



Grande Yellowhead Public School Division

BOARD OF TRUSTEES

A G E N D A

January 29, 2025

Meeting Number 6

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

January 29, 2025

Meeting #6, 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 December 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 – École Pine Grove Middle School Student Presentation

6. PUBLIC COMMENT PERIOD

7. ACTION ITEMS

- 7.1. Old
- 7.2. New
 - 7.2.1. Advocacy Letter Re: Public Funds for Public Schools ([click here](#))
 - 7.2.2. Board Policy 20 Update ([click here](#))
 - 7.2.3. Board Policy 21 Update ([click here](#))
 - 7.2.4. Jasper TLC Location and Lease ([click here](#))
 - 7.2.5. Jasper Housing Advocacy Letter ([click here](#))

8. BOARD CHAIR REPORT

- 8.1. Correspondence and Information
 - 8.1.1. Response from Minister Nixon Re: School Staff Housing in Jasper
 - 8.1.2. Principal Presentations: School Continuous Improvement Plans

9. SUPERINTENDENT REPORT

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

RECESS BREAK

10. ADMINISTRATION REPORTS

- 10.1. Division Departments Update ([click here](#))
10.2. First Quarter Financial 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
 11.6.2.1. Feedback on ASBA's Sustainability Presentation
 11.6.3. Rural Caucus of Alberta School Boards
 11.6.3.1. Survey on Advocacy Issues

12. FUTURE BUSINESS

- 12.1. Meeting Dates
 Open to Public:
 • February 26, 2025, Public Board Meeting (10 am)
 Closed to the Public:
 • February 26, 2025, Committee of The Whole Meeting (9 am)
12.2. Notice of Motion
12.3. Future Agenda Items

13. CLOSED SESSION (Land, Legal, Labour)

- 13.1. TBD

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 5

December 18, 2024 – 10:00 a.m.

Education Services Center, Edson, AB

TRUSTEE ATTENDANCE:

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

ADMINISTRATION ATTENDANCE:

Dr. Parsons, 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, Assistant Secretary-Treasurer
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 (Virtual)
A. Corser, Director of Inclusion
T. Miluch, Teacher Consultant

DELEGATIONS PRESENT:

School Administration/Staff/Students: Principal Ripkens, Assistant Principal Basaraba, PCHS students.

CALL TO ORDER

Chair Karpluk called the meeting to order at 1010 hours.

NATIONAL ANTHEM

LAND ACKNOWLEDGEMENT

ANNOUNCEMENTS

- Acknowledgement of closing in on the end of 2024
- Share appreciation of the Divisions focus on our priorities: *Student Learning, Teacher, Support Staff, and Leadership Excellence, Community Engagement, and System Health and Wellness.*

- Shared accomplishments since this time last year.
- January the Grade 12s will write Semester One Diploma Exams
- Some Grade 9s will be writing Semester One PATs
- The Board would like to wish everyone a restful and joyous Christmas break and extend best wishes and Happy New Years to all GYPSD families and community partners.

CHANGES TO THE AGENDA

None.

2024-184

APPROVAL OF THE AGENDA

Trustee Caputo moved that the Board approve the agenda.

Carried Unanimously

2024-185

APPROVAL OF THE MINUTES

Trustee Karpluk moved that the Board approve the minutes of the Public Board Meeting of November 20, 2024.

Carried Unanimously

BUSINESS ARISING FROM THE MINUTES

None.

DELEGATION / PRESENTATION

None.

SPOTLIGHT ON STUDENTS

PCHS Student Presentation

The Public Board Meeting Recessed at 1051 hours.

The Public Board Meeting Reconvened at 1056 hours.

PUBLIC QUESTION PERIOD

None.

ACTION ITEMS

2024-186

Trustee Attendance at the National School Boards Association Annual Conference and Exposition

Trustee Fowler moved that the Board of Trustees approve two trustees to attend the National School Boards Association's (NSBA) 2025 Annual Conference and Exposition held in Atlanta, Georgia, April 4th-6th, including, as relevant, the Preconference Workshop, *Re-Imagining Rural Education Through an Equity Lens*.

**5 In Favour
1 Opposed
Carried**

2024-187

Collaborative Approach to Funding at School Nutrition Program
Trustee Bobilek moved that the Board of Trustees for Grande Yellowhead Public Schools approve administration to send a letter to the Minister of Education, the Minister of Health, and the Minister of Children and Family Services requesting they collaborate both provincially and federally to focus on the needs of children for a well-funded School Nutrition Program (SNP).

Carried Unanimously

2024-188

Letter of Support for Jasper Tennis Club Grant Application
Trustee Mines moved that the Board of Trustees for Grande Yellowhead Public School Division (GYPSD) moves to direct administration to send a letter supporting the Jasper Tennis Club's application to the Community Facility Enhancement Program.

Carried Unanimously

2024-189

Amendment to BYLAW 2024-04 – Criminal Record Check
Trustee Caputo moved that the Board of Trustees for Grande Yellowhead Public School Division (GYPSD) amend BYLAW 2024-04, Criminal Record Check, approved at the November 20th, 2024, Public Board Meeting, to include this specific wording regarding the access source and timing for the criminal record check: "every nomination of a candidate for the office of trustee must be accompanied with a criminal record check issued by the RCMP no earlier than 30 calendar days prior to the date the nomination is submitted."

And that amended BYLAW 2024-04 be read three times for approval at this December 18, 2024, Public Board meeting.

Carried Unanimously

2024-190

First Reading of Amended Bylaw 2024-04
Trustee Pettitt moved that the Board approve the first reading of Bylaw No. 2024-04, as follows:

**BYLAW NO. 2024 – 04
OF THE
GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION**

A Bylaw of the Grande Yellowhead Public School Division, in the Province of Alberta, relating to the requirement for a criminal record check for the General Election.

WHEREAS Section 21(1) of the *Local Authorities Election Act* RSA 2000, Chapter L-21 states that an elected authority, by a bylaw passed prior to December 31 of the year before a year in which a general election is to be held, may require a person seeking to be nominated as a candidate to provide a criminal record check;

AND WHEREAS Section 73 of the *Education Act* RSA 2012, Chapter E-0.3 provides for the procedures for general elections and are to be governed by the *Education Act* and the *Local Authorities Election Act*;

AND WHEREAS the Board of Trustees of the Grande Yellowhead Public School Division is desirous that a person seeking to be nominated as a candidate provide a current criminal record check;

NOW THEREFORE The Board of Trustees of Grande Yellowhead Public School Division enacts the requirement that every nomination of a candidate for the office of trustee must be accompanied with a criminal record check issued by the RCMP no earlier than 30 calendar days prior to the date the nomination is submitted.

READ A FIRST TIME THIS 18th DAY OF December, 2024

Carried Unanimously

2024-191

Second Reading of Amended Bylaw 2024-04

Trustee Bobilek moved that the Board approve the second reading of Bylaw No. 2024-04, as follows:

BYLAW NO. 2024 – 04

OF THE

GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION

The Board of Trustees of Grande Yellowhead Public School Division enacts the requirement that every nomination of a candidate for the office of trustee must be accompanied with a criminal record check issued by the RCMP no earlier than 30 calendar days prior to the date the nomination is submitted.

READ A SECOND TIME THIS 18th DAY OF DECEMBER, 2024

Carried Unanimously

2024-192

Third Reading of Amended Bylaw 2024-04

Trustee Caputo moved that the Board proceed with the third reading of Bylaw No. 2024-04.

Carried Unanimously

2024-193

Third Reading of Amended Bylaw 2024-04

Trustee Mines moved that the Board approve the third reading of Bylaw No. 2024-04, as follows:

BYLAW NO. 2024 – 04

OF THE

GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION

The Board of Trustees of Grande Yellowhead Public School Division enacts the requirement that every nomination of a candidate for the office of trustee must be

accompanied with a criminal record check issued by the RCMP no earlier than 30 calendar days prior to the date the nomination is submitted.

READ A THIRD TIME THIS 18th DAY OF DECEMBER, 2024

Carried Unanimously

2024-194

Ad Hoc Committee: New Superintendent Short List

Trustee Bobilek moved that the Board of Trustees approve the formation of an Ad Hoc Committee for the purpose of shortlisting applications to consider for the position of Superintendent of Schools/CEO for Grande Yellowhead Public School Division.

Carried Unanimously

New Superintendent Short List Ad Hoc Committee Membership

Members for the Ad Hoc Committee will be as follows:

- Trustee Mines
- Trustee Caputo
- Trustee Bobilek

2024-195

Advocacy Funding for Full Time Kindergarten Programming

Trustee Mines moved that the Board of Trustees moves to direct administration to send a letter to the Minister of Education advocating that full time kindergarten programming be funded for Alberta's children.

Carried Unanimously

BOARD CHAIR REPORT

Chair Karpluk Shared:

- Trustee Visit to Jasper Community and Schools
- Correspondence/Information Re: Public Funds for Public Schools

SUPERINTENDENT'S REPORT

Interim Superintendent Parsons reported on all the activities he has been leading since the last Public Board meeting on November 20, 2024.

ADMINISTRATION REPORTS

Division Operations: Department Updates

The Board received a presentation from all department heads on the work that was conducted since the last Public Board Meeting on November 20, 2024.

The Public Board Meeting recessed at 1204 hours.

The Public Board Meeting reconvened at 1245 hours.

Division Operations: Department Updates

The Board received a presentation from all department heads on the work that was conducted since the last Public Board Meeting on November 20, 2024.

TRUSTEE REPORTS

Connections to Board Governance Work Plan Calendar

No Report.

Board Policy Committee

Met on December 17th looked at Policy 20 – Health and Wellness and Policy 21 – Sexual Orientation, Gender Identity, and Gender Expression.

Recognition of Employees Committee

Received the Survey results and had 133 people responded.

Board Planning Seminar Committee

No Report.

Board Negotiations Committee

No Report.

Board Representatives

- **PSBAA – Work Plan Update**
 - Next PSBC Meeting is in February
- **ASBA Zone 2/3**
 - There was a 5% increase for Zone 2/3

FUTURE BUSINESS

Meeting Dates

Board – Open to Public

January 29, 2025, Public Board Meeting (10:00 a.m.)

Committees – Closed to Public

January 29, 2025, Committee of the Whole Meeting (9:00 a.m.)

Notice of Motion

Trustee Karpluk asked for an Advocacy Letter regarding Public Funding.

Future Agenda Items

Trustee Bobilek would like to bring forward Policy 20 – Health and Wellness and Policy 21 – Sexual Orientation, Gender Identity, and Gender Expression.

2024-196

In Camera

Trustee Pettitt moved that the Board go in camera at 1305 hours.

Carried

2024-197

Out of Camera

Trustee Caputo moved that the Board come out of camera at 1319 hours.

Carried

2024-198

ADJOURNMENT

Trustee Mines moved for adjournment at 1320 hours.

Carried

X

Dale Karpluk
Board Chair

X

Jun Lin
Secretary-Treasurer

DRAFT

7.2.1

Action Item
January 29, 2025

To: Board of Trustees

From: Dr. Parsons, Interim Superintendent of Schools

Subject: Public Funding for Alberta's K-12 Public Schools

Originator: D. Karpluk, Board Chair (Jasper)

Resource: Dr. Harding, Assistant Superintendent, Board Relations

RECOMMENDATION

That the Board of Trustees for Grande Yellowhead Public Schools approve that an advocacy letter be sent to the Minister of Education requesting public funds for k-12 education in Alberta only be used to operate Alberta's public schools; for an immediate freeze on Charter School approvals and changes to policies for accepting students; and, for the discontinuation of any public funds allocated to operate private/independent schools. Further, these funds, with adequate increases, are returned to the public system to address needed support for children attending Alberta's public school system.

REPORT

Governance Implications

As per Board Policy 2, *Roles of the Board*, advocacy is core board work. As stewards for inclusive, well-funded, excellent k-12 public education in Alberta, trustees are responsive to government decisions that impact the quality of education provided to Alberta's children.

Context

In a November 12, 2024, letter to the Minister of Education on behalf of the Public School Boards Association of Alberta, PSBAA President Dennis MacNeil wrote:

The overall funding allocated to education in the province must grow to keep pace with the growing number of students, inflation, and cost pressures...as the pieces of the pie keep getting sliced thinner and thinner to school authorities charged with accommodating more students at a higher cost.

Choice is expensive and we would recommend eliminating funding to private and independent schools and to immediately freeze the number of

charter schools being approved. Charter school should no longer be able to limit the number of students enrolled, [and] therefore, have the same class sizes and complexity as the public schools...[and] charter schools should accept inclusion students, [as is required by public schools].

The number of children requiring intensive early interventions - accessed through PUF programming - is growing. More Alberta students are requiring specialized supports - ranging from short-term, to permanent learning challenges, mental health, and extreme behavioural challenges well beyond the capacity of educators to address. More young adults are returning for a 4th or 5th year of high school programming to attain their high school diploma and/or courses and credentialing opportunities to support their transition into post-secondary or career training. These children and youth are our most vulnerable populations requiring more resources and support than the current funding model and philosophy provide.

Increasing Program Unit Funding for 3-5 year olds, funding full-time kindergarten, addressing complexity issues in classrooms with policy and funding, installing a framework and policy for school nutrition, properly funding dual credit and career pathway programming, and removing the silos that exist between the ministries that serve our children, and their families is **essential** to the health, stability, and success of our society.

Yet, as President MacNeil notes, “the pieces of the pie [are] thinner and thinner,” as more of Alberta’s public funds go to private or independent schools and Charter expansion; even as Charter Schools are considered ‘public’ entities, they too can turn away students who do not fit into their charter philosophy. Thus, the inequity in society grows and the challenges facing our vulnerable groups are exacerbated.

Public schools need to be prioritized and funded according.

Conclusion

That the Board of Trustees for Grande Yellowhead Public Schools approve that an advocacy letter be sent to the Minister of Education requesting public funds for k-12 education in Alberta only be used to operate Alberta’s public schools; for an immediate freeze on Charter School approvals and changes to policies for accepting students; and, for the discontinuation of any public funds allocated to operate private/independent schools. Further, these funds, with increases, be returned to the public system to address needed changes.

7.2.2

Action Item
January 29, 2025

To: Board of Trustees
From: Dr. Parsons, Interim Superintendent of Schools
Subject: Revisions to Policy 20, *Health and Wellness*
Originator: M. Bobilek, (Lobstick) Board Policy Committee Chair
Resources: Policy Committee

RECOMMENDATION

That the Board of Trustees approves the amendment to Board Policy 20, *Health and Wellness*.

REPORT

Governance Implications:

As per Board Policy 10, the Board will deal with policy issues at Policy Committee meetings and the subsequent adoption of any new policy or policy revision will take place at a regular Board meeting after the policy formulation process has been completed. Adoption of a policy will be by Board motion.

Context:

Board policies are reviewed regularly to ensure alignment with the *Education Act* and applicable government regulations. Board Policy identifies the Division's priorities and goals and guides the Board's governance agenda. The amendment (see attachment 1) to Policy 20 addresses **Ministerial Order #04-2024**, which sets standards for cell phone use and access to social media platforms for students.

Conclusion:

That the Board of Trustees approves the amendment to Board Policy 20, *Health and Wellness*. The revision of this policy (see attachment 2), if approved, will take effect immediately.

Policy 20

HEALTH AND WELLNESS

Purpose

To reflect the Board's responsibility and expectation for providing students and staff a welcoming, caring, respectful, and safe learning and working environment that respects diversity and fosters a sense of belonging (Section 33, the *Education Act*).

To advocate for staff and student wellness and bring awareness of the importance of mental and emotional well-being, thus contributing to overall organizational and system health.

To address the requirements of Ministerial Order #014/2024 which directs the use of personal mobile devices and social media in schools.

To assist students and staff in reaching their full potential by providing policy direction to create learning and working environments that ~~supports~~support a Division culture of wellness.

- The Board of Trustees believe that GYPSD staff have the right to disconnect from email in the evenings and weekends unless in the case of an emergency or emergent issue that requires immediate action to ensure student and/or staff safety.
- The Board of Trustees ~~believe~~believes that GYPSD staff have the right to be protected from harassment and bullying in their workplace.

Positive and supportive social and physical learning and working environments address and respect the diversity within our student and staff population and are a key contributor to health for individuals. A wellness policy supports the Board in meeting its responsibility to establish and maintain governance and organizational structures that promote student and staff well-being and success, and monitor and evaluate their effectiveness.

Alberta Education's *Framework for Kindergarten to Grade 12 Wellness Education*, (2009), defines the five dimensions of wellness as:

- Emotional wellness
- Intellectual wellness
- Physical wellness
- Social wellness
- Spiritual wellness

These dimensions do not exist in isolation; it is the balance and interplay of these elements that constitute wellness. For example, all wellness curricula, including topics considered controversial or sensitive, such as those related to issues of sexual and mental health, are approached through the lens of this holistic definition of wellness. This provides opportunities for students to accept and appreciate diversity and the uniqueness of self and others.

The Board recognizes that wellness is both an individual and collective responsibility. The Board believes that a state of personal wellness enables students and staff to reach their full potential and to contribute ~~into~~ an increasingly interdependent world. The Board acknowledges that only by working in partnership with students, staff, parents, community members, organizations, and

government can it promote and foster lifelong habits that support wellness. The Board recognizes that it is subject to different legislative requirements when supporting student and staff wellness. Fundamentally, the Board embraces a *Comprehensive School Health* (CSH) approach and is committed to ensuring that students and staff are provided with the supports they need to learn about, create, and maintain a Division culture of wellness. The Board is further committed to providing safe, healthy learning and working environments through prevention of personal and occupational injuries and illnesses, and a proactive approach to creating positive and supportive environments that contribute to the well-being of self and others.

CSH is an internationally recognized, evidence-based approach for building healthy school communities based on collaboration between home, school, and community partners. A CSH approach to effective school health initiatives uses strategies from all four pillars of CSH as defined by the *Joint Consortium for School Health*:

- Social and Physical Environments
- Teaching and Learning
- Healthy School Policy
- Partnerships and Services

EXPECTATIONS

1. Each school ensures that the standards outlined in Ministerial Order #014/2024 are met in accordance with Administrative Procedure 145.

4.2. Each school and the central office will work towards creating and maintaining learning and working environments that support a Division culture of wellness using a CSH approach

2.3. The Division will:

- a. consider student and staff health and safety in the planning, implementation, and evaluation of Division services;
- b. implement a program of support for student and staff wellness based on research, informed best practice and a balanced approach to delivery; and
- c. meet or exceed all legislated *Occupational Health and Safety* (OHS) requirements through a Division OHS program.

3.4. School staff will work collaboratively with Division services, parents, government agencies, and community partners to provide awareness of available professional guidance and counselling services for students.

4.5. Curricular instruction and the development, implementation, and monitoring of strategies to create and maintain a culture of wellness for students will be in accordance with the *Education Act*, regulations and the *Guide to Education*.

5.6. Staff, and their dependents, will be provided access to professional employee and family assistance services which offer assessment, referral, consultation, and counselling services. These services shall be confidential except where limited by law.

6.7. Assessment tools will be identified to measure and monitor the effectiveness of the wellness strategies implemented by schools and the central office for the purpose of local and Division-wide planning and delivery of supports.

7.8. The Superintendent of Schools will implement this policy through the establishment of administrative regulations and the assignment of responsibilities as needed.

ACCOUNTABILITY

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The Administration reports on progress in relation to the supports provided to create a culture of health and wellness for students and staff.

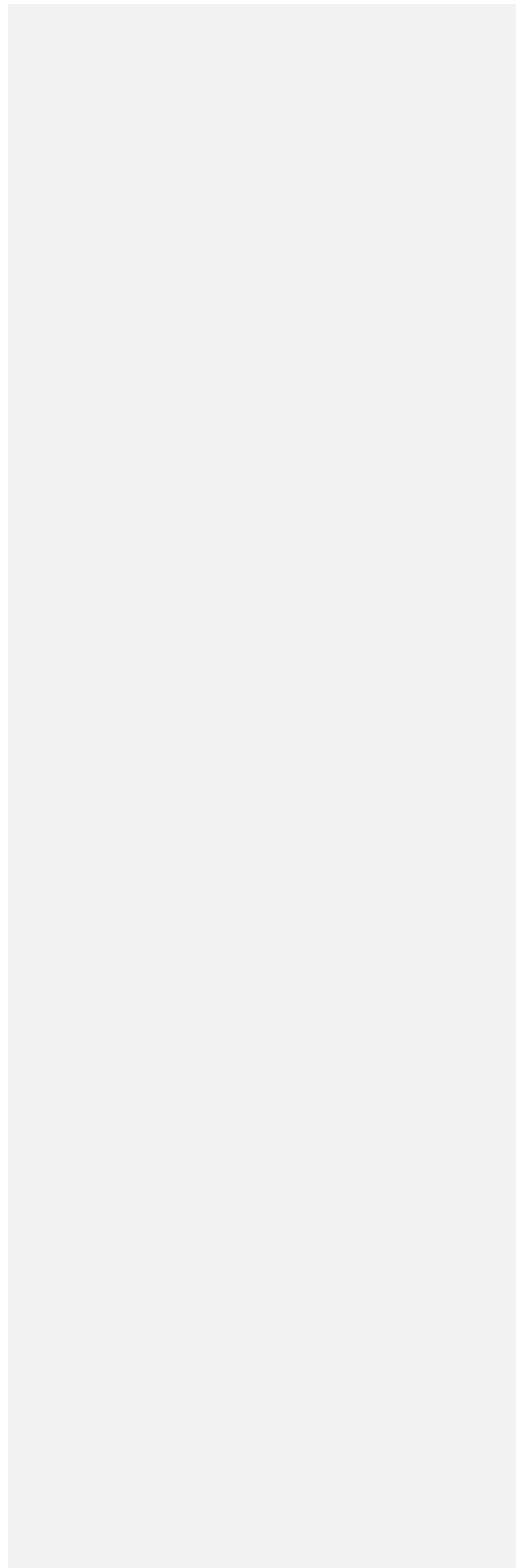
Legal Reference: [Ministerial Order #014/2024](#)

Section 33 Education Act
Guide to Education ESC to Grade 12
Framework for Kindergarten to Grade 12 Wellness Education
[Administrative Procedure 145 – Use of Personal Mobile Devices](#)
[Administrative Procedure 146 – Responsible Use of Social Media](#)

Approved: February 18, 2015

Amended: March 21, 2018; ~~March 11, 2020~~; ~~March 15, 2023~~; June 14, 2023; [January 29, 2025](#)

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Policy 20



HEALTH AND WELLNESS

Purpose

To reflect the Board's responsibility and expectation for providing students and staff a welcoming, caring, respectful, and safe learning and working environment that respects diversity and fosters a sense of belonging (Section 33, the *Education Act*).

To advocate for staff and student wellness and bring awareness of the importance of mental and emotional well-being, thus contributing to overall organizational and system health.

To address the requirements of Ministerial Order #014/2024 which directs the use of personal mobile devices and social media in schools.

To assist students and staff in reaching their full potential by providing policy direction to create learning and working environments that supports a Division culture of wellness.

- The Board of Trustees believe that GYPSD staff have the right to disconnect from email in the evenings and weekends unless in the case of an emergency or emergent issue that requires immediate action to ensure student and/or staff safety.
- The Board of Trustees believe that GYPSD staff have the right to be protected from harassment and bullying in their workplace.

Positive and supportive social and physical learning and working environments address and respect the diversity within our student and staff population and are a key contributor to health for individuals. A wellness policy supports the Board in meeting its responsibility to establish and maintain governance and organizational structures that promote student and staff well-being and success, and monitor and evaluate their effectiveness.

Alberta Education's *Framework for Kindergarten to Grade 12 Wellness Education*, (2009), defines the five dimensions of wellness as:

- Emotional wellness
- Intellectual wellness
- Physical wellness
- Social wellness
- Spiritual wellness

These dimensions do not exist in isolation; it is the balance and interplay of these elements that constitute wellness. For example, all wellness curricula, including topics considered controversial or sensitive, such as those related to issues of sexual and mental health, are approached through the lens of this holistic definition of wellness. This provides opportunities for students to accept and appreciate diversity and the uniqueness of self and others.

The Board recognizes that wellness is both an individual and collective responsibility. The Board believes that a state of personal wellness enables students and staff to reach their full potential and to contribute in an increasingly interdependent world. The Board acknowledges that only by working in partnership with students, staff, parents, community members, organizations, and government can it promote and foster lifelong habits that support wellness. The Board recognizes that it is subject to different legislative requirements when supporting student and staff wellness. Fundamentally, the Board embraces a *Comprehensive School Health* (CSH) approach and is committed to ensuring that students and staff are provided with the supports they need to learn about, create, and maintain a Division culture of wellness. The Board is further committed to providing safe, healthy learning and working environments through prevention of personal and occupational injuries and illnesses, and a proactive approach to creating positive and supportive environments that contribute to the well-being of self and others.

The Board recognizes that it is subject to different legislative requirements when supporting student and staff wellness. Fundamentally, the Board embraces a *Comprehensive School Health* (CSH) approach and is committed to ensuring that students and staff are provided with the supports they need to learn about, create, and maintain a Division culture of wellness. The Board is further committed to providing safe, healthy learning and working environments through prevention of personal and occupational injuries and illnesses, and a proactive approach to creating positive and supportive environments that contribute to the well-being of self and others.

CSH is an internationally recognized, evidence-based approach for building healthy school communities based on collaboration between home, school, and community partners. A CSH approach to effective school health initiatives uses strategies from all four pillars of CSH as defined by the *Joint Consortium for School Health*:

- Social and Physical Environments
- Teaching and Learning
- Healthy School Policy
- Partnerships and Services

EXPECTATIONS

1. Each school ensures that the standards outlined in Ministerial Order #014/2024 are met in accordance with Administrative Procedure 145.
2. Each school and the central office will work towards creating and maintaining learning and working environments that support a Division culture of wellness using a CSH approach
3. The Division will:
 - a. consider student and staff health and safety in the planning, implementation, and evaluation of Division services;
 - b. implement a program of support for student and staff wellness based on research, informed best practice and a balanced approach to delivery; and
 - c. meet or exceed all legislated *Occupational Health and Safety* (OHS) requirements through a Division OHS program.
4. School staff will work collaboratively with Division services, parents, government agencies, and community partners to provide awareness of available professional guidance and counselling services for students.
5. Curriculum instruction and the development, implementation, and monitoring of strategies to create and maintain a culture of wellness for students will be in accordance with the *Education Act*, regulations and the *Guide to Education*.

6. Staff, and their dependents, will be provided access to professional employee and family assistance services which offer assessment, referral, consultation, and counselling services. These services shall be confidential except where limited by law.
7. Assessment tools will be identified to measure and monitor the effectiveness of the wellness strategies implemented by schools and the central office for the purpose of local and Division-wide planning and delivery of supports.
8. The Superintendent of Schools will implement this policy through the establishment of administrative regulations and the assignment of responsibilities as needed.

ACCOUNTABILITY

The Administration reports on progress in relation to the supports provided to create a culture of health and wellness for students and staff.

Legal Reference: Ministerial Order #014/2024
Section 33 Education Act
Guide to Education ESC to Grade 12
Framework for Kindergarten to Grade 12 Wellness Education
Administrative Procedure 145 – Use of Personal Mobile Devices
Administrative Procedure 146 – Responsible Use of Social Media

Approved: February 18, 2015
Amended: March 21, 2018; March 11, 2020; March 15, 2023; June 14, 2023; January 29, 2025

7.2.3

Action Item
January 29, 2025

To: Board of Trustees
From: Dr. Parsons, Interim Superintendent of Schools
Subject: Revisions to Policy 21, *Sexual Orientation, Gender Identity, and Gender Expression*
Originator: M. Bobilek, (Lobstick) Board Policy Committee Chair
Resources: Policy Committee

RECOMMENDATION

That the Board of Trustees approve amendments to Board Policy 21 – *Sexual Orientation, Gender Identity, and Gender Expression*

REPORT

Governance Implications:

As per Board Policy 10, the Board will deal with policy issues at Policy Committee meetings and the subsequent adoption of any new policy or policy revision will take place at a regular Board meeting after the policy formulation process has been completed.

Context:

This policy addresses the rights of members of the school community to learn and work in an environment free of discrimination, prejudice, and harassment. The title of this policy will change to better align with Bill 27, *Amendments to the Education Act*. Other amendments reflect requirements for teachers to use Alberta Education approved teaching and learning resources, and to ensure parents are given the option to 'opt-in' to lessons addressing gender identity, sexual orientation, and human sexuality (see attachment 1).

Conclusion:

Once the Board of Trustees approves the revisions to Board Policy 21 (see attachment 2), the policy will be named *Gender Identity, Sexual Orientation, and Human Sexuality* and come into effect immediately.



POLICY 21

SEXUAL ORIENTATION, GENDER IDENTITY, SEXUAL ORIENTATION, AND GENDER EXPRESSION HUMAN SEXUALITY

The Board values the diversity found within its school communities. The Board recognizes that students, staff, and school community members including, but not limited to, those identifying as lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual and two-spirit, (LGBTQIA2S+) encounter a unique set of challenges within our schools and communities.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is protected under the Canadian Charter of Rights and Freedoms, Alberta Human Rights Act, and the Education Act. These rights will be valued and enforced so that all members work together in an atmosphere of mutual respect. The Division will not tolerate harassment, bullying, or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity or gender expression.

Specifically

1. The Board believes that all students enrolled in the Division, employed staff and families with diverse sexual orientations, gender identities, and gender expressions have the right to:
 - 1.1 Be fully included and represented in a positive and respectful manner by all school personnel.
 - 1.2 Have equitable access to supports, services, and protections.
 - 1.3 The assurance that all such discriminatory behaviors and complaints will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures.
 - 1.4 Self-identification as the sole criteria for recognition and support.
 - 1.5 Promote and evaluate inclusive educational strategies and supports, create professional development opportunities and administrative procedures to ensure that students, staff, and their families feel welcomed, valued, and supported and are treated with respect and dignity in all aspects of the school community.
 - 1.6 Identify a staff member in each school to serve as a safe contact for students and staff with diverse sexual orientations, gender identities, and gender expressions.
 - 1.7 The formation of Gay-Straight Alliances (GSAs) or Queer-Straight Alliances (QSAs) in our schools that promote a welcoming, caring, respectful, and safe learning environment for students and their allies.
 - 1.8 The expressed confidentiality and privacy of all students, staff and families with diverse sexual orientations, gender identities, and gender expressions.
 - 1.9 Access at least one (1) single-occupancy gender-inclusive washroom facility with appropriate signage; this facility is available to all individuals.

2. The Division is committed to implementing measures that will:

- 2.1 Promote a systemic response, using a whole school approach, which strives to identify and address educational practices, policies, and procedures that perpetuates discrimination, harassment, and exclusion based on sexual orientation, gender identity, or gender expression.
- 2.2 Ensure all students, including those with diverse sexual orientations, gender identities and gender expressions, are treated as unique individuals; therefore, requests for supports must be addressed on a case by case basis.
- 2.3 Provide effective supports and procedures to respond, in a timely manner, to complaints of behaviours that perpetuate discrimination, harassment and exclusion based on sexual orientation, gender identity or gender expression.
- ~~2.4~~ Encourage staff to will adapt-use Alberta Education approved teaching and include-current learning resources and strategies to provide opportunities to develop positive awareness with respect to human rights, anti- discrimination and cultural diversity related to sexual orientations, gender identities, and gender expressions.
- ~~2.4.5~~ Ensure parents have the opportunity to opt-in to instruction addressing topics that are appropriate and fit the needs of the family and students.

Legal Reference: Bill 27, Amendment to Education Act

Section 11, 31, 33, 35.1, 36, 37, 52, 53, 58, 196, 197, 222 Education Act
Alberta Bill of Rights
Alberta Human Rights Act
Freedom of Information and Protection of Privacy Act
Occupational Health and Safety Act
Teaching Profession Act
Superintendent Leadership Quality Standard
Canadian Charter of Rights and Freedoms
Criminal Code
Administrative Procedure 206 – Gender Identity, Sexual Orientation, and Human Sexuality Topics
Administrative Procedure 310 – Safe and Caring Schools

Approved: March 16, 2016

Amended: March 21, 2018; June 6, 2018; August 22, 2018; March 11, 2020; May 24, 2023; January 29, 2025

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POLICY 21

GENDER IDENTITY, SEXUAL ORIENTATION, AND HUMAN SEXUALITY

The Board values the diversity found within its school communities. The Board recognizes that students, staff, and school community members including, but not limited to, those identifying as lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual and two-spirit, (LGBTQIA2S+) encounter a unique set of challenges within our schools and communities.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is protected under the Canadian Charter of Rights and Freedoms, Alberta Human Rights Act, and the Education Act. These rights will be valued and enforced so that all members work together in an atmosphere of mutual respect. The Division will not tolerate harassment, bullying, or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.

Specifically

1. The Board believes that all students enrolled in the Division, employed staff and families with diverse sexual orientations, gender identities, and gender expressions have the right to:
 - 1.1 Be fully included and represented in a positive and respectful manner by all school personnel.
 - 1.2 Have equitable access to supports, services, and protections.
 - 1.3 The assurance that all such discriminatory behaviors and complaints will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures.
 - 1.4 Self-identification as the sole criteria for recognition and support.
 - 1.5 Promote and evaluate inclusive educational strategies and supports, create professional development opportunities and administrative procedures to ensure that students, staff, and their families feel welcomed, valued, and supported and are treated with respect and dignity in all aspects of the school community.
 - 1.6 Identify a staff member in each school to serve as a safe contact for students and staff with diverse sexual orientations, gender identities, and gender expressions.
 - 1.7 The formation of Gay-Straight Alliances (GSAs) or Queer-Straight Alliances (QSAs) in our schools that promote a welcoming, caring, respectful, and safe learning environment for students and their allies.
 - 1.8 The expressed confidentiality and privacy of all students, staff and families with diverse sexual orientations, gender identities, and gender expressions.
 - 1.9 Access at least one (1) single-occupancy gender-inclusive washroom facility with appropriate signage; this facility is available to all individuals.

2. The Division is committed to implementing measures that will:

- 2.1 Promote a systemic response, using a whole school approach, which strives to identify and address educational practices, policies, and procedures that perpetuate discrimination, harassment, and exclusion based on sexual orientation, gender identity, or gender expression.
- 2.2 Ensure all students, including those with diverse sexual orientations, gender identities and gender expressions, are treated as unique individuals; therefore, requests for support must be addressed on a case by case basis.
- 2.3 Provide effective supports and procedures to respond, in a timely manner, to complaints of behaviours that perpetuate discrimination, harassment and exclusion based on sexual orientation, gender identity or gender expression.
- 2.4 Staff will use Alberta Education approved teaching and learning resources and strategies to provide opportunities to develop positive awareness with respect to human rights, anti-discrimination and cultural diversity related to sexual orientations, gender identities, and gender expressions.
- 2.5 Ensure parents have the opportunity to opt-in to instruction addressing topics that are appropriate and fit the needs of the family and students.

Legal Reference: Bill 27, Amendment to Education Act

Sections 11, 31, 33, 35.1, 36, 37, 52, 53, 58, 196, 197, 222 Education Act

Alberta Bill of Rights

Alberta Human Rights Act

Freedom of Information and Protection of Privacy Act

Occupational Health and Safety Act

Teaching Profession Act

Superintendent Leadership Quality Standard

Canadian Charter of Rights and Freedoms

Criminal Code

Administrative Procedure 206 – Gender Identity, Sexual Orientation, and Human Sexuality Topics

Administrative Procedure 310 – Safe and Caring Schools

Approved: March 16, 2016

Amended: March 21, 2018; June 6, 2018; August 22, 2018; March 11, 2020; May 24, 2023; January 29, 2025

7.2.4

**Action Item
January 29, 2025**

To: Board of Trustees
From: Dr. Parsons, Interim Superintendent of Schools
Subject: Jasper Learning Connection (TLC) Location and Lease
Originator: J. Lin, Secretary Treasurer
Resource: M. Crozier, Principal, Jasper Junior Senior High School and TLC
Dr. Harding, Assistant Superintendent, Board Relations

RECOMMENDATION

That the Board of Trustees for Grande Yellowhead Public School Division (GYPSD) approves Principal Crozier's request to house the Jasper Learning Connection (TLC) within the Jasper Junior Senior High School Library, thus eliminating the need to sign a new lease agreement when the current lease agreement with the Jasper Park Chamber of Commerce expires June 30, 2025.

REPORT

Governance Implication:

As per Board Policy 2, Role of the Board, signing leases is a Board responsibility.

Context:

The Jasper TLC lease expires on June 30th, 2025. Since the fire and related flood of the Jasper TLC building in July 2024, the Jasper TLC school has been successfully operating within the Jasper Junior Senior High School library at 401 Bonhomme St.

Principal Crozier has found this location to be more convenient for both staff and students who take distance learning courses through the TLC. As per Principal Crozier, most TLC students also take courses in person at Jasper Junior Senior High School. Since the TLC was moved into the library, students have demonstrated more interest in seeking help and support from their TLC teachers when they have questions. Additionally, moving the TLC into a section of the Jasper Junior Senior High School library will provide a cost savings to the Division. Secretary-Treasurer Lin has informed the chamber of this request.

Conclusion:

That the Board of Trustees approves Principal Crozier's request to house the Jasper Learning Connection (TLC) within the Jasper Junior Senior High School Library.

Property Lease Agreement**Between****Jasper Park Chamber of Commerce (JPCC) (Lessor)****And****Grande Yellowhead Public School Division (GYPSD) (Lessee)**

This document reflects the agreement between Grande Yellowhead Public School Division, the Executive and Board of the Jasper Park Chamber of Commerce, and the Robson House Historical Society (RHHS), a non-profit society under the auspices of the Jasper Park Chamber of Commerce.

Lease Period

1. The Jasper Park Chamber of Commerce (JPCC) agrees to lease office space at the Robson House (lower level, 409 Patricia Street, Jasper, Alberta) for a period of four (4) years.
2. The lease agreement shall commence on July 1, 2021 and end on June 30, 2025.
3. The use of the space shall be non-commercial, and the intended use shall not be altered.
4. Both parties agree that upon completion of the agreement the premises will be inspected, and any deficiencies addressed.
5. Both parties agree to review the agreement six (6) months prior to conclusion for future consideration and/or extension or renewal.

Lease Rate(s) and Insurance

1. The monthly rate shall be \$950 plus Goods and Services Taxes (GST) per month (\$950/month + GST)
2. Payment will be applied by monthly billing; due and payable within 30 days of invoice.
3. Should either party require release from the agreement prior to the stated end date of June 30, 2021; 90-day written notice and payment to the requested release date shall apply.
4. GYPSD agrees to assume 30% of the utilities cost realized by JPCC including gas, water, electricity, sewer, and garbage collection with said cost to be invoiced monthly.
5. Janitorial work will be assumed by GYPSD at no cost to JPCC.
6. GYPSD shall have sole use of one (1) parking stall located at the rear of the building.
7. GYPSD and JPCC agree to provide respective organizations with a copy of valid insurance for the content of the leased space, naming JPCC as an insured third party. JPCC will provide a copy of valid insurance for the building naming GYPSD as an insured third party.

Interior Office Space(s)

1. GYPSD shall have use of the entire lower level of the Robson House for the exception of the mechanical room and storage closet housing the JPCC server. The server will be secured and accessible only to JPCC staff and/or it is contractors.
2. GYPSD shall have use of the boardroom, unoccupied main/upper floor space(s) by reserving same from time to time as required. In all requests 30 days' notice shall be the required time.
3. GYPSD will have exclusive access to the lower entrance located at the rear of the building. One key will be issued to the GYPSD assigned individual and must be surrendered upon completion of the agreement or the end of the assignee's tenure with Grande Yellowhead Public School Division.
4. JPCC staff and/or it is contractors will have access to the lower level as needed to maintain and address any equipment or premise issues that may arise. Notice of such access will be submitted to GYPSD's assigned contact.

Leasehold Improvements

1. Any improvement/installation and ongoing cost of telephone lines will be borne by GYPSD.
2. Any improvement/installation and ongoing cost of WIFI and any other IT will be completed in consultation with the JPCC contractor assigned.
3. Any cost associated to the furniture or other identified requirements of GYPSD shall be borne by same.

Carolyn Lewis

Carolyn Lewis (Nov 4, 2021 14:26 MDT)

Carolyn Lewis, Superintendent of Schools, Grande Yellowhead Public School Division (Edson)

Sean Nicholson

Sean Nicholson, Secretary Treasurer, Grande Yellowhead Public School Division (Edson)

Justin Melnyk

Justin Melnyk, President Jasper Park Chamber of Commerce

Dated at Edson, Alberta 11/04/21

Dated at Jasper, Alberta _____

7.2.5

Action Item
January 29, 2025

To: Board of Trustees
From: Dr. Parsons, Interim Superintendent of Schools
Subject: Advocacy Letter for Jasper Housing
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 Premier Smith, Minister Nixon, MP Soroka, and MLA Long advocating the funds for Jasper Housing be immediately distributed as promised.

REPORT

Governance Implication:

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

Context:

The loss of housing has displaced staff, students, and their families; more than 600 Jasper families are without homes. The Government of Alberta had confirmed funds for 250 new homes in Jasper. Parks Canada and the Municipality of Jasper requested that the funds be used to build multi-unit buildings rather than single homes – pointing out long-standing housing shortages and limited serviced land within the municipality footprint. Minister Nixon has indicated that the funds are off the table if not used as the province dictates.

A letter template has been shared with stakeholders (attached) encouraging advocacy efforts be directed to the Premier, Minister Nixon, MP Soroka. And MLA Long.

Conclusion:

That the Board of Trustees for Grande Yellowhead Public School Division (GYPSD) moves to direct the administration to send a letter to Premier Smith, Minister Nixon, MP Soroka, and MLA Long advocating the funds for Jasper Housing be immediately distributed as promised.

[Please see the] draft letter template on the following page for use; edit, add, or share your personal story of loss and how the lack of housing solutions is delaying Jasper's recovery.

Email the letter to the following addresses:

- premier@gov.ab.ca
- rimbey.rockymountainhouse.sundre@assembly.ab.ca
- gerald.soroka@parl.gc.ca
- west.yellowhead@assembly.ab.ca

Or Call:

- 780 427 2251 (Premier Smith)
- 780 643 6210 (Minister Nixon)
- 780 723 6068 (Gerald Soroka)
- 780 712 7790 (Martin Long)

Share widely.

Dear _____,

As a resident of Jasper, I am writing to express my profound disappointment in the Province of Alberta's failure to provide realistic housing solutions following the devastating wildfire in July 2024. Six months later, we see broken promises, delays, and unethical exploitation of Jasper's crisis. Jasper deserves better—and so does Alberta. It is unfair to blame Parks Canada and the Municipality of Jasper for the lack of housing. The Province of Alberta is prioritizing its own agenda, and in return, preventing housing solutions.

The proposed plan to build 250 single-detached homes is inadequate to address the scale of this crisis and unsuitable for Jasper's land constraints. With limited serviceable land, the plan for single-detached homes wastes valuable space zoned for high-density housing that could provide effective relief for the 500+ residents waiting for a solution. The province has demonstrated a lack of understanding of our community's challenges and disregards the practical solutions needed to support recovery.

The Province's demand to tie housing recovery funds to the acquisition of permanent leases in the national park is unnecessary and unethical. Jasper is a national park, for all Canadians—not a bargaining chip to advance the Province's political or economic objectives.

Instead of shifting blame to other levels of government, we urge the Province of Alberta to take accountability for its own inaction and provide a basic human necessity: housing for a community post disaster. Jasper's residents should not bear the brunt of political bargaining while waiting for meaningful support. I am calling on the Province of Alberta to:

- **Prioritize High-Density Housing:** Maximize the use of limited serviced land to provide immediate relief to displaced residents.
- **Uncouple Recovery Funds from Political Agendas:** Stop tying essential housing support to demands like permanent leases or tax stabilization.
- **Listen to Local Leaders:** Work with Jasper's municipal officials, who understand our unique housing challenges and have been suggesting practical solutions.

The Province of Alberta has a duty to act with integrity, urgency, and accountability. The people of Jasper cannot afford further delays. Anything less than immediate and meaningful action is a failure of leadership. Is this the legacy the Province wants to leave behind?

I request a direct response outlining the steps your government will take to address Jasper's housing crisis and support our recovery. The people of Jasper—and Albertans across the province—are watching and expecting action.

Sincerely,

[Insert Name]

Item # 9

**Superintendent Report
January 29, 2025**

To: Board of Trustees, Grande Yellowhead Public School Division
From: Dr. Parsons, Interim Superintendent of Schools/CEO
Subject: **Superintendent Report - December/January 2025**

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 report on my work through the competencies as stipulated within the Superintendent Leadership Quality Standards (SLQS).

Leadership Quality Standard 1 - Building Effective Relationships

As stated in my previous superintendent reports to the Board, knowing the importance of building effective relationships, I have endeavored to give priority to this competency. I believe it is well understood that effort put into building effective

relationships is effort in service to our core work—teaching and learning. Of course, we build effective relationships through our direct and indirect interactions with individuals, groups, and our greater education community. To this end, I have utilized part of our central office leadership meetings, both before and after the Christmas break, to have discussions with staff regarding our Central Office and changes we might like to see in the spirit of service to our education community and the general public. To date, these discussions have revolved around how:

- all parking spaces are marked private,
- there are no designated spaces for visitor parking,
- all doors are locked,
- there is no receptionist to greet visitors or the public,
- there is limited clerical support for senior staff, etc.

Once these internal discussions have run their course, a report with considerations/recommendations for change will be developed. Once developed, the report will be brought to the Board through the office of the superintendent. The Board will then have an opportunity to consider the report, discuss its recommendations, and hopefully consider approving for any recommended changes.

In a similar manner, there have been ongoing direct efforts to build effective relationships with members of our staff, parents, and with our greater education community. For example, on January 8th and 9th, with the help of a Mediator, we held two days of talks with CUPE in the hope of arriving at a mutually agreeable package, and in the process continue building our working relationship.



On January 14th, we arranged a virtual meeting with all principals to debrief our December Board meeting and collectively plan for upcoming events. On January 20th and 21st, we created space and time for all school leaders to present their School Continuous Improvement Plans (SCIP) to the Board and senior staff in Edson and Hinton. These presentations afforded a systems view to Trustees and resulted in rich dialogue around our strengths and our challenges. These insights should help inform future iterations of these plans and further

enable the advocacy work of the Board.

On Wednesday, January 22, 2025, I traveled to Hinton to join Trustee Caputo and approximately 50 other invited guests in a public presentation and tour by Mondi' Hinton Inc. The company, which is traded on the London Stock Exchange, announced how they are in the process of planning a huge expansion that will

impact the community and conceivably our schools in Hinton. Through their presentation and tour we got to meet Mondí's senior leadership team, members of the Chamber of Commerce, the Mayor of Hinton, along with other special guests. Together, over lunch we got to briefly discuss possible community impacts. In conversation with Glen Taylor (Mondí's Health, Safety, and Learning Manage) Trustee Caputo and I were informed we will be invited to future meetings to discuss, in more detail possible impacts specific to education.

Leadership Quality Standard 2 - Modeling Commitment to Professional Learning

Living out this competency can mean different things depending on one's context. However, from my perspective, it means engaging in career-long professional learning, being critically reflective, and acting on research-informed opportunities for enhancing leadership, teaching, and learning. Modeling these beliefs through conversations and through actions conveys to others our commitment to professional learning.

I am pleased to report that, with the work of Assistant Superintendent Aschenmeire, the GYPSD Aspiring Leaders initiative has resumed. The cohort will meet on January 30th to continue building out their understanding of leadership and how their leadership as an administrator can positively impact student learning. We are very much looking forward to our upcoming discussion on Leadership with these aspiring leaders.

In keeping with my previous report, and conversations with division staff in support of their professional learning journey, I have a good news story to report. I was recently informed that one of our GYPSD staff members, who was shortlisted by the ATA, has been selected by the Canadian Teachers' Federation in Ottawa to be part of a team going to Ghana in July to provide professional development for teachers. For this teacher, working in Africa has been on her bucket list. Congratulations! As we know, opportunities to participate in professional learning, network with others, and dialogue on educational issues are all crucial elements to professional growth.



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.”*

In my short time with GYPSD, I have spent the majority of my time engaged, as detailed above, meeting people with the goal of seeking to understand the work they do and their vision for student success. In the process, I have used the opportunity to promote across our division a shared understanding of and support for our GYPSD goals, priorities, and strategic initiatives. While there is a desired state, as articulated in the GYPSD Education Plan, we also know, based on our AERR, that work is needed to realize the level of student success we want for our students. To this end, I have given time and space to focus on “learning is the work,” on our processes that support learning, on building trust, empowering staff, and on building common understandings across our leadership team. In reality, a strong and vibrant school division is not many different boats going in multiple directions, but rather coming to know and understand we are in a boat we built traveling in an agreed upon direction. Thus, we must be clear on our vision, know our course, and be steadfast in committing our time, energy, and resources to achieving it.

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.”*

In this regard, over the past weeks since our last meeting, a number of steps have been taken that will help with leading learning in our division and with keeping our focus on continuous improvement. One such step had me begin meetings with members of my senior team to review their work assignments, look at our structure, review work goals along with what staff might need in terms of support, and to see how our current staff assignments align with system needs and with our learning goals. While these meetings are far from completed, the discussions to date, while difficult at times have also been enlightening. I hope to report further on these continuing discussions in subsequent meetings with the Board of Trustees.

Another step with respect to leading learning involved a meeting on January 10th to explore the possibility of bringing a CASA classroom to GYPSD. Assistant Superintendent Aschenmeier and I held a meeting with provincial officials working with setting up CASA classrooms across Alberta. In a CASA classroom students receive individual and group therapy, psychiatric care, medication and schooling according to their individual needs. This care is provided by a team of mental health professionals, a specialized teacher, and support staff. Students remain in the program for approximately half the school year, followed by another half-year of transition support. Caregivers receive mental health education, connections to

community support, and resources to better support these students. In short, CASA Classrooms provide individualized mental health treatment for selected students in grades 4 to 12. These students struggle with persistent mental health symptoms impacting their home, peer, and school life. There is still more work to be done before arriving at a final decision on whether a CASA classroom is a fit for GYPSD. Currently, there are seventeen CASA classrooms operational across this province.

With respect to leading learning, on January 15th Assistant Superintendent Aschenmeier, Dr. Harding, and I held a meeting with Nicole McNally, our Field Officer from Alberta Education, to review our Annual Education Results Report (AERR). Through the meeting, we learned the Ministry had no concerns with our submitted report and praised the division for a number of changes invoked this year to help represent our results. The discussion was fruitful and also helped identify a few changes we may institute next year. I want to thank Assistant Superintendent Aschenmeier, and Dr. Harding for their work on pulling together our AERR report.



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.”

In my short tenure with GYPSD, I have witnessed that structures are in place to support building out this competency within our staff and within our division. To this point, I provided several examples in a previous report illustrative of how we are living out this competency within GYPSD. Additionally, we can look to our PATs, DIP, and local measures to see areas of improvement for our First Nation, Metis, and Inuit students. While we are making progress, much work remains to be done to ensure all students acquire the requisite skills needed to achieve their goals and become contributing members in their communities.

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.”

As stated in previous reports, I have placed priority on getting to know our people and our division. With a greater understanding of our strengths and challenges, I shared several examples in my December report of how I have started to strategically allocate resources in the interest of all students and in alignment with our school authority's goals and priorities. In this report, I will once again provide several examples of our ongoing work in this area.

On January 16th, I held a meeting with senior members of my Central Office team to review and understand the possible impact of the announced provincial school bus distance criteria change from 1.0 km to 1.6 km on GYPSD transportation services. The information reviewed helped illustrate how the impact will be greater in some regions of our district than in others. More work is needed to fully determine the impact. However, we hope to bring forward any recommendations stemming from this review at our next meeting in February. The hope is that by being proactive we can have a plan in place to help communicate the changes and help mitigate their impact.

Another example of work underway in the area of Operations and Resources is work happening in our Finance area. Over the past weeks, our Secretary/Treasurer, Jun Lin, and members of his staff have been working with our Human Resources Assistant Superintendent, Meghan Auriat, to identify and capture needed work in the finance area. Subsequently, we advertised positions to increase our capacity to respond to these identified work demands. This should, in time, lead to a stronger and deeper finance department.

A final example of work happening in the area of Operations and Resources relates to the SCIP presentations to our Board of Trustees that I spoke about above. Through Principals presenting to the Board of Trustees and senior staff, we collectively had the opportunity to work with our principals to identify common trends and common concerns. Understanding our challenge is the first step in the process of finding workable solutions and, if needed, appropriate resources.

Leadership Quality Standard 7 - Supporting Effective Governance

In a previous report to the Board, I detailed my initial work and the work of senior staff in support of effective board governance. My report spoke of policy work, working with the corporate board through Committee of the Whole (COTW), and through our Public Board Meetings (PBM). It also detailed how governance work involved supporting Chair Karpluk and the corporate board in provincial governance structures and gatherings like ASBA and PSBAA where there is opportunity to interact with the Minister and his staff in the hope of enriching the learning experience for students in GYPSD.

Since our last meeting, the work of supporting effective governance has continued. This week has been busy with a Policy Committee meeting, a meeting to further

discuss community concerns, a Committee of the Whole meeting, and a public board meeting.



On another front, we have school Board elections upcoming next fall. Our Secretary-Treasurer, Jun Lin, is our Chief Returning Officer and is working with staff and a contractor to ensure we are ready.

With respect to new legislation, we continue to follow developments with Bill 27. The Alberta government brought forward Bill 27, the

Education Amendment Act, 2024. The legislation embodied significant changes in schools, including parental notification for pronoun use, opt-in requirements for instruction on human sexuality, gender identity, and approval from the Ministry of Education for third-party materials. This is legislation that will continue to require considerable work to implement across GYPSD and our province.

In summary, it is easy to see how the work involved in K-12 education involves simultaneously working on many fronts by many dedicated staff. I want to thank the Board and all our staff for their work and support. Without their work and support, none of this would be possible.

**Administrative Report
January 29, 2025**

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 receives a report on projects, processes, and/or programs conducted 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 conducted 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 conducted since December 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	Big Rocks Completed December 19 - January 28, 2025	Anticipated Big Rocks To February 26, 2025
Finance J. Lin/L. Liu	<ul style="list-style-type: none"> ● Prepared to receive nominations for October 2025 General Election ● Multi-year Board Budget Summary from 2016/17 ● Reviewed Trustee Per Diem 	<ul style="list-style-type: none"> ● New funding model from Alberta Education ● Prepare for 2025/26 Spring budget ● Affordable Grant Reporting ● CUPE situation

	<ul style="list-style-type: none"> and HSA/WSA allocations across similar jurisdictions ● Enrollment Projections for 2025/26 ● CUPE Mediation 	<ul style="list-style-type: none"> ● Personnel in Finance Department ● Reviewed potential impact data on Transportation Grant due to distance requirement changes Sept 2026 ● Insurance and Wildfire claim settlement
Facilities B. Orge	<ul style="list-style-type: none"> ● Address heating unit issues at GT ● Draft 3-year Capital and 10-year Facilities Plans ● Begin spring wildfire preparedness review ● AEFAA Executive Meeting 	<ul style="list-style-type: none"> ● Acoustic panel review and schedule ● RFP posting for Harry Collinge ● GT modernization ● Card lock install at GT
Technology L. Lee	<ul style="list-style-type: none"> ● Powerschool SIS Breach <ul style="list-style-type: none"> - Auditing PS logs - Communications to staff & Parents - Verify 3rd party vendor security protocols ● Vretta online Assessment Diploma Exams ● New student account automation launched! ● Elementary EdTech Lead Meeting January 24 ● Elementary Numeracy Lead Meeting January 27 (Mathia Adventures Pilot) ● Major updates to AP 140 and the creation of AP 143. 	<ul style="list-style-type: none"> ● Harry Collinge 7-9 Digital Report Card in February ● New Student Online Registration launch February 3rd ● Develop draft K-6 Social Studies reporting outcomes for PowerTeacher Pro ● Begin <i>MATHstream</i> pilot with Secondary Numeracy Lead teachers ● Tech Team strategic planning - February 13 ● AI Orientation sessions for Staff ● Activated new map module on the GYPSD website.
Learning Services C. Aschenmeier	<ul style="list-style-type: none"> ● Bill 27 implications for schools ● CASA Classroom Meeting ● AFLEC Meeting ● APOP Advisory Meeting ● Principal SCIP Presentations to the Trustees ● AERR meeting with Alberta Education ● Aspiring Leaders planning ● Home Education mid-year reviews 	<ul style="list-style-type: none"> ● Edwin Parr Award nomination support for principals and nominee ● Multi-jurisdictional curriculum mtg. ● Indigenous Pathways Lead Teacher PL ● Superintendent Youth Council
Board Relations,	<ul style="list-style-type: none"> ● AERR Meeting w/AE Field 	<ul style="list-style-type: none"> ● Next year registration support

<p>Communications, Transportation Dr. Harding</p>	<p>Manager</p> <ul style="list-style-type: none"> ● Principal SCIP Presentations to the Trustees ● Board Tasks ● School/stakeholder support ● Policy Research Request ● Bill 27 implications and updates to relevant APs ● Future Implications Research Re: Transportation Grant 	<ul style="list-style-type: none"> ● PD course work ● Contingency Support ● School/stakeholder support ● Mid-year departments' strategic plan reviews ● Ongoing analysis of distance changes to the Transportation Grant (September 2026) ● Preparation and Distribution of Calendar Survey to inform updates or changes to Policy 18.
<p>Human Resources M. Auriat</p>	<ul style="list-style-type: none"> ● CASA Classroom Meeting ● University of Alberta and Calgary, GP Northwestern Polytechnic Career Fairs ● CUPE mediation 	<ul style="list-style-type: none"> ● Concordia Career Fair ● ATA Letter of Intent ● Preparation for Division wide Step It Up wellness challenge
<p>Inclusion Services A. Corser</p>	<ul style="list-style-type: none"> ● Red Cross Meeting - post Jasper Wildfire substance use concerns ● VTRA meetings ● <i>Navigating Difficult Conversations</i> Bus Driver PD ● APLC Inclusion and Mental Health PD 	<ul style="list-style-type: none"> ● Bus Driver Professional Development- Navigating Difficult Conversations ● Review speech consent for online registration ● Wrap-around meetings with multiple schools to support students with complex needs
<p>Transportation Services C. Van Neck</p>	<ul style="list-style-type: none"> ● Bus Operator PD - <i>Navigating Difficult Conversations</i> ● Prep for mandatory bus service requirements for September 2025 ● Anticipated Distance Changes: Transportation Grant Calculations ● Begin review of spring wildfire preparedness 	<ul style="list-style-type: none"> ● New bus registration ● Parent communication ● Review Transportation Agreements with other school divisions ● Ongoing analysis of distance changes to the Transportation Grant (September 2026)
<p>Communications Special Projects N.Gilks</p>	<ul style="list-style-type: none"> ● Website preparation for 2025 General Election ● New Registrations for School and Bus ● Facilitate multi-team prep for Edson Trade Show ● 2025 Kinder Marketing Campaign 	<ul style="list-style-type: none"> ● Spring wildfire preparedness ● New Registrations for School and Bus ● Continue multi-team prep for Edson Trade Show ● 2025 Kinder Marketing Campaign

	<ul style="list-style-type: none">● Work with Facilities on draft 3-year Capital and 10-year Facilities Plans● Spring wildfire preparedness	
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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.

10.2

Administrative Report January 29, 2025

To: Board of Trustees

From: D. Parsons, Interim Superintendent of Schools

Subject: First Quarter Financial Update

Originator: J. Lin, Secretary-Treasurer

Resources: L. Liu, Director of Financial Services

RECOMMENDATION

That the Board of Trustees receive the First Quarter Financial Update, as information.

REPORT

Governance Implications:

Reporting and review of the Board's fiscal position is essential for proper governance. It is an additional control that helps ensure Board resources are being used appropriately and responsibly to meet the division objectives. This information supports the Board's advocacy topics and conversations with stakeholders.

Background:

The Board annually approves a budget based on projected enrolments, revenues, and expenses. The budget plots a course for the Board to provide educational services in its jurisdiction and to address local priorities. Responsible fiscal management requires the Board to monitor the Division's financial results to ensure that the organization operates according to its plan and to adjust operations if necessary.

This report provides the first quarter financial results as of November 30, 2024, as well as the year-to-date expenses as a percentage of the total annual budget. Target percentages as of November 30, 2024, for revenues and expenses are 25 per cent (3/12 months).

- Year-to-date revenues as of November 30, 2024: \$20.6 million or 32 per cent of total budgeted revenues.
- Year-to-date expenses as of November 30, 2024: \$20.5 million or 32 per cent of total budgeted expenses.

- Year-to-date operating surplus as of November 30, 2024: \$0.1 million.

The operating result as of November 30, 2024, is better-than-expected compared to the budgeted annual deficit for the following reasons (See Attachment Financial Package):

- Additional funding/revenues from approved spring budget:
 - Dual Credit Start-Up Grant – Grand Trunk
 - Literacy and Numeracy Program funding
 - Low Incidence Support and Services (LISS) funding
 - Teacher settlement funding
 - School Driver Grant
- Lower than expected spending as of quarter one on utilities, supplies & resources, insurance, maintenance, classroom expenses, professional services, travel, photocopying, professional development, and busing repair & maintenance.

Conclusion:

As of November 30, 2024, the Division reported \$20.6 million in year-to-date revenues, \$20.5 million in year-to-date expenses, and \$0.1 million in year-to-date surplus.

Monthly Financial Data

For Quarter 1 ending November 30, 2024

Grande Yellowhead Public School Division

2024-2025 Fiscal Year



EDSON | GRANDE CACHE | HINTON | JASPER | LOBSTICK

Statement of Operations

For the quarter ending November 30, 2024

Expected percentage 25%

In Thousand's

Revenues	Spring Budget	Q1 Forecast	Year-to-Date as of Nov 30, 2023	% Actual to Spring Budget	% Actual to Q1 Forecast
1 Government of Alberta	\$ 61,579	\$ 62,260	\$ 19,775	32%	32%
2 Federal Government and other government grants	285	285	67	24%	24%
3 Property taxes	-	-	-	0%	0%
4 Fees	473	474	136	29%	29%
5 Sales of services and products	310	276	61	20%	22%
6 Investment income	755	755	253	34%	34%
7 Donations and other contributions	594	619	274	46%	44%
8 Other revenue	20	21	4	20%	19%
9 Total revenues	\$ 64,016	\$ 64,690	\$ 20,570	32%	32%

Expenses by Category

10 Certificated salaries	\$ 26,646	\$ 26,692	\$ 6,469	24%	24%
11 Certificated benefits	5,868	5,944	1,294	22%	22%
12 Non-certificated salaries and wages	10,627	11,541	2,943	28%	26%
13 Non-certificated benefits	2,672	2,637	895	33%	34%
14 Services, contracts and supplies	14,845	14,620	8,009	54%	55%
15 Amortization of supported tangible capital assets	2,409	2,408	620	26%	26%
16 Amortization of unsupported tangible capital assets	818	822	172	21%	21%
17 Amortization of unsupported ARO tangible capital assets	317	317	79	25%	25%
18 Supported interest on capital debt	-	-	-	0%	0%
19 Unsupported interest on capital debt	-	-	-	0%	0%
20 Other interest and finance charges	22	22	4	18%	18%
21 Losses on disposal of tangible capital assets	-	-	(1)	0%	0%
22 Other expense	5	5	-	0%	0%
23 Total expenses	\$ 64,229	\$ 65,008	\$ 20,484	32%	32%
24 Annual operating surplus (deficit)	\$ (213)	(\$ 318)	\$ 86	-40%	-27%

Expenses by Program

25 Instruction - ECS	\$ 3,196	\$ 3,007	\$ 505	16%	17%
26 Instruction 1 to grade 12	44,543	45,683	11,133	25%	24%
27 Operations and maintenance	8,522	8,561	6,830	80%	80%
28 Transportation	5,213	4,956	1,301	25%	26%
29 System administration	2,287	2,361	548	24%	23%
30 External services	467	440	167	36%	38%
31 Total expenses	\$ 64,228	\$ 65,008	\$ 20,484	32%	32%
32 Annual operating surplus (deficit)	\$ (212)	(\$ 318)	\$ 86	-41%	-27%

Revenues By Month

In Thousand's

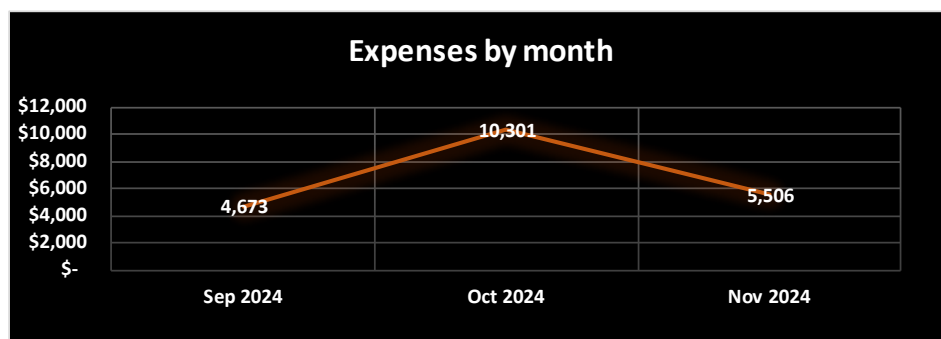
Revenues	Sep 2024	Oct 2024	Nov 2024
1 Government of Alberta	\$ 9,343	\$ 5,319	\$ 5,114
2 Federal Government and other government grants	93	24	(50)
3 Property taxes	-	-	-
4 Fees	41	64	31
5 Sales of services and products	18	26	16
6 Investment income	85	95	72
7 Donations and other contributions	46	149	79
8 Other revenue	-	3	2
9 Total revenues	\$ 9,626	\$ 5,680	\$ 5,264



Expenses By Month

In Thousand's

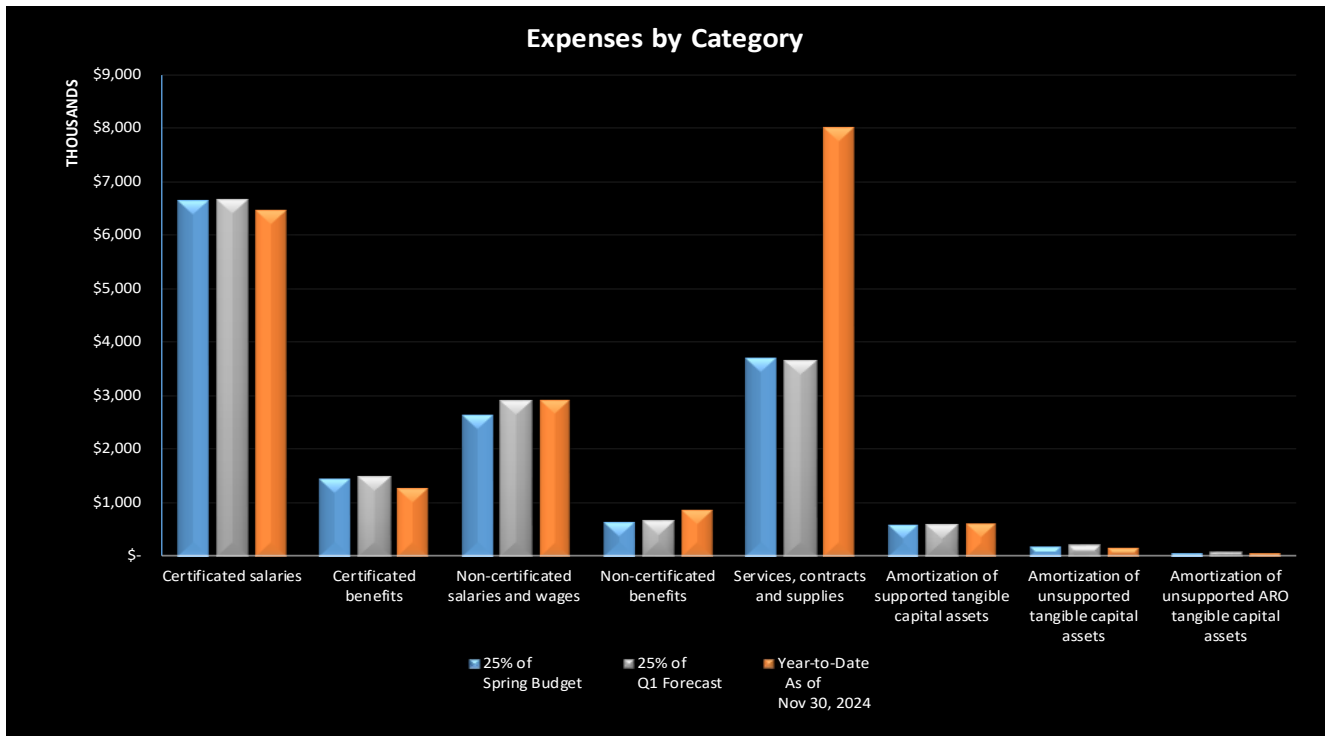
Expenses	Sep 2024	Oct 2024	Nov 2024
10 Certificated salaries	\$ 2,073	\$ 2,145	\$ 2,251
11 Certificated benefits	431	440	424
12 Non-certificated salaries and wages	723	1,008	1,212
13 Non-certificated benefits	274	271	349
14 Services, contracts and supplies	881	6,144	985
15 Amortization of supported tangible capital assets	198	196	226
16 Amortization of unsupported tangible capital assets	67	72	34
17 Amortization of unsupported ARO tangible capital assets	26	26	26
18 Supported interest on capital debt	-	-	-
19 Unsupported interest on capital debt	-	-	-
20 Other interest and finance charges	1	2	1
21 Losses on disposal of tangible capital assets	-	(1)	-
22 Other expense	-	-	-
23 Total Expenses	\$ 4,674	\$ 10,303	\$ 5,508



Expenses By Category

In Thousand's

Expenses by Category	25% of Spring Budget	25% of Q1 Forecast	Year-to-Date As of Nov 30, 2024
1 Certificated salaries	\$ 6,661	\$ 6,673	\$ 6,469
2 Certificated benefits	1,467	1,486	1,294
3 Non-certificated salaries and wages	2,657	2,885	2,943
4 Non-certificated benefits	668	659	895
5 Services, contracts and supplies	3,711	3,655	8,009
6 Amortization of supported tangible capital assets	602	602	620
7 Amortization of unsupported tangible capital assets	205	206	172
8 Amortization of unsupported ARO tangible capital assets	79	79	79
9 Supported interest on capital debt	-	-	-
10 Unsupported interest on capital debt	-	-	-
11 Other interest and finance charges	6	6	4
12 Losses on disposal of tangible capital assets	-	-	(1)
13 Other expense	1	1	-
Total expenses	\$ 16,057	\$ 16,252	\$ 20,484



Top 10 Services, Contracts and Supplies Variances

In Thousand's

	25% of Spring Budget	25% of Q1 Forecast	Year-to-Date As of Nov 30, 2024
1 Utilities	\$ 425	\$ 425	\$ 246
2 Supplies & Resources	\$ 204	\$ 209	\$ 110
3 Insurance	\$ 237	\$ 237	\$ 148
4 Maintenance	\$ 138	\$ 151	\$ 96
5 Classroom expenses	\$ 156	\$ 174	\$ 129
6 Professional Services	\$ 369	\$ 334	\$ 301
7 Travel	\$ 102	\$ 125	\$ 94
8 Photocopying	\$ 69	\$ 70	\$ 42
9 Professional Development	\$ 74	\$ 68	\$ 46
10 GYPSD busing Repairs & Maintenance	\$ 206	\$ 211	\$ 190
Total	\$ 1,980	\$ 2,004	\$ 1,402

