#): knowledge and behaviours that students may demonstrate by the end of divisional age ranges in kindergarten through grade 6 (see attachment).

In the larger context, literacy, numeracy, and the learning outcomes across the subject areas combine to inform a [comprehensive competency picture](#) (see attachment). They emphasize specific aspects of student capacity that apply within and across all subjects and enhance foundational literacy and numeracy. Competencies work together with learning outcomes to prepare Alberta students for successful and fulfilling lives and to make meaningful contributions to their communities and the world.

Context:

1. Mandatory Alberta Education Testing for Literacy and Numeracy

“Literacy and numeracy are two important skill areas that develop during early childhood. Assessing children’s and students’ learning in literacy and numeracy in their early years provides critical information to teachers, parents, and Alberta Education to help children and students get additional support if they need it” (Alberta Provincial Literacy and Numeracy Screening Assessments General Information Bulletin, 2024).

AE mandates literacy and numeracy tests for all children in kindergarten: the assessments include:

- PAST
- RAN
- LeNS (Cards 1 and 2)
- Provincial Numeracy Screening Assessment

For students in Grades 1, the AE mandatory screens include:

- PAST
- RAN
- LeNS (Cards 1 to 5)
- *The Castles and Coltheart 3 (CC3)*
- Provincial Numeracy Screening Assessment

For students in Grade 2, the mandatory screens are:

- LeNS (Cards 3 to 5)
- The *Castles and Coltheart 3* (CC3)
- Provincial Numeracy Screening Assessment

For students in Grade 3, the mandatory screens are:

- The *Castles and Coltheart 3* (CC3)
- Provincial Numeracy Screening Assessment

The *Letter Name-Sound* (LeNS) assessments verify foundational phonics skills. The *Castles and Coltheart 3* (CC3) assessments identify word reading skills. The *Alberta Education Numeracy Screening* assessments identify students' knowledge of the number system, number operations, and proportional reasoning skills.

Alberta Education provides intervention materials and the implementation approach for teachers to use with students identified at risk through the New *LearnAlberta* Hub.

2. Divisional Screening for Literacy and Numeracy

GYPSD uses a variety of testing protocols to screen and assess students' literacy and language skills. These include:

- a) The *Early Years Evaluation Teacher Assessment* (EYE-TA) of all kindergarten students.
- b) The *Readiness Reading Screening Tool* is an optional screen completed by English Kindergarten/Grade 1 students and French Grade 1/Grade 2 students.
- c) *Highest Level of Achievement Testing* (HLAT) writing screens for students in grades 1-9 are completed in the fall and spring.
- d) *Alberta Education ESL Benchmarks* are completed for English Language Learners.

Data from divisional testing is used to identify student gaps for targeted instruction and development of intervention strategies for improved student learning.

3. Staff Professional Development

Teacher Literacy Professional Development and Coaching

The Division has built a comprehensive foundation for developing literacy understanding and capacity with all teachers across all grades. For the 2024/25 school year, the work will deepen with a focus on practice implementation within the classroom. The new mandatory screens from the 2023/24 school year identified students below grade at the end of June. Intervention lessons provide clear pathways for school staff to devise learning plans for students. The literacy consultant will continue supporting the literacy learning of teachers; this practice expansion will support the shift from *learning about*, to *embedding* and *application of* as teachers address the new learning outcomes in the elementary subject areas. As educators

prepare lessons around the new curricular outcomes, they adapt and adjust their explicit teaching of *how* to approach the variety of texts students will encounter in that subject to ensure meaning making.

The Division sees an expansion of understanding of the science of reading as more schools embrace Orton and Gillingham and the UFLI methodologies, common practices for blending reading and writing, and disciplinary literacy – which can best be understood by how learners make sense of text within a subject area, such as graphs and formulas in math, charts, figures, and diagrams in science, political cartoons in social studies, recipes in foods, or technical instructions in CTS options such as mechanics or computer science.

Teacher Numeracy Professional Development and Coaching

The Numeracy Consultant continues working within schools to coach and support both leaders and teachers in ensuring that both numeracy comprehension and problem-solving strategies are implemented in classrooms. Like the literacy screens, Alberta Education's Numeracy Screen identified specific areas where individual students are not at grade level, and provides intervention materials for staff to address the identified gaps.

4. Alberta Education Literacy and Numeracy Grant

Once again, school and education authorities received learning disruption funding for 2023/24. Budget 2023 provided \$10 million dollars to continue literacy and numeracy interventions for those at greatest on-going risk across Grades 1-5. Funding is based upon a per-student allocation; GYPSD's allocation is expected in mid to late October 2024.

Conclusion:

Literacy and numeracy encompass the knowledge and skills students need to access, understand, analyze, and evaluate information including quantitative and spatial information, to make meaning, and participate in activities at school and in their lives beyond school. Literacy and numeracy competence is a shared responsibility among all educators, and it is woven into all disciplines. GYPSD is taking positive steps to improve Student Learning, and Teacher, Support Staff and Leader Excellence through literacy and numeracy PD, assessment, instruction, and intervention.

10.4

**Administrative Report
October 23, 2024**

To: Board of Trustees
From: Dr. Parsons, Interim Superintendent of Schools
Subject: Transportation Operations Report
Originator: C. Van Neck, Director of Transportation Services
Resource: K. Kendall, Assistant Manager, Transportation Services

RECOMMENDATION

That the Board of Trustees receives a comprehensive operations report from the Transportation Services' Department as information.

REPORT

Governance Implications:

Per the *Education Act* and the *School Transportation Regulation*, the Board provides safe, effective, and sustainable transportation services for eligible students. Board Policy 17—*Student Transportation Services* provides information on eligibility criteria, the registration process, and how families can apply for fee-based services, such as ineligible bus service and/or access to a reserved second seat on an alternate bus route.

Background:

System Initiatives - 3-Year Overview of Significant Accomplishments

- Creation of a *Fleet Strategic Maintenance Plan*
- *Two Phase Strategic Plan* to acquire additional units for mandatory criteria change
- Implementation of registration processes and deadlines
- Improved Fleet Inventory Software
- Installation of Safety and Tracking Systems (GPS, cameras)
- Ongoing recruitment and training of Bus Drivers
- Attendance Area Reviews in Hinton, Edson, and Lobstick
- New Staff designated to Charter Management

Context of the Recommendation:

Each month, the Director of Transportation provides the Board with an overview of operational tasks taking place in the department for safe, efficient, and effective operations, and to meet the department's strategic goals. The foundational work guiding the department

meets the requirements of the *Education Act*, the *School Transportation Regulation*, and Board Policy 17.

Operation Goals Met 2023/24:

- Increased staff to address Charter Operations
- Completed Phase Two of the *Strategic Plan* to acquire the capital funds to purchase buses to meet the province's mandatory changes to eligibility criteria.
- Purchased a total of seven buses before year-end.
- Addressed processes to improve service understanding amongst school staff
- From September 2023 to August 2024: trained 14 drivers with the complete Class 2 and S-Endorsement, and 6 drivers who had a Class 1 or 2 licence but just needed S-Endorsement. 8 of the 14 trainees were staff and/or volunteer drivers.
- Implemented New Rider Summer Orientations and In-Class Kindergarten Bus Safety Training: *Buddy's Grande Yellow Bus Adventure*
- Improved inventory accuracy, new software
- Increased bus service routes by four.
- Implemented attendance area expectations from Policy 17, and Administrative Procedures 300 and 305.

Operational Goals Achieved 2024/25:

- Added 2 new buses to the Fleet to replace end-of-life units.
- Added 162 new riders over 23/24 year-end total riders.
- Increased the number of division-operated routes.
- Took on one former CBO route (E-10) - added to Division operations.
- Eliminated a CBO route (H-10) and shifted students to other routes when CBO could not continue operations; no spare driver or bus was available to add to Division operations.
- Relocated one division route (F-2 eliminated; E-17 new), and added Grande Cache route (G-2).
- Implemented a temporary route from Hinton to Jasper.

Ongoing Issues:

1. Charters

- The Transportation Department provides extra-curricular bus service to our schools on a cost-recovery basis. These include field trips during the school day and activities during evenings and weekends.
- During the **2023/2024** school year, the Transportation Department processed **725** requests. This included almost 100 requests for Grand Trunk to travel to Wildwood School or the Evansburg arena while the gym was under construction.
- In **September 2024**, the Transportation Department received 70 requests for charters. Based on this trend, we predict a higher volume of charter trips throughout the 2024/2025 school year.
- Currently, the division does not have 'charter-only units'. The department schedules requests around regular service and bus maintenance schedules.
- Primarily, the lack of drivers and units falls to the school leaders who cannot transport students to tournaments or games which becomes a parent/community

dissatisfaction issue. The department is working with school staff to get their bus license so they can serve as spare drivers on the weekends or evenings.

2. Staffing – There is a province-wide shortage of individuals who want to work as school bus drivers.

Common themes:

- the daily wage is unsustainable for the full-time commitment
- part-time/split-shift but requires a full-day commitment
- lack of respect from stakeholders
- students' behaviour on the bus
- staff turnover to other sectors of the Transportation Industry
- lack of access to timely license testing through Alberta Transportation

3. Stakeholder Expectations – The department has committed to an extensive education and communication agenda over the past three years to build stakeholder understanding.

Common themes:

- clarifying 'school of choice' bus service
- understanding required service versus fee-based service,
- understanding funding for bus routes,
- how bus routes are determined and scheduled,
- Office staff continue to build understanding with stakeholders who
 - want faster rides and later pick-up times
 - do not want to attend their designated school; and/or,
 - do not want to register for the bus; and/or,
 - missed the registration deadline; and/or,
 - do not want to pay for non-funded services.

Throughout the year, the team continues to schedule families who request bus service and adjust routes based on new students entering the system, as well as families leaving the system. As part of our commitment to system improvements, the team continues to identify new strategies and supports for student ridership.

Transportation Statistics by Zone and Route

Transportation Services is currently transporting 2357 students (not including Jasper) to and from school on 53 routes covering more than 8000 km daily.

Jasper

As of the end of September, there are 116 students eligible to access the Jasper Bus Service. In addition, there are four Parent-Provided Transportation agreements.

Hinton

There are eight division bus routes and two contracted routes for 661 riders (an average of 72 riders per 9 regular bus routes). The first pick-up time in the Hinton area is **6:54 am**.

- H-01 – contracted route with 64 (69) registered riders
- H-02 – contracted route with 60 (67) registered riders
- H-03 – division route with 76 (58) registered riders
- H-04 – division route with 56 (57) registered riders
- H-05 – division route with 93 (65) registered riders
- H-06 – division route with 77 (68) registered riders
- H-07 – division route with 80 (58) registered riders
- H-08 – division route with 63 (38) registered riders
- H-09 – division route with 96 (65) registered riders
- H-12 – division route SPED bus with 13 (8) riders

* Numbers in brackets indicate last year's ridership number

Ride Times														
Hinton	October	Percentage Distribution of Student Pick-up Times												
2024-2025	Pick-up Times	<6:00	6:00-6:15	6:16-6:30	6:31-6:45	6:46-7:00	7:01-7:15	7:16-7:30	7:31-7:45	7:46-8:00	8:01-8:15	8:16-8:30	8:31+	Total
	# of Students				0	19	21	23	95	326	158	19	0	661
					0.00%	2.87%	3.18%	3.48%	14.37%	49.32%	23.90%	2.87%		100%

Note: GYPSD has an agreement with Evergreen Catholic School Division to transport students who reside in the rural areas outside of Hinton and students who require Specialized Transportation services (SPED) to an Evergreen School in Hinton. GYPSD receives the funding for these students on the Transportation Grant.

Grande Cache

There is one division bus route and one contracted route for a total of 101 riders (an average of 50 riders per 2 regular bus routes). The second route is new in Grande Cache and families are not yet accessing bus service. We anticipate an increase in registration as the weather changes. The earliest pick-up time in Grande Cache this year is **7:24 am** - a significant improvement from previous years when GC only had one bus for all the area's students and the first pick-up time was **6:32 am**.

Ride Times														
Grande Cache	October	Percentage Distribution of Student Pick-up Times												
2024-2025	Pick-up Times	<6:00	6:00-6:15	6:16-6:30	6:31-6:45	6:46-7:00	7:01-7:15	7:16-7:30	7:31-7:45	7:46-8:00	8:01-8:15	8:16-8:30	8:31+	Total
	# of Students				0	0	0	3	12	21	60	5	0	101
					0.00%	0.00%	0.00%	2.97%	11.88%	20.79%	59.41%	4.95%		100%

Note: The Division is struggling to staff the new route. Edson area drivers have been traveling to Grande Cache to cover the second route in the interim. The Division currently has a cooperative agreement with Northland School Division (NSD) in this area. The GYPSD bus transports all students who attend a GYPSD school. The NSD bus transports all students who attend the NSD school at Susa Creek.

Edson

There are 22 division bus routes, five contracted routes for 1155 students (average of 44 riders per 26 regular bus routes), and five PPT agreements. The first pick-up time for service into the Edson area is **6:37 am**.

- E-01 – division route with 52 (44) registered riders
- E-02 – division route with 38 (47) registered riders
- E-03 – division route with 53 (46) registered riders
- E-04 – division route with 57 (48) registered riders
- E-05 - division route with 53 (46) registered riders
- E-06 – division route with 33 (36) registered riders
- E-07 – division route with 82 (37) registered riders
- E-08 – division route with 47(43) registered riders
- E-09 – contracted route with 52 (53) registered riders
- E-10 – division route with 40 (54) registered riders
- E-11 – contracted route with 30 (25) registered riders
- E-12 – contracted route with 46 (49) registered riders
- E-13 – division route with 50 (48) registered riders
- E-14 – division route with 40 (47) registered riders
- E-15 – division route with 61 (55) registered riders
- E-16 – contracted route with 53 (49) registered riders
- E-17 – division route with 30 registered riders **new route
- E-21 – division route with 30 (47) registered riders
- E-22 – contracted route with 50 (51) registered riders
- E-23 – now a division route with 52 (71) registered riders
- E-24 – division route with 31 (34) registered riders
- E-25 – division route with 50 (32) registered riders
- E-26 – division route with 47 (48) registered riders
- E-27 – division route SPED bus with 13 (14) riders
- E-28 – division route with 57 (50) registered riders
- E-29 - division route with 58 (57) registered riders
- E-30 - division route with 44 (42) registered riders

Ride Times														
Edson	October	Percentage Distribution of Student Pick-up Times												
2024-2025	Pick-up Times	<6:00	6:00-6:15	6:16-6:30	6:31-6:45	6:46-7:00	7:01-7:15	7:16-7:30	7:31-7:45	7:46-8:00	8:01-8:15	8:16-8:30	8:31+	Total
	# of Students		0	0	3	51	98	181	328	285	167	42	0	1155
			0.00%	0.26%	4.42%	8.48%	15.67%	28.40%	24.68%	14.46%	3.64%			100%

Fulham

There are two division routes serving 40 students (average 20 riders per 2 designated routes). The first pick-up time is **6:55 am**.

- F-01 –division route with 20 (10) registered students
- F-03 – division route with 20 (19) registered students

Ride Times														
Fulham	October	Percentage Distribution of Student Pick-up Times												
2024-2025	Pick-up Times	<6:00	6:00-6:15	6:16-6:30	6:31-6:45	6:46-7:00	7:01-7:15	7:16-7:30	7:31-7:45	7:46-8:00	8:01-8:15	8:16-8:30	8:31+	Total
	# of Students					5	7	1	7	10	9	1		40
						5.77%	1.92%	17.31%	25.00%	17.31%	26.92%	5.77%		100%

Niton

There are two contracted routes and three division routes for 117 riders (an average of 23 riders per 5 regular bus routes). The first pick-up time for a Niton Central Student is **7:19 am**. The first pick-up time for a high school transfer student is **6:43 am**.

- N-01 – division route with 25 (26) registered students
- N-02 – division route with 22 (25) registered students
- N-04 – division route with 18 (11) registered students
- N-05 – contracted route with 33 (33) registered students
- N-06 – contracted route with 26 (26) registered students

Ride Times														
Niton	October	Percentage Distribution of Student Pick-up Times												
2024-2025	Pick-up Times	<6:00	6:00-6:15	6:16-6:30	6:31-6:45	6:46-7:00	7:01-7:15	7:16-7:30	7:31-7:45	7:46-8:00	8:01-8:15	8:16-8:30	8:31+	Total
	# of Students			0	3	6	6	8	24	24	26	15	5	117
						6.36%	8.92%	14.65%	13.38%	16.56%	15.29%	17.20%	7.64%	100%

Ride times include the accommodation of the transfer of Niton area high school students to two bus routes that go into the town of Edson (E-21 and E-24)

Wildwood

There are three division routes in this area for 133 riders (an average of 44 riders per 3 regular bus routes). The first pick-up time is **6:45 am**.

- W-01 – division route with 40 (33) registered students
- W-02 – division route with 58 (47) registered students
- W-03 – division route with 45 (47) registered students

Ride Times														
Wildwood	October	Percentage Distribution of Student Pick-up Times												
2024-2025	Pick-up Times	<6:00	6:00-6:15	6:16-6:30	6:31-6:45	6:46-7:00	7:01-7:15	7:16-7:30	7:31-7:45	7:46-8:00	8:01-8:15	8:16-8:30	8:31+	Total
	# of Students	0	0	0	0	15	14	15	17	23	27	22	0	133
						11.28%	10.53%	11.28%	12.78%	17.29%	20.30%	16.54%		100%

Evansburg

There are three division routes in this area for 97 riders (an average of 32 riders per 3 regular bus routes). The first pick-up time is **6:41 am**.

- L-01 – division route with 40 (38) registered students
- L-02 – division route with 38 (38) registered students
- L-03 – division route with 20 (26) registered students

Ride Times														
Lobstick	October	Percentage Distribution of Student Pick-up Times												
2024-2025	Pick-up Times	<6:00	6:00-6:15	6:16-6:30	6:31-6:45	6:46-7:00	7:01-7:15	7:16-7:30	7:31-7:45	7:46-8:00	8:01-8:15	8:16-8:30	8:31+	Total
	# of Students					1	5	16	13	29	22	11	0	97
					0.00%	1.03%	5.15%	16.49%	13.40%	29.90%	22.68%	11.34%	0	100%

Note: GYPSD has a busing agreement with Parkland School Division (PSD). There are currently **35** high school students from the neighboring school division being bussed to Grand Trunk High School, and 2 elementary-aged students being bussed to Evansview Elementary School. Transportation Services currently buses one GYPSD student to the Entwistle School in the Parkland School Division.

Fee-Based Service Requests:

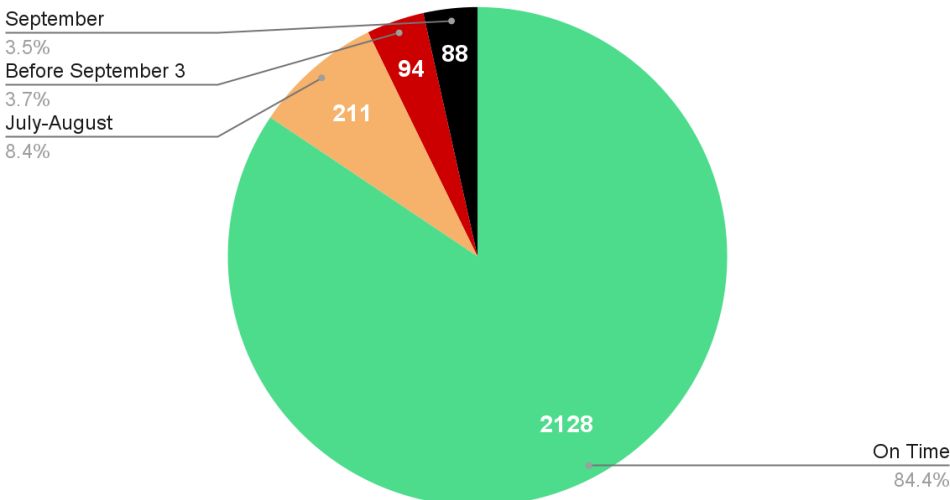
After eligible students attending their designated school have been placed, and in accordance with Policy 17, Transportation Services tries to accommodate non-mandatory service requests. These requests include bus service for students not eligible by distance criteria, and students requesting additional bus service to a second address: the province only funds bus service from the student’s primary residence to their attending school.

To date Transportation Services has received 37 alternate seat requests; 16 requests were processed when the family was notified there was seat space. We have received 55 ineligible seat requests; 28 requests were processed when the family was notified there was seat space.

Registration Numbers:

- 2128 students registered by June 30
- 211 registered from July 1 to August 23 (cut off before September)
- 94 from August 24 to September 2 (before school started)
- 79 during the rest of September

2024/25 Registration Statistics



Cooperative Bus Agreements:

The Division holds service agreements for Living Water, Evergreen, and YKCS.

- The transportation allocation received during the 2023/24 school year for busing regular Living Waters students was \$589,755.
- The transportation allocation received during the 2023/24 school year for busing YKCS students was \$89,869.
- The transportation allocation received during the 2023/24 school year for busing regular Evergreen students was \$14,594.
- The SPED allocation was \$24,000 for transporting students to Evergreen schools and \$32,000 for transporting students to Living Waters schools.

Conclusion:

Transportation reports support the Board's awareness of the Division's commitment to a safe, efficient, and effective department. The report makes the Board aware of accomplishments, legislative requirements, funding allocations, and rural busing challenges. Trustees can support the work of the department by knowing and referring to Board Policy 17, encouraging families to meet the operational processes and deadlines, and by directing stakeholders to the Transportation Department to address questions or concerns.



Effective Governance	Policy
Setting Direction	Advocacy
Student Learning	Community Relations (CR)
Finance	Support and Recognition of Staff
Facilities	Committee Work

Core Board Governance Areas

Campbell and Fullan (2019)

Month	Trustee and Board Activities
Every month	<ul style="list-style-type: none"> Attend Public Board Meetings Read Board Reports for Discussion, Comments, and Questions Attend School Council Meetings Attend School Events Read Principal Memos Attend Local Chamber Meetings Collect Evidence Of Board’s Annual Goals, Superintendent’s Annual Goals Read/Review/Amend – as per the Policy Cycle Prepare Committee And Representative Reports to the Board, as warranted Confirm Dates, Attendance, and Representation for Public School Board Council (PSBC), Alberta School Boards Association (ASBA) Zone 2/3, RCASB, and Committee Meetings
August	<ul style="list-style-type: none"> Attend Kick Off Professional Development Event Ensure Representation at Public School Board Council (PSBC) Meeting Attend ASBA Leadership Academy
September	<ul style="list-style-type: none"> Participate in Back-to-School Welcome Events, <i>Terry Fox Events</i>, <i>Orange Shirt Day and National Day for Truth and Reconciliation Events</i> Participate in School Visits and Principal Presentations Approve the Board and Superintendent’s Annual Goals Approve the ASBA Award Submissions, as warranted Approve the Borrowing Resolution Review the Board Report Schedule Approve Auditors (four-year appointment and as needed) Election Cycle (every four years) <ul style="list-style-type: none"> Prepare Election Documents (bylaws, information packages, nomination forms) for Upcoming Election Window (2024 for 2025) Review Trustee Per Diem

October	<ul style="list-style-type: none"> ● Acknowledge <i>World Teachers' Day</i> ● Participate in Public School Boards' Association of Alberta (PSBAA) Fall Conference and Annual General Meeting ● Acknowledge <i>School Bus Safety Week</i> ● Participate in Budget Review Processes ● Participate in School Visits and Principal Presentations ● Attend the Board's Planning Seminar <ul style="list-style-type: none"> ○ Review Goals and Direction ○ Review Governance Effectiveness ● Review Assurance Measures' Data from Alberta Education ● Host the Council of School Councils' Annual Meeting ● Post-Election (every four years) <ul style="list-style-type: none"> ○ Participate in ASBA Orientation Workshops ○ Attend Board Organizational Meeting ○ Attend Board Orientation Workshop ○ Review/Update the new Board's Goals and Strategic Plan
November	<ul style="list-style-type: none"> ● Acknowledge <i>Bullying Awareness Week</i> ● Participate in ASBA Fall General Meeting ● Attend the Rural Caucus of Alberta School Boards' (RCASB) Meeting ● Attend <i>Remembrance Day</i> Events ● Approve the Assurance Measures Review Submission to Alberta Education ● Approve the Audited Financial Review Submission to Alberta Education ● Approve Attendance at the National School Boards' Association Conference (International Conference)
December	<ul style="list-style-type: none"> ● Attend School Christmas Celebrations ● Participate in Food and Toy Drives ● Provide Input into ASBA's Strategic Plan, as warranted
January	<ul style="list-style-type: none"> ● Attend Meetings with Town and Municipal Councils ● Deliver Staff Appreciation Baskets to Schools ● Review Annual ASBA and PSBAA Awards for Recognition Requirements and Deadlines
February	<ul style="list-style-type: none"> ● Attend ATA Evergreen Local #11 MLA Luncheon (Teachers' Convention) ● Receive Submissions for the ASBA Honouring Spirit: Indigenous Student Awards ● Review ASBA Bylaws/Calls for Issues
March	<ul style="list-style-type: none"> ● Participate in the Selection Process and Approve the Submission for the ASBA Edwin Parr Teacher Award ● Attend the RCASB Meeting and the Alberta Rural Education Symposium (ARES) ● Approve attendance at the Canadian School Boards' Association (CSBA) Conference (national conference) ● Participate in Community Engagement Conversations for the Education Plan ● Acknowledge <i>Substitute Appreciation Week</i>
April	<ul style="list-style-type: none"> ● Attend the NSBA Annual Conference ● Attend the <i>First Nations, Metis and Inuit Education Gathering</i> (hosted by CASS) ● Approve the Three-Year Rolling Calendars ● Approve the Three-Year Capital and Ten-Year Facilities Submission to Alberta Education

	<ul style="list-style-type: none"> • Contribute to the PSBAA Three Year Plan, where warranted • Encourage Parent Representation at the Alberta School Councils Association (ASCA) Conference and AGM • Attend the Palisades Indigenous Education Camp in Jasper
May	<ul style="list-style-type: none"> • Approve the Education Plan Submission to Alberta Education • Approve the Budget Submission to Alberta Education • Approve the Board Meeting Schedule • Acknowledge <i>School Bus Driver Appreciation Day</i>
June	<ul style="list-style-type: none"> • Attend the PSBAA Spring General Assembly, the RCASB Spring Meeting, and the ASBA Spring General Meeting • Attend Graduation Ceremonies • Attend Annual Retirement Celebration • Attend the Annual Organizational Meeting <ul style="list-style-type: none"> ○ Offer to Serve on Committees, and Represent the Board at Educational Partner Organizations • Participate in the Board Self-Evaluation and Superintendent Evaluation
July	<ul style="list-style-type: none"> • Representation at the Canadian School Board Annual Conference

Approved: January 25, 2023