



Grande Yellowhead Public School Division

BOARD OF TRUSTEES

A G E N D A

April 16, 2025

Meeting Number 9

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

April 16, 2025

Meeting #9, 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 March 26, 2025 ([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

6. PUBLIC COMMENT PERIOD

7. ACTION ITEMS

- 7.1. Old
- 7.2. New
 - 7.2.1. Budgeting Principles Allocation Model for 2025/26 ([click here](#))
 - 7.2.2. 2025/26 School Calendar Approve Final ([click here](#))
 - 7.2.3. 2026/27 School Calendar Approve in Principle ([click here](#))
 - 7.2.4. 2027/28 School Calendar Approve in Principle ([click here](#))
 - 7.2.5. Letter of Appreciation to Brian Callaghan ([click here](#))
 - 7.2.6. Board Policy 8, Committees of the Board, Update ([click here](#))
 - 7.2.7. Board Policy 13, Appeals and Hearings Regarding Student Matters, Update ([click here](#))
 - 7.2.8. Board Policy 18, School Calendar Update ([click here](#))

8. BOARD CHAIR REPORT

- 8.1. Correspondence and Information
 - 8.1.1. Board Chair and Superintendent Meeting with the Minister
 - 8.1.2. Honouring Spirit Indigenous Student Award
 - 8.1.3. GYPSD Jasper Indigenous Education Event
 - 8.1.4. Meeting with Yellowhead County - May 20th
 - 8.1.5. President and CEO of PSBAA Informal Meeting

9. SUPERINTENDENT REPORT

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

RECESS BREAK

10. ADMINISTRATION REPORTS

- 10.1. Division Departments Monthly Report ([click here](#))
- 10.2. Second Quarter Division Financial Update ([click here](#))
- 10.3. Career Education in GYPSD ([click here](#))

11. TRUSTEE/COMMITTEE REPORTS

- 11.1. Trustee Connections to Board Governance Work Plan Calendar
- 11.2. Board Policy Committee
 - 11.2.1. Response to Public Delegation
- 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:*
 - May 21, 2025, Public Board Meeting (10 am)
 - Closed to the Public:*
 - May 21, 2025, 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 8

March 26, 2025 – 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
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, Director of Finance
C. Van Neck, Director of Transportation
N. Gilks, Director of Communications and Special Projects
A. Corser, Director of Inclusion
B. Orge, Director of Facilities
L. Lee, Director of Information Technology
K. Gilks, Supervisor Teacher – Educational Technology
T. Miluch, Teacher Consultant
K. Brook, Senior Executive Assistant

DELEGATIONS PRESENT:

School Administration/Staff/Students (virtual): Janaya Marshall (Principal – Fulham Community School), Alison Minelli (Teacher – Fulham Community School)
Community Members: Holly See (Parent)

CALL TO ORDER

Chair Karpluk called the meeting to order at 1012 hours.

NATIONAL ANTHEM

LAND ACKNOWLEDGEMENT

ANNOUNCEMENTS

- March 10th – 14th, Substitute Teachers' Appreciation Week
- Alberta Education has extended the Assurance Measures Survey to this Friday

CHANGES TO THE AGENDA

None.

2025-018

APPROVAL OF THE AGENDA

Trustee Caputo moved that the Board approve the agenda.

Carried Unanimously

2025-019

APPROVAL OF THE MINUTES

Trustee Karpluk moved that the Board approve the minutes of the Public Board Meeting of February 26, 2025.

Carried Unanimously

BUSINESS ARISING FROM THE MINUTES

None.

DELEGATION / PRESENTATION

Holly See – Boundary Exemptions

SPOTLIGHT ON STUDENTS

Fulham Students Presentation from *The Mystery of the Missing Medallion! – Live from Fulham Stage*

PUBLIC QUESTION PERIOD

None.

ACTION ITEMS

2025-020

New Superintendent Commencing July 1, 2025

Trustee Caputo moved that the Grande Yellowhead Public School Division hereby appoints Kurt Scobie to the position of Superintendent of Schools and CEO for the Grande Yellowhead Public School Division commencing July 1st, 2025.

Carried Unanimously

2025-021

Appointment of Temporary Assistant Superintendent

Trustee Bobilek moved that the Grande Yellowhead Public School Division hereby appoints Kurt Scobie to the temporary position of Assistant Superintendent of Schools for Grande Yellowhead Public School Division for May and June 2025.

Carried Unanimously

2025-022

Closed Session

Trustee Caputo moved that the Board go in to closed session at 1051 hours.

Carried Unanimously

2025-023

Out of Closed Session

Trustee Fowler moved that the Board come out of closed session at 1057 hours.

Carried Unanimously

2025-024

Chair Contract Authority

Trustee Pettitt moved that the Board of Trustees approve that the Board Chair is authorized to execute the contract to retain the consultant firm Triple P HR Services LTD.

Carried Unanimously

2025-025

Three-Year Capital Plan Submission and Ten-Year Facility Plan

Trustee Caputo moved that the Board of Trustees approve the Three-Year Capital Plan (2025-2028) and Ten-Year Facilities Plan (2025-2035), subject to funding by Alberta Education being in place at the appropriate time.

Carried Unanimously

2025-026

Letter of Congratulations to Minister Long

Trustee Pettitt moved that the Board of Trustees move to direct administration to send a letter of congratulations to West Yellowhead MLA Martin Long on behalf of the Board recognizing his recent appointment as the Minister of Infrastructure on February 27, 2025.

Carried Unanimously

2025-027

The Canadian School Boards Association Annual Congress

Trustee Caputo moved that the Board approve the attendance of interested Trustees at the Canadian School Board Association (CSBA) Annual Congress and National Trustee Gathering on Indigenous Education, to be hosted by the Manitoba School Boards Association, from July 2-5th, 2025.

**Trustees Karpluk, Fowler, and Caputo in Favour
Trustees Pettitt, Bobilek, and Mines Opposed
Defeated**

BOARD CHAIR REPORT

Chair Karpluk Shared:

- Minister Response Regarding School Nutrition Advocacy Letter
- Minister Response Regarding the Use of Public Funds for Public Schools
- Minister Response Regarding Funding for Full Time Kindergarten
- Follow-up Letter to Minister of Environment and Climate Change Regarding Jasper Wildfire Deductible
- Success Stories in GYPSD
- Upcoming Yellowhead County Meeting
- Meeting with Evergreen Catholic Separate School Board

SUPERINTENDENT'S REPORT

Superintendent Parsons reported on all the activities he has been leading since the last Public Board meeting on February 26, 2025.

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 February 26, 2025.

The Public Board Meeting recessed at 1200 hours.

The Public Board Meeting reconvened at 1308 hours.

Annual Technology Report

The Board received an in-depth presentation from the Director of Information Technology, Mr. Lee, and Supervisor Teacher of Educational Technology, Ms. Gilks, regarding the annual technology report.

Annual Inclusion Report

The Board received a comprehensive report from Director of Inclusion, Ms. Corser, outlining the programs and supports for students requiring specialized services.

TRUSTEE REPORTS

Connections to Board Governance Work Plan Calendar

The Board of Trustees and the Superintendent attended the Alberta Rural Education Symposium (ARES) conference March 2nd to March 4th.

Board Policy Committee

Trustee Bobilek shared that the Policy Committee met March 25th to review Policy 22 which will be coming forward at the April Public Board Meeting for approval.

Recognition of Employees Committee

Trustee Pettitt shared that the Recognition Committee will be meeting sometime in May to plan the retirement event.

Board Planning Seminar Committee

No Report.

Board Negotiations Committee

No Report.

Board Finance/Budget Committee

Trustee Mines shared that the Finance/Budget Committee met for the first time on March 13th, 2025, and reviewed their terms of reference. They will be meeting again in April to start reviewing the Board Governance Budget.

Board Representatives

- **PSBAA – Work Plan Update**
 - PSBC Meeting April 11th
- **ASBA Zone 2/3**
 - No Report.

FUTURE BUSINESS

Meeting Dates

Board – Open to Public

April 16, 2025, Public Board Meeting (10:00 a.m.)

Committees – Closed to Public

April 16, 2025, Committee of the Whole Meeting (9:00 a.m.)

Notice of Motion

None.

Future Agenda Items

Follow-up letter to the Minister of Environment and Climate Control regarding Jasper Fire Deductible.

2025-028

ADJOURNMENT

Trustee Karpluk moved for adjournment at 1404 hours.

Carried

X

Dale Karpluk
Board Chair

X

Jun Lin
Secretary-Treasurer

7.2.1

Action Item
April 16, 2025

To: Board of Trustees

From: Dr. Parsons, Superintendent of Schools

Subject: Budgeting Principles Allocation Model 2025/26

Originator: J. Lin, Secretary-Treasurer
Resource: L. Lui, Director of Finance

RECOMMENDATION

That the Board of Trustees for Grande Yellowhead Public School Division (GYPSD) approves the Budget Principles Allocation Model for the development of the 2025/26 school year budget.

REPORT

Governance Implications:

School Boards have the responsibility and are in the best position to determine how to allocate these funds to meet student needs at the local level. The **Budget Principles Allocation Model** is built on processes and decisions to maximize classroom resources and support unique student learning needs while recognizing the Board's fiscal management responsibility. Allocation methods play a key role in allocating resources to prioritize and meet Board priorities.

Alberta Education Funding:

Alberta Education provides funding to school boards through the annual Education Funding Framework. Funding is allocated primarily on a new updated two-year average **Adjusted Enrolment Method (AEM)** for instruction, and facilities operations and maintenance. This method calculates 30 per cent of the funding based on the current school year's enrolment and 70 per cent based on the upcoming year's enrolment projections.

Transportation Funding:

As per the Funding Manual, Transportation Funding is targeted and must be spent on the purposes to which it is allocated. Transportation funding follows the students to their attending schools.

Alberta Education has revised the distance eligibility criteria for students in Grades 1 to 6 from the previously announced minimum distance of 1 kilometre from the student's primary address to the school, to a minimum of 1.6 kilometres, effective September 1, 2025. The eligible distance criteria for students in Grades 7 to 12 will be 2 kilometres.

One-year transition funding will be provided for the 2025/26 school year for school authorities that continue to transport students in Kindergarten to Grade 6 who reside between 1 and 1.6 kilometres from their attending school.

Facility Operations and Maintenance Funding:

The funding allocation is based on total projected funding for three grants:

1. Operations and Maintenance (**O&M**) grant
2. Infrastructure, Maintenance, and Renewal grant (**IMR**).
3. Capital Maintenance and Renewal (**CMR**) grant.

Targeted program allocation supports the day-to-day upkeep of school facilities as well as maintenance and renewal of division-owned buildings.

Centrally Managed Instructional Programs:

The funding framework provides flexibility to school boards to utilize the funds in a manner that effectively delivers learning services, technology services, and teacher professional development. The Board may also direct funds to centrally managed instructional programs to reflect district priorities.

- **Program Unit Funding (PUF) Program:** Over 50 per cent of the PUF programs are delivered by the schools. The remaining services, including program coordination, education assistants, and funding for offsite programs, are centrally managed. Allocation to the PUF program is based on funding provided by Alberta Education.
- **Family School Liaison Counsellor Program (FSLC):** This program ensures that schools have access to counsellors who understand and support the personal mental health needs of students within their learning environment.
- **Specialized Learning Supports (SLS):** Funding is allocated centrally to have trained professionals provide services for supports in schools. Support such as

Speech Language Pathologists, Therapy Aides, and Occupational Therapists are common examples.

- **B.E.S.T (Mental Health Capacity Building):** Funding is allocated to support student mental health capacity building in schools.
- **Mental Health Well-being Grant:** The funding allocation is based on enrolments, base funding, and socioeconomic status.
- **First Nations Metis and Inuit Program (FNMI):** Funding is allocated to support Indigenous learning programs for students across the Division.
- **Assessment, Mentorship, and Curriculum:** Funding is allocated to support schools in student assessment, teacher mentorship, and curriculum implementation.
- **Teacher & Support Staff Professional Development:** Funds are set aside to support professional development activities provided in the collective agreement between the Board, the Alberta Teachers' Association (**ATA**), and the Canadian Union of Public Employees (**CUPE**)
- **Technology Services:** Funds are allocated to support technology services for the Division Office and in schools. These services include the maintenance of the networks, maintenance of software licenses, purchases of computer hardware, division website maintenance, virtual learning support, and video conferencing.
- **Home Education:** Centrally managed by the learning services team to ensure all government requirements and regulations are met.
- **Other Centrally Managed Items:** Other items like Insurance, Board Pooled Staffing (Maternity Leave, Sick Leave, Secondment), Amortization, Alberta Teacher Retirement Fund (**ATRF**), Communications, and Occupational Health & Management are centrally managed.

School Allocation:

The majority of education funding is allocated to schools to meet the needs of student learning. The Budgeting Principles Allocation Model provides equitable resource distribution to each school based on the following principles:

- Maximize resource allocations to the classrooms.
- Equity: The Board allocates resources equitably to all schools based on the learning needs of the students.
- School principals are learning leaders and are responsible for utilizing allocated funds prudently and effectively to deliver learning services.

- The basis of allocation is primarily enrolment driven recognizing the value of a strong basic allocation rate.
- Additional support is provided for unique student learning needs, including English Second Learners (ESL) and students with complex special learning needs.
- The basis of allocation to schools and allocation rates will be reviewed and updated annually based on available funding from Alberta Education.
- The surplus to be carried forward to the next year is no more than 3 per cent of the school's total budget.
- At present, no schools are carrying a deficit.

This is a funding allocation model only; allocation factors below do not represent targeted spending. Each school can utilize its funding allocation, with proper consultation within its community, in the best way possible to meet student needs so that the goals of the Board can be achieved.

- **Certificated Staff Allocation:**
Funding allocation to schools is based on the Adjusted Enrolment Method (AEM) derived from the Pupil Teacher Ratio (**PTR**) and the standard cost for teachers. Allocations are based on the funded AEM.
- **School Support Staff Allocation:**
Funding allocation to schools is based on a per-student rate derived from the support staff FTEs per student. Allocations are based on the funded AEM only and the projected standard cost of a school-based support staff for the 2025/2026 school year.
- **School Administration Allocation:**
Each school is allocated a Full Time Equivalent (**FTE**) for principal administration time. Principals, with permission from the Superintendent, may choose to teach classes where required.
- **ECS Teacher Allocation:**
ECS staffing is centrally determined based on the ECS enrolment projections by the schools. Kindergarten is operated as an enhanced full-day program.
- **Operating Budget Allocation:**
Eight (8) per cent of the above is provided for operational expenses.
- **Specialized Learning Supports (SLS) Allocation:**
Specialized Learning Supports allocation is based on per-student rates and the number of students who require assistance at different levels of complex needs. Specialized student programming is based on professional assessments. A per student allocation is also provided based on the AEM of a school

- **Program Unit Funding (PUF):**
Funding is allocated on a per-school basis in consultation with the Director of Inclusion and information from the principal to determine how allocation can be best used to support students.
- **Learning Support Teacher (LST) Allocation:**
Funding is allocated to schools to support teachers, parents, and students to ensure learning plans, student assessment, and program coordination are in place for students with additional learning needs. The allocation is equivalent to 0.75 certificated FTE for a school with over 300 students and 0.5 certificated FTE for a school with under 300 students.
- **English as a Second Language (ESL) Allocation:**
Schools will receive an ESL allocation based on the provincial funding rate for the ESL grant and funded ESL AEM enrollment for the school.
- **First Nations, Metis, and Inuit (FNMI) Allocation:**
Schools receive a per-student FNMI allocation based on each self-identified student in their school. This is allocated based on the AEM.
- **Nutrition Program:** The School Nutrition Grant is to provide children/students in school jurisdictions across Alberta with a daily nutritious meal. Funds are managed by the school to ensure they are spent on the intended purpose. It is given out on a per-student basis to the schools.
- **Outreach School Allocation (TLC):**
Funding is allocated to each outreach school to supplement programming that is outside of the traditional delivery systems. Allocations are based on the provincial funding rate for the outreach program and the AEM.
- **Other Allocation:**
Other allocations may be provided for items such as Ukrainian students, School Council Engagement, or Dual Credit, as funding is received based on students or applications for funding.

Conclusion:

That the Board of Trustees approves the Budget Principles Allocation Model for the development of the 2025/26 school year budget.

7.2.2

Action Item April 16, 2025

To: Board of Trustees
From: Dr. Parsons, Superintendent of Schools
Subject: School Calendar: 2025-2026 (final approval)
Originators: Board Policy Committee
Resource(s): Dr. Harding, Assistant Superintendent, Board Relations
M. Auriat, Assistant Superintendent, HR

RECOMMENDATION

That the Board of Trustees approves the attached 2025/2026 School Year Calendar, as 'final'.

REPORT

Governance Implications

As per Section 60 of *The Education Act*, "A board shall determine and make publicly available for each school year the days, dates and number of days of school operation." In accordance with Policy 18, *School Calendar*, the Board "shall approve the school calendars for the following three-year period. Year one is identified as the **next** school year and receives final approval" at or prior to the April Public Board Meeting.

Background:

Board Policy 18 provides criteria that must be addressed in the calendar development, including:

- The first instructional day be the Tuesday following Labour Day;
- Christmas break will be a minimum of two weeks;
- Spring Break will commence on the last Monday of March and will be at least one full week;
- The school calendar must include two assigned non-instructional days for Teachers' Convention.
- School calendar may include assigned non-instructional days:
 - up to three days for school opening activities
 - two days for student-led/parent-teacher conferences
 - up to six days for divisional or zone staff development activities
 - up to two days for school closing activities

Other considerations in determining the annual school calendar include the dates for Diploma and Provincial Achievement Exams, which are set by Alberta Education.

Additionally, the HR department confirms that the number of instructional days aligns with collective agreements and legislative requirements.

Upon approval, the calendars will be shared with school jurisdictions who have bus service arrangements with GYPSD, school leaders, and posted to the Division's website.

Context:

The Policy Committee invited GYPSD stakeholder groups to provide input on the school year calendar. Staff, parents, and high school students were invited to share their insights on changes they would or would not support. A survey was made available from February 26th – March 21st, 2025. 1039 stakeholders participated in the survey. The Policy Committee met to review the survey responses, and made slight adjustments, where possible, to reflect the majority of stakeholder participant input.

For the 2025/26 school year 'final' calendar, the following minor adjustments were made from the "in principle" version approved April 2024:

- September 30th is a **Stat Holiday**;
- October PD added at 6 weeks for teachers to look at student learning data, identify at-risk and implement interventions, adjust first 90 day action plan/focus as needed;
- November PD to review June PAT/Diploma Exam Results as per the **Fall Assurance Measures Report**, and add/adjust/update **SCIP** as required for November 30th deadline;
- Removed December PD to provide uninterrupted teaching weeks prior to Semester 1 Diploma Exams;
- January PD is mid-point of the school year, end of Semester 1. Opportunity for staff to review and analyze student progress, evidence of improvement efforts, adjust as needed;
- Shifted teacher-days-in-lieu from April to March to minimize possible conflict with April Diploma Exam schedule.
- Removed May PD to provide as many uninterrupted teaching weeks following Spring Break as possible.

A summary of the results of the survey are posted to the [Division's website](#).

Conclusion

That the Board of Trustees approves the attached 2025/2026 School Year Calendar, as 'final'. The three-year calendar process enable schools, families, and communities to plan events that align with GYPSD's four priorities: student learning, teacher, support staff, and leader excellence, community engagement and system health and wellness.

7.2.3

Action Item April 16, 2025

To: Board of Trustees
From: Dr. Parsons, Superintendent of Schools
Subject: School Calendar: 2026/2027
Originators: Board Policy Committee
Resource(s): Dr. Harding, Assistant Superintendent, Board Relations
M. Auriat, Assistant Superintendent, HR

RECOMMENDATION

That the Board of Trustees approve **Option A 2026/2027** school year calendar 'in principle' at this Board meeting, but during the 2025/2026 school year, present **Option B 2026/2027** school year calendar - which reflects feedback from the Calendar Survey – to allow stakeholders to vote on which calendar, Option A or Option B, they would like the Board to approve for the 2026/2027 school year.

REPORT

Governance Implications

In accordance with Policy 18, *School Calendar*, the Board “shall approve the school calendars for the following three-year period. Year one is identified as the next school year and receives final approval, and year two and year three are approved in principle.”

Background

Board Policy 18 provides criteria that must be addressed in the calendar development, including:

- The first instructional day be the Tuesday following Labour Day;
- Christmas break will be a minimum of two weeks;
- Spring Break will commence on the last Monday of March and will be at least one full week;
- The school calendar must include two assigned non-instructional days for Teachers' Convention.
- School calendar may include assigned non-instructional days:
 - up to three days for school opening activities
 - two days for student-led/parent-teacher conferences
 - up to six days for divisional or zone staff development

- activities
 - up to two days for school closing activities

Other considerations in determining the annual school calendar include the dates for Diploma and Provincial Achievement Exams, which are set by Alberta Education.

Additionally, the HR department confirms that the number of instructional days aligns with collective agreements and legislative requirements.

Upon approval, the calendars will be shared with school jurisdictions who have bus service arrangements GYPSD, school leaders, and posted to the Division's website.

Context

The Policy Committee invited GYPSD stakeholder groups to provide input on the school year calendar. Staff, parents, and high school students were invited to share their insights on changes they would or would not support. A survey was made available from February 26th – March 21st, 2025. 1039 stakeholders participated in the survey. The Policy Committee met to review the survey responses, and made slight adjustments, where possible, to reflect the majority of stakeholder participant input.

For the 2026/27 school year calendar **Option A**, the following minor adjustments were made from the “in principle” version approved April 2024:

- September 30th is a **Stat Holiday**;
- October PD added at 6 weeks for teachers to look at student learning data, identify at-risk and implement interventions, adjust first 90 day action plan/focus as needed;
- November PD to review June PAT/Diploma Exam Results as per the **Fall Assurance Measures Report**, and add/adjust/update **SCIP** as required for November 30th deadline;
- Removed December PD to provide uninterrupted teaching weeks prior to Semester 1 Diploma Exams;
- January PD is mid-point of the school year, end of Semester 1. Opportunity for staff to review and analyze student progress, evidence of improvement efforts, adjust as needed;
- Shifted teacher-days-in-lieu from April to March to minimize possible conflict with April Diploma Exam schedule.
- Removed May PD to provide as many uninterrupted teaching weeks following Spring Break as possible.

For the 2026/27 school year calendar **Option B**, the changes made from the “in principle” version approved in April 2024 include an earlier first instructional day for students and a longer Fall Break.

Conclusion

That the Board of Trustees approve **Option A 2026/2027** school year calendar 'in principle' at this Board meeting, but during the 2025/2026 school year, present **Option B 2026/2027** school year calendar - which reflects feedback from the Calendar Survey – to allow stakeholders to vote on which calendar, Option A or Option B, they would like the Board to approve for the 2026/2027 school year.

The three-year calendar process enables schools, families, and communities to plan events that align with GYPSD's four priorities: student learning, teacher, support staff, and leader excellence, community engagement and system health and wellness.

7.2.4

Action Item April 16, 2025

To: Board of Trustees
From: Dr. Parsons, Superintendent of Schools
Subject: School Calendar: 2027/2028, In Principle
Originators: Board Policy Committee
Resource(s): Dr. Harding, Assistant Superintendent, Board Relations
M. Auriat, Assistant Superintendent, HR

RECOMMENDATION

That the Board of Trustees approve 'in principle' the calendar for the 2027/2028 school year (attached).

REPORT

Governance Implications

In accordance with Policy 18, *School Calendar*, the Board "shall approve the school calendars for the following three-year period. Year one is identified as the next school year and receives final approval, and year two and year three are approved in principle."

Background

Board Policy 18 provides criteria that must be addressed in the calendar development, including:

- The first instructional day be the Tuesday following Labour Day;
- Christmas break will be a minimum of two weeks;
- Spring Break will commence on the last Monday of March and will be at least one full week;
- The school calendar must include two assigned non-instructional days for Teachers' Convention.
- School calendar may include assigned non-instructional days:
 - up to three days for school opening activities
 - two days for student-led/parent-teacher conferences
 - up to six days for divisional or zone staff development activities
 - up to two days for school closing activities

Other considerations in determining the annual school calendar include the dates for Diploma and Provincial Achievement Exams, which are set by Alberta Education.

Additionally, the HR department confirms that the number of instructional days aligns with collective agreements and legislative requirements.

Upon approval, the calendars will be shared with school jurisdictions who have bus service arrangements GYPSD, school leaders, and posted to the Division's website.

Conclusion

The three-year calendars enable schools, families, and communities to plan events that align with GYPSD's four priorities: student learning, teacher, support staff, and leader excellence, community engagement and system health and wellness.

7.2.5

Action Item
April 16, 2025

To: Board of Trustees
From: Dr. Parsons, Superintendent of Schools
Subject: Letter of Appreciation to Brian Callaghan
Originator: D. Karpluk, Board Chair (Jasper)

RECOMMENDATION

That the Board of Trustees directs administration to send a letter of appreciation to Brian Callaghan, Education Consultant, on behalf of the Board recognizing his work on the Superintendent selection process for Grande Yellowhead School Division.

REPORT

Governance Implication:

As per Board Policy 2, *Roles of the Board*, the Board of Trustees has a responsibility to select the Superintendent and provide clear, corporate direction to the Superintendent with the administrative authority and responsibility subject to the provisions and restrictions in the *Education Act*.

Conclusion:

That the Board of Trustees directs administration to send a letter of appreciation to Brian Callaghan, Education Consultant, on behalf of the Board recognizing his work on the Superintendent selection process for Grande Yellowhead School Division.

7.2.6

Action Item
April 16, 2025

To: Board of Trustees

From: Dr. Parsons, Superintendent of Schools

Subject: Update to Policy 8 – Committees of the Board

Originator: M. Bobilek, Chair, Policy Committee

Resource: Board Policy Committee

RECOMMENDATION

That the Board of Trustees approve the update to Policy 8, *Committees of the Board*.

REPORT

Governance Implications:

Board Policy sets direction for the school jurisdiction and provides the operational framework for the corporate Board. As per this policy, the Board will deal with policy work 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 review process is completed. Adoption of a policy is by Board motion.

Context of the Recommendation:

To carry out its mandate of local governance of education, the Board delegates some of its functions to a Committee of the Board. Trustees identify their committee commitments annually at the Organization Meeting, except in years where there is a General Election. This change in Policy 8 identifies a trustee will fill the chair position should an Expulsion Ad Hoc Committee be called.

Conclusion:

That the Board of Trustees approve the update to Policy 8, *Committees of the Board*. The revision to this policy, if approved, will take effect immediately.

POLICY 8

COMMITTEES OF THE BOARD

To carry out its mandate of local governance of education, the Board may delegate some of its functions to a Committee of the Board. Trustees must join a variety of committees in a leadership role over their term.

General Requirements

The Board will:

1. At its annual organizational meeting, establish such standing committees as it deems necessary. Such standing committees will remain in place until the subsequent organizational meeting unless dissolved by Board motion.
 - 1.1. Board Committee of the Whole Chair and Vice-Chair positions will be selected at the Board's Annual Organizational Meeting.
 - 1.2. The Superintendent will call the first meeting for committees where the Chair and Vice Chair will be selected.
 - 1.2.1. The Committee Chair must be a trustee ~~with the exception of Student Expulsions.~~
2. At any duly constituted meeting, establish such ad hoc committees, as it deems necessary. Normal honoraria and expenses in accordance with Board policy will be provided to trustees serving on ad hoc committees. Upon completion of the assigned responsibilities, as hoc committees will report to the Board and then dissolve.
3. In setting up committees, the Board will determine and specify:
 - 3.1. Membership;
 - 3.2. Powers/Terms of Reference;
 - 3.3. Decision Making;
 - 3.4. Quorum;
 - 3.5. Status of Minutes;
 - 3.6. Reporting Requirements.
4. The Board Chair will be an ex-officio member of all Board committees.
5. In the event that both a committee member and the alternate member cannot attend to the duties of their appointed standing committee, the Vice-Chair may attend depending upon availability and fulfill the duties required, providing the committee does not present a conflict of interest for the Vice-Chair. In the event of an issue of availability or a conflict of interest, trustees will be contacted in order of proximity to the location of the meeting.
6. Committee meetings will be called by the Chair of the committee in consultation with the Superintendent or designate.

7. Board committees may not speak or act for the Board except when formally given such authority for specific and time limited purposes.
8. Board committees meet as required and in private. Reports are brought to the Committee of the Whole as information or to the Board for decision at the next regular Board meeting.
9. Board committees will designate a Chair and Vice-Chair. In the event that neither the Chair nor the Vice-Chair is in attendance, the committee will elect an Acting Chair.
10. Each committee will be assigned an administrative representative by the Superintendent to attend and serve, for information purposes only, unless otherwise specified. Committees will be notified of any changes in the administrative representative by the Superintendent, as they occur.
 - 10.1. Personnel assigned to work with committees will have the roles, responsibilities and reporting requirements determined by the Superintendent.

Standing Committees

1. Board Committee of the Whole

The Board Committee of the Whole is established as a standing committee of the Board, with responsibility for work as detailed below. Membership includes all trustees with the Superintendent and/or designate(s) to attend for support purposes only.

1.1. Membership

- 1.1.1. All trustees.

1.2. Powers/Terms of Reference

- 1.2.1. To allow the Board to explore matters to a much greater depth than can be accomplished in a scheduled regular meeting of the Board.
- 1.2.2. To receive and solicit information from the Superintendent relevant to the development of various system activities and plans.

1.3. Decision Making

- 1.3.1. No decisions are made.

1.4. Minutes

- 1.4.1. Accepted by committee.

1.5. Reporting

- 1.5.1. No reporting is made to the Board.

2. ATA Negotiations

2.1. Membership

- 2.1.1. Two (2) trustees; one (1) alternate.

2.2. Powers/Terms of Reference

- 2.2.1. To make recommendations to the Board on relevant matters.
- 2.2.2. To negotiate with ATA within parameters set by the Board and in accordance

with the Education Act, Employment Standards Code, and the Labor Relations Code.

2.3. Decision Making

2.3.1. The committee develops the proposal and negotiates with the ATA. Committee signs off on changes to proposals and agreed upon items through the negotiation process.

2.3.2. Committee brings a Memorandum of Agreement to the Board as an action item.

2.4. Quorum

2.4.1. Majority of committee.

2.5. Minutes

2.5.1. Record kept by Superintendent or designate.

2.6. Reporting

2.6.1. To the Board in preparation for the adoption of the Collective Agreement.

3. Audit Committee

3.1. Membership

The committee will consist of:

3.1.1. The Board of Trustees

3.1.2. Two (2) public members:

3.1.2.1. A member of the business community who is not a trustee, and

3.1.2.2. A member of the adult learning community who is not a trustee.

3.1.3. Secretary-Treasurer.

3.1.4. The Superintendent will be an ex-officio member of the committee.

3.1.5. Public member appointments are determined by the Board, and are for four (4) years.

3.2. Powers/Terms of Reference

3.2.1. To recommend external auditors to the Board, and

3.2.2. Review the annual financial statements.

3.3. Decision Making

3.3.1. All recommendations formed by a majority of the committee for decisions are brought for to a regular Board meeting.

3.4. Quorum

3.4.1. Two (2) trustees.

3.4.2. One ~~9~~(1) public member.

3.4.3. Secretary-Treasurer or Superintendent.

3.5. Minutes

3.5.1. Record kept by Superintendent or designate.

3.6. Reporting

3.6.1. To the Board in writing as recommendations.

4. CUPE Negotiations

4.1. Membership

4.1.1. Two (2) trustees; one (1) alternate.

4.2. Powers/Terms of Reference

4.2.1. To make recommendations to the Board on relevant matters.

4.2.2. To negotiate with CUPE within boundaries set by the Board and in accordance with the Education Act, Employment Standards Code, and the Labor Relations Code.

4.3. Decision Making

4.3.1. The committee develops the proposal and negotiates with CUPE.

4.3.2. The committee signs off on changes to proposals and agreed upon items through the negotiation process.

4.3.3. The committee brings a Memorandum of Agreement to Board as an action item.

4.4. Quorum

4.4.1. Two (2) trustees.

4.5. Minutes

4.5.1. Record kept by Superintendent or designate.

4.6. Reporting

4.6.1. To the Board in preparation for the adoption of the Collective Agreement. 5.

Division Bus Drivers' Negotiations

5.1. Membership

5.1.1. Two (2) trustees; one (1) alternate.

5.2. Powers/Terms of Reference

5.2.1. To make recommendations to the Board on relevant matters.

5.2.2. To negotiate with Division Bus Drivers within boundaries set by the Board and in accordance with the Education Act, Employment Standards Code, and the Labour Relations Code.

5.3. Decision Making

5.3.1. The committee develops the proposal and negotiates with the Division Bus Drivers.

5.3.2. The committee signs off on changes to proposals and agreed upon items through the negotiation process.

5.3.3. The committee brings Memorandum of Agreement to Board as an action item.

5.4. Quorum

5.4.1. Two (2) trustees.

5.5. Minutes

- 5.5.1. Record kept by Superintendent or designate.
- 5.6. Reporting
 - 5.6.1. To the Board in preparation for the adoption of the Contract with the Association of School Bus Drivers' Contract.
- 6. Grievance Committee (Association of School Bus Drivers)
 - 6.1. Membership (as defined in the Agreement with the Association of School Bus Drivers)
 - 6.1.1. Two (2) trustees; one (1) alternate.
 - 6.1.2. Two (2) representatives of the Association.
 - 6.1.3. Chair acceptable to both parties.
 - 6.2. Powers/Terms of Reference
 - 6.2.1. To respond to the grievance from a Division driver in accordance with the contract in place with the Association of School Bus Drivers.
 - 6.3. Decision Making
 - 6.3.1. Majority decision of the committee.
 - 6.4. Quorum
 - 6.4.1. Two (2) trustees.
 - 6.5. Minutes
 - 6.5.1. Kept and circulated to trustees.
 - 6.6. Reporting
 - 6.6.1. To the Board in writing and submitted as information only. No formal acceptance of report.
- 7. Policy Committee
 - 7.1. Membership
 - 7.1.1. Three (3) Trustees; one (1) alternate.
 - 7.2. Powers/Terms of Reference
 - 7.2.1. To prepare recommendations for Board policy at regular meetings of the Board.
 - 7.2.2. To receive reports and to discuss and develop policy positions in all areas.
 - 7.2.3. To provide comments to the Superintendent on Administrative Procedure updates.
 - 7.3. Decision Making
 - 7.3.1. All recommendations for decisions are brought forward to a regular Board meeting.
 - 7.4. Quorum
 - 7.4.1. Two (2) of three (3) trustees.
 - 7.5. Minutes
 - 7.5.1. Accepted at Policy Committee level.

- 7.6. Reporting
 - 7.6.1. To the Board in writing and submitted as information only. No formal acceptance of report.
- 8. Recognition of Employees
 - 8.1. Membership
 - 8.1.1. Two (2) trustees; one (1) alternate.
 - 8.1.2. Superintendent or designate.
 - 8.2. Powers/Terms of Reference
 - 8.2.1. To review the Retirement and Kick-Off celebration practices.
 - 8.2.2. To discuss initiatives that support the recognition or contributions of employees.
 - 8.2.3. To make recommendations to the Board regarding these events.
 - 8.3. Decision Making
 - 8.3.1. The committee has the power to carry out responsibilities outlined in Policy 19 – Recognition of Staff.
 - 8.4. Quorum
 - 8.4.1. Majority of committee.
 - 8.5. Minutes
 - 8.5.1. Kept and circulated to committee members.
 - 8.6. Reporting
 - 8.6.1. To verbally report to the Board as information only.
- 9. Board Planning Seminar
 - 9.1. Membership
 - 9.1.1. Two (2) Trustees; one (1) alternate.
 - 9.1.2. Superintendent or designate.
 - 9.2. Powers/Terms of Reference
 - 9.2.1. To plan the annual Board Planning Seminar
 - 9.2.2. Decision Making
 - 9.2.3. All recommendations for decisions are brought forward to a regular Board meeting.
 - 9.3. Quorum
 - 9.3.1. Two (2) trustees.
 - 9.4. Minutes
 - 9.4.1. Accepted at Board Planning Seminar Committee level.
 - 9.5. Reporting
 - 9.5.1. To the Board in writing and submitted as information only. No formal acceptance of report.

10. Finance/~~Budget~~ Committee

10.1. Membership

10.1.1. Two (2) trustees; One (1) Alternate

10.1.2. Superintendent or designate

10.1.3. Secretary-Treasurer

10.2. Powers/Terms of Reference

10.2.1. The Committee will meet at least once per quarter

10.2.2. Determine the process, help develop the priorities, ~~monitor~~, and review the Board's annual budget to best meet the educational needs of students throughout the Division.

10.2.3. Financial Statements

10.2.3.1 Review and assess quarterly financial reports (accounts payable cheques, automated payments/electronic funds transfer (EFT), and cash flow statements) and ensure governance issues are addressed; may request further information for clarification.

10.2.3.2 Review spending and cost-saving practices and make recommendations.

10.2.3.3 Review significant accounting and reporting issues, including complex or unusual transactions

10.3 Internal Control

10.3.1 Review and assess the division's internal control systems, evaluate risk and monitor organization performance against or with respect to established budgeting priorities.

10.3.2 Review division investment strategies and provide recommendations to the Board.

10.4 Annual Audit Support

10.4.1 On a need's basis, meet separately with the auditors to discuss any matters that the committee or auditors believe must be discussed privately.

~~10.4.1~~ 10.4.2 Review the contents of the Management Letter and the administration's responses.

~~10.4.2 Meet separately from Administration with the auditors to discuss any matters that the committee or auditors believe must be discussed privately.~~

10.5 Compliance

10.5.1 Review any findings or observations from the auditors

~~10.5.2 Receive updates on any outstanding legal matters that may have a significant impact upon Board operations.~~

10.6 Recommendations

10.6.1 All recommendations formed by the Committee are brought forward to a regular Board meeting for Board consideration.

10.7 Minutes

10.7.1 Kept by the Superintendent (or designate) and approved at the next meeting. Proceedings circulated to all Committee members and all Trustees.

10.8 Reporting

10.8.1 To the Board in writing as recommendations.

Ad Hoc Committees

Ad hoc committees may be established at any meeting of the Board for the purpose of studying, investigating, or acting on specific matters; they dissolve as soon as they have completed the specified task. Terms of reference are outlined at the time of establishment.

For student expulsions, the committee forms automatically as outlined below, when recommendations for expulsion are received from principals.

1. Student Expulsion

1.1 ~~Membership recommended by Superintendent~~ Membership

1.1.1 ~~Two~~ One (2)(1) non local trustees.

1.1.2 ~~An Assistant Superintendent as designated Chair.~~ Board Chair or designate as Chair.

~~4.1.21.1.3~~ 1.1.3 An Assistant Superintendent as representation of the Office of the Superintendent. ~~Superintendent or designate.~~

1.2 Powers/Terms of Reference

1.2.1 To conduct hearings and make final decisions relative to recommendations for student expulsion ~~to the Superintendent of Schools.~~

1.3 Minutes

1.3.1 Kept and filed.

1.4 Reporting

1.4.1 No reporting is made to the Board.

Approved: November 2005

Amended: May 19, 2010; May 18, 2011; October 2, 2013; January 15, 2014; May 6, 2015; June 17, 2015; February 17, 2016; June 1, 2016; March 21, 2018; December 12, 2018; May 29, 2019; April 29, 2020; February 15, 2022; January 25, 2023; January 31, 2024, February 26, 2025, April 16, 2025

7.2.7

Action Item
April 16, 2025

To: Board of Trustees

From: Dr. Parsons, Superintendent of Schools

Subject: Update to Policy 13 – Appeals and Hearings Regarding Student Matters

Originator: M. Bobilek, Chair, Policy Committee

Resource: Board Policy Committee

RECOMMENDATION

That the Board of Trustees approve the update to Policy 13, *Appeals and Hearings Regarding Student Matters*.

REPORT

Governance Implications:

Board Policy sets direction for the school jurisdiction and provides the operational framework for the corporate Board. As per this policy, the Board will deal with policy work 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 review process is completed. Adoption of a policy is by Board motion.

Context of the Recommendation:

Board policies are reviewed on a regular basis to ensure alignment to the *Education Act* and applicable government regulations. Board Policy identifies the Division's priorities and goals, and provides guidance for the Board's governance agenda. Policy 13 was reviewed and updated to reflect the specific requirements of the *Education Act* and other legislative requirements.

Conclusion:

That the Board of Trustees approve the update to Policy 13, *Appeals and Hearings Regarding Student Matters*. The revision to this policy, if approved, will take effect immediately.

APPEALS AND HEARINGS REGARDING STUDENT MATTERS

~~Under section 44(1) of the Education Act, "As per Section 41 of *The Education Act*, "A board shall establish a policy respecting the resolution of disputes or concerns at the school level between parents and school staff that supports a co-operative and collaborative learning environment for students. the Minister may review a matter as requested in accordance with the *Education Act* or the *Regulations* and may review the matter in any manner that the Minister considers appropriate in order to determine whether the decision of the Board was reasonable in the circumstances."~~ Matters the Minister may consider are as specified in Section 43 of the Education Act:

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- ~~• Provision of specialized supports and services to a student or to a child enrolled in early childhood services program;~~
- ~~• Student expulsion~~
- ~~• Access to, or the accuracy or completeness of student records; or~~
- ~~• Board responsibility for a specific student.~~

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In accordance with section 42 of the Education Act, ~~"where a decision that significantly affects the education of a student or of a child enrolled in an early childhood services program operated by the board is made by an employee of the board or an employee authorized by the board under section 52(1) to make a decision, (a) a parent of the student or child, and (b) in the case of a student who is 16 years of age or older, either a parent of the student or the student, may appeal that decision to the board within a reasonable time from the date that the parent or student was informed of the decision."~~ ~~the Board delegates to the Appeals Committee the power to make decisions with respect to appeals on student matters other than the expulsion of students.~~

The ~~Appeals Committee of the~~ Board will hear appeals on administrative decisions ~~other than the expulsion of students, which are,~~ submitted in accordance with section 42 of *the Education Act*, ~~that significantly affect the education of a student.~~

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~~The Appeals Committee of the Board will hear appeals on administrative decisions submitted in accordance with requirements established in the Alberta Human Rights Act.~~

1. All Matters Other Than Expulsion of a Student

- 1.1. Prior to a decision being appealed to the ~~Appeals Committee Board~~, it must be appealed to the Superintendent in accordance with ~~Administrative Procedure 152, Appendix A, Guide to Services and Supports, and Administrative Procedure 350, Student Conduct.~~
- 1.2. Parent(s) of student(s), and students sixteen (16) years of age or over, have the right to appeal to the ~~Appeals Committee Board~~, a decision of the Superintendent that significantly affects the education of a student. The Superintendent must advise parent(s) and student(s) of this right of appeal.
- 1.3. The appeal to the ~~Appeals Committee Board~~ must be made within five (5) school days from the date that the individual was informed of the Superintendent's decision.

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1.3.1. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand, and the reason for the appeal.

~~1.3.2.~~ If an appeal is sent in electronically, the burden of proof of delivery is on the appellant.

~~1.3.2.~~

1.4. If the Board decides not to hear the appeal, the Board will inform parent, or the student, in writing the reason for the decision.

1.5. The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Superintendent, whose decision is being appealed, have sufficient notice and time to prepare for the presentation. Where possible, Board will hear the appeal on a regular Board meeting date.

1.6. The Board Chair shall consider any requests for **adjournments** of appeal hearings regarding student matters, and must consider the reason for the request and whether the person making the request has sufficient notice and time to prepare for the presentation.

~~4.4.1.7.~~ Parent(s), or student(s) as above, when appealing a decision to the **Appeals Committee Board**, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parent(s) or student(s).

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Grande Yellowhead Public School Division

Board Policy 13—Appeals and Hearings Regarding Student Matters

~~1.5.~~ The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Superintendent, whose decision is being appealed, have sufficient notice and time to prepare for the presentation. Where possible, the Appeals Committee will meet on regular Board meeting dates.

1.8. The appeal will be heard in-camera, with specified individuals in attendance. ~~These individuals are the parent(s), student(s), resource person(s), Appeals Committee and appropriate Division personnel or supports.~~

~~4.6.1.8.1.~~ The Board reserves the right to make its decision at a subsequent meeting. The parties to the appeal will be advised when the decision will be made.

~~1.7.~~ The parties to the appeal will be advised when the decision will be made. The Board decision must be made in the public board meeting.

~~4.8.1.9.~~ The appeal hearing will be conducted in accordance with the following guidelines:

~~4.8.1.9.1.~~ The Board Chair will outline the purpose of the hearing, ~~which is to provide including:~~

~~4.8.1.1.9.1.1.~~ An opportunity for the parties to make representation in support of their respective positions to the **Appeals Committee Board**. This ~~information~~ may include expert medical, psychological and educational data and may be presented by witnesses. The information presented may include both written and verbal communications;

~~4.8.1.2.9.1.2.~~ The ~~process for the Board to receive information and to review the facts of the dispute; and Appeals Committee with the means to receive information and to review the facts of the matter being appealed;~~

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~~1.8.1.3-1.9.1.3.~~ A process through which the ~~Appeals Committee~~Board can reach a fair and impartial decision.

~~1.8.2-1.9.2.~~ Notes of the proceedings shall be recorded for the purpose of the Board's records. Individual trustee notes will not be part of the Board's records and are not subject to production. ~~No official record of the proceedings will be taken for the purpose of the Board's records. All information and notes are transitory records and are destroyed on June 30 of the school year following the decision.~~

~~1.8.3-1.9.3.~~ The Superintendent ~~and/or designate(s)~~ will explain the decision and give reasons for the decision.

~~1.8.4-1.9.4.~~ The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Superintendent ~~and/or designate(s)~~.

~~1.8.5-1.9.5.~~ The Superintendent ~~and/or designate(s)~~ will have an opportunity to respond to information presented by the ~~appeallant~~appellant.

~~1.8.6-1.9.6.~~ ~~Appeals Committee~~Board members will have the opportunity to ask question of clarification from both parties.

~~1.8.7-1.9.7.~~ No cross-examination of the parties will be allowed, though questions may be directed to the other party through the ~~Board~~ Chair with the permission of the ~~Board~~ Chair.

~~1.8.8-1.9.8.~~ The ~~Appeals Committee~~Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The recording secretary ~~and legal counsel may be~~will remain in attendance ~~but will not take part in any discussion nor will the discussion~~~~not be recorded.~~ The Board may have the legal counsel in attendance.

~~1.8.9-1.9.9.~~ If the ~~Appeals Committee~~Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.

~~1.8.10-1.9.10.~~ The ~~Appeals Committee~~Board will make every effort to make a decision based on the process described above on the same day as the hear.

~~1.8.11-1.9.11.~~ The ~~Appeals Committee~~Board decision and the reasons for that decision will be communicated to the ~~to the~~ appellant once a decision has been reached and confirmed in writing following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister if the matter under appeal is a matter described in section 43 of the Education Act. ~~appellant by telephone as soon as possible following the decision and in writing within five (5) school days following the hearing. Included in the communication to the appellant will be information that the appellant has the right to seek a review by the Minister if the appellant is dissatisfied with the decision of the Appeals Committee, if the matter under appeal is a matter described in Section 43 of the Education Act.~~

2. Expulsion of a Student

In accordance with section 52(1) of ~~the~~The Education Act, the Board delegates to an ad hoc Expulsion Committee the power to make decisions with respect to the expulsion of students.

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

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2.1.1. Open opposition to the authority of the staff;

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

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

2.1.4. Habitual neglect to do work that is assigned to the student and which is within their competence to complete;

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

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

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

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

2.1.9. Willful or malicious damage to school or Division property or equipment;

2.1.10. Prohibited use of drugs, alcohol, or tobacco;

2.1.11. Use of explicit materials; or

2.1.12. Activities related to hazing or initiating activities.

The Expulsion Committee of the Board will hear representations with respect to a recommendation for a student expulsion in accordance with section 37(3) of [The Education Act](#) ~~the Education Act~~.

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2.2. A student will be reinstated within five (5) school days of the date of suspension unless the Principal makes a recommendation for expulsion.

2.2.1. When the Principal makes a recommendation for expulsion, the Principal will immediately report in writing all the circumstances to the parent or the student [sixteen \(16\) years of age or over](#), and to the Board through the Office of the Superintendent.

2.2.2.2. The student then remains suspended until the Board has made a decision.

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2.2.2.3. The Expulsion Committee Chair will convene the expulsion hearing upon the call of the Superintendent, but in no event will the meeting occur later than ten (10) school days from the first day of suspension.

2.3.2.4. The expulsion hearing will be held in-camera, [in the community where the student resides and/or in a location that is most appropriate for the student.](#)

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

2-5-2.6. The Expulsion Committee may have legal counsel in attendance.

2-6-2.7. Notes of the proceedings will be recorded for the purpose of the Board's records.

2-7-2.8. The expulsion hearing will be conducted in accordance with the following guidelines:

2-7-1-2.8.1. The Chair will outline the purpose of the hearing, which is to:

2-7-1-1-2.8.1.1. Provide an opportunity to hear representations relative to the recommendation from the Principal;

2-7-1-2-2.8.1.2. Any conditions respecting the circumstances in which the student may be enrolled in the same or a different education program;

2-7-1-3-2.8.1.3. The length of any rule or condition and why either is to apply to the student beyond the school year in which the student was expelled;-

2-7-1-4-2.8.1.4. Provide an opportunity for the student and/or the student's parent(s) to make representations;

2-7-1-5-2.8.1.5. Reinstate or expel the student and address the length of any rule or condition which applies to the student.

2-7-2-2.8.2. The Chair will outline the procedure to be followed, which will be as follows:

2-7-2-1-2.8.2.1. The Principal will present the report documenting the details of the case and the recommendation to expel the student;

2-7-2-2-2.8.2.2. The student and the student's parent(s) will be given an opportunity to respond to the information presented and to add any additional relevant information;

2-7-2-3-2.8.2.3. The members of the Expulsion Committee will have the opportunity to ask questions of clarification from both the Principal and the student and the student's parents;

2-7-2-4-2.8.2.4. The Expulsion Committee will meet, without either the ~~administration~~ Principal or the student and the student's parents present, to discuss the case and the recommendation. The recording secretary will remain in attendance. The Board's legal counsel may also remain in attendance.

2-7-2-5-2.8.2.5. Should the Expulsion Committee require additional information, both parties will be requested to return in order to provide the requested information;

2-7-2-6-2.8.2.6. The Expulsion Committee will then make a decision to either reinstate or expel the student; and

2-7-2-7-2.8.2.7. The Expulsion Committee decision will be communicated in writing to the student and the student's parent(s) within five (5) school days of the hearing, with copies being provided to the Principal and the Superintendent.

2.7.2.7.1. The Office of the Superintendent's office will attempt to inform the parent(s) and the student, if sixteen (16) years of age or over, of the decision by telephone or

personal communication as soon as possible after a decision has been reached.

3. If the Expulsion Committee's decision is to expel the student, the following information must be included in the letter to the student and the student's parent(s):
 - 3.1. The length of the expulsion which must be greater than ten (10) school days and any roles or conditions that apply to the student;
 - 3.2. The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements; and
 - 3.3. The right of the student and the student's parent(s) to request a review of the decision by the Minister of Education within sixty (60) days of the date on which the parent or the student, if the student is sixteen (16) years of age or older, is informed of the decision.

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

- ~~4.1. Open opposition to the authority of the staff;~~
- ~~4.2. Conduct deemed to be injurious to the general tone and well-being of the student population being served by the school and the staff employed by the Division;~~
- ~~4.3. Willful disobedience over a prolonged period or in a single instance where the disobedience endangers the students, teacher, building or general climate of orderly behaviour;~~
- ~~4.4. Habitual neglect to do work that is assigned to the student and which is within their competence to complete;~~
- ~~4.5. Profane or indecent language in the presence of other students or before staff;~~
- ~~4.6. Threats of physical violence or acts of violence against a staff member or a serious unprovoked attack on other students;~~
- ~~4.7. Any act of indecency in a school building, on the school grounds, or on a school bus;~~
- ~~4.8. Failure to observe and to obey any reasonable rule, regulation or procedure established by a staff member for maintaining a climate of behavior conducive to learning;~~
- ~~4.9. Willful or malicious damage to school or Division property or equipment;~~
- ~~4.10. Prohibited use of drugs, alcohol, or tobacco;~~
- ~~4.11. Use of explicit materials; or~~
- ~~4.12. Activities related to hazing or initiating activities.~~

~~5.4.~~ The Expulsion Committee reserves the right to recommend such conditions as it deems reasonable respecting the re-enrollment of the student, including, but not limited to:

- ~~5.1.4.1.~~ Medical consultation or medical assessment;
- ~~5.2.4.2.~~ Enrolment by the student or the student's family in a treatment or counseling program designed to address the behaviour for which the student was expelled;
- ~~5.3.4.3.~~ Alternative interventions intervention approaches such as community conference and other restorative practices;

~~5.4.4.4.~~ Completion of a professional risk assessment concluding that the return of the expelled student to school is a minimal risk to the safety and well-being of students and staff; or

~~5.5.4.5.~~ Any other action which the Expulsion Committee considers appropriate.

~~5.~~ If the student returns after the term of expulsion without having met the conditions recommended by the Expulsion Committee, the Expulsion Committee may direct the student to another education program.

~~6.~~

Legal Reference: Section 3, 4, 11, 31, 32, 33, 36, 37, 41, 42, 43, 44, 52, 53, 222 Education Act
Alberta Human Rights Act
[AP 152, Appendix A](#)
[AP 350](#)

Approved: November 2005

Amended: June 2, 2010, October 6, 2010, March 21, 2018, March 11, 2020, [April 16, 2025](#)

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7.2.8

Action Item
April 16, 2025

To: Board of Trustees

From: Dr. Parsons, Superintendent of Schools

Subject: Revision to Policy 18 – School Calendars

Originator: M. Bobilek, Chair, Board Policy Committee

Resource: Board Policy Committee

RECOMMENDATION

That the Board of Trustees approve the update to Policy 18 – *School Calendars*.

REPORT

Governance Implications:

Board Policy sets direction for the school jurisdiction and provides the operational framework for the corporate Board. As per this policy, the Board will deal with policy work 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 review process is completed. Adoption of a policy is by Board motion.

Context of the Recommendation:

Board policies are reviewed on a regular basis to ensure alignment to the *Education Act* and applicable government regulations. Board Policy identifies the Division's priorities and goals, and provides guidance for the Board's governance agenda. Policy 18 was reviewed and updated to reflect the specific requirements of the *Education Act* and other legislative requirements. The update to Policy 18 allows for a flexible first instructional day for students on those years when Labour Day falls into the second week of September.

Conclusion:

That the Board of Trustees for Grande Yellowhead Public School Division (GYPSD) approve a recommendation to amend Board Policy 18 – *School Calendars*. The revision to this policy, if approved, will take effect immediately.

SCHOOL CALENDAR

In exercising its role in establishing the school calendar, the Board recognizes that the primary requirement is the provision of instructional time necessary for optimal student learning. It is also necessary to provide for a variety of operational activities that support the provision of instruction. In setting the school calendar, maximizing student learning will be the primary goal.

Specifically

1. The Board will determine the school calendar.
 - 1.1 The Division will administer a survey when determined necessary by the Board or Superintendent.
 - 1.2 The Division will engage school authorities with whom the Board has transportation partnerships.
 - ~~1.3 The Board will approve school calendars for a three (3) year period. Year 1 is identified as the next school year and must receive final approval, Years 2 and 3 will be approved in principle, and all years will be approved by the April regular Board meeting.~~
 - ~~1.4.1.3 Notwithstanding clause 1.3, the Board may approve a one (1) year pilot calendar.~~
2. In consultation with stakeholders:
 - 2.1 The first instructional day will be the Tuesday following Labour Day, except in those years when Labour Day falls later in September; in all cases, the first instructional day for students must be in September.
 - 2.2 The Christmas break will be a minimum of two (2) weeks.
 - 2.3 The Spring Break will commence on the last Monday of March and will be at least one (1) full week unless it is in conflict with the Alberta Education diploma exam schedule or other such matters. Then Spring Break will commence on the fourth Monday in March.
3. The school calendar must include two (2) assigned non-instructional days for Teachers' Convention.
4. The school calendar may include the following assigned non-instructional days:
 - 4.1 Three (3) days for school opening activities;
 - 4.2 Two (2) days for student led/parent-teacher conferences;
 - 4.3 Up to six (6) days for school division staff development;
 - 4.4 Up to two (2) days for school closing activities.
5. As per the *Guide to Education*, the school day will be organized in a manner that accommodates the needs of the students, provides required instructional times, and is sensitive to local circumstances.

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- 5.1 The total number of instruction days will be as close as possible to 180 instructional days to ensure the required instructional times are met;

5.1.1 Grade 1-9: 950 hours

5.1.2 Grades 10-12: 1000 hours

~~5.2 There will be a maximum of 200 operational days (see Section 205(2) of the~~

~~5.2 Education Act, the school calendar will not exceed 200 operational days)-~~

6. Principals submit their proposed school day schedule for the following year to Division Services and Support.

- 6.1 In those cases where a school has both junior high and senior students, the minimum required instructional hours for each group of students may be implemented.

- 6.2 The school day will provide rest or break periods suitable to the school population:

6.2.1 Schools with elementary and middle school students will provide a morning and afternoon break for students or will provide breaks according to a school plan developed in accordance with current research and theories of child development.

6.2.2 Schools with secondary students will provide students with sufficient time for class changes and may provide a morning and afternoon break where possible and appropriate.

6.2.3 Students will be provided with a minimum of forty (40) minutes as a lunch break during the school day.

7. In accordance with the *Education Act*, the Board will determine and make publicly available on the Division website the days, dates, and number of days of school operation.

- 7.1 The principal will ensure the school calendar is shared with the School Council.

Legal Reference: Section 18, 19, 52, 53, 60, 205, 222 Education Act
Section 25 Employment Standards Code
Collective Agreement
Guide to Education ECS to Grade 12

Approved: November 2005

Amended June 16, 2010; June 22, 2011; April 3, 2013; February 21, 2018; March 21, 2018; April 24, 2019; February 5, 2020; April 29, 2020; March 20, 2024; April 17, 2024; [April 3, 2025](#)

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Item # 9

**Superintendent Report
April 16, 2025**

To: Board of Trustees, Grande Yellowhead Public School Division
From: Dr. Dennis Parsons, Superintendent of Schools/CEO
Subject: **Superintendent Report - March/April 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 report, knowing the importance of building effective relationships, we have continued to prioritize this SLQS competency.

Given that we recently came back from Spring Break, there have only been eight instructional days since our last board meeting. Nevertheless, the work of your central office team continued on many fronts.

As reported in my previous report, once we get further into Spring, and the weather warms, we will remove the word private from all parking spaces at our central office. The new parking design will be based on an open parking concept with five spaces designated for visitor parking. Furthermore, with our attention now turning to staffing, we will act to staff a receptionist position and staff a needed clerical support position. The clerical support position will be utilized to support senior staff while they are out supporting schools. Once the receptionist is in place, we will commence having all internal doors unlocked to coincide with the start of the work day. Through these changes, we hope to make our central office a more welcoming place and free up staff to spend much more time in schools in support of learning and our staff.

Since our last Public Board meeting in March, we returned to the bargaining table on April 8 and 9 with our CUPE Local 1357. As you know, GYPSD has been trying



to reach a new collective agreement with our CUPE support staff for quite some time. While some boards did experience strike action, this was not the case in GYPSD. Through continued efforts at the bargaining table, I am pleased to report that, as of the writing of this report, our bargaining team has negotiated a tentative agreement with our CUPE support staff. If signed, this agreement will bring labour

stability and labour peace with our valued CUPE support staff out to 2028.

With respect to building and maintaining relationships, we continue to be as transparent as possible regarding the Power School Data Breach that occurred on December 28, 2024. The PowerSchool incident involved unauthorized exfiltration of personal information from certain PowerSchool Student Information System (SIS) environments through one of their community-focused customer support portals, PowerSource. Since the data breach occurred, GYPSD staff and in particular our Director of Technology (Lyle Lee) have made every effort to keep

our education community and the public informed. Please see our GYPSD website for more detailed information on this ongoing situation.

Currently, we have provided the Office of the Privacy Commissioner with all requested information and will assist their investigation in any way we can. This is an evolving situation, we will do our best to keep the Board of Trustees and staff fully informed.

Since our last board meeting, staff and I have worked to further operationalize the board's process with respect to school attendance areas. As previously mentioned, school attendance areas are utilized in school divisions to manage space and resources in order to provide quality learning opportunities for all students. Within GYPSD, schools have a defined Attendance Area Boundary, and students residing inside this boundary are expected to attend that school, which is their designated school.

Following our April meeting, the Policy Committee of the board revisited this process and decided that a parent's request for a school of choice will be considered through the lens of **available space and sufficient resources in accordance with Sections 10(2) and 10(3) of the Education Act (2023)**.

- School of choice enrollment requests are approved on a **student-by-student** basis.
- The student's approval at the **school of choice is granted for the one school year only**, and they are required to reapply each year to ensure **compliance with Section 10(3)**, which requires attendance area students receive priority over non-attendance area applicants.
- As stated previously, any requests for a school of choice received **after June 15th** will **not be considered until school offices open later in August**.

It is also important to realize that every GYPSD school has the support and services required for the optimal education of students. Supports are centrally distributed, regardless of the attending school, and students' needs are addressed by our certificated staff and specialized professionals.

Leadership Quality Standard 2 - Modeling Commitment to Professional Learning

Living out this competency can mean different things to different people, 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.

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.”*

As detailed in previous reports, your central office team and I have continued to engage people with the goal of seeking to understand the work they do and their vision for student success. We have continued 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, we 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 a group of schools going in multiple directions but rather a group of schools with a shared vision collectively working together on behalf of students. Thus, we must be clear on our vision, know our course, and be steadfast in committing our time, energy, and resources to achieving our goals.

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.”*

In terms of leading learning, 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, while it was slowed down by the real possibility of a CUPE support staff strike, had me continue 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 see how our current staff assignments align with system needs and our learning goals. These meetings are

not completed. The discussions will continue to move forward. While the discussions have been somewhat difficult at times, they have also been enlightening. I hope to report further on these continuing discussions in subsequent meetings with the Board of Trustees.

Since my last board report, meetings in support of leading learning have continued. The meetings have been with members of my central office team, principals, Assistant Principals, Human Resources with respect to staffing, meetings about individual students, meetings involving individual teachers, and individual principals, etc. While the meetings have been diverse and varied in their degree of associated challenges, they have all been around the work of learning or enabling the work of learning. We can never lose sight of the fact that “learning is the work.”



On March 27, 2025, Chair Karpluk and I attended an Board Chair Engagement meeting in Edmonton with the Minister of Education and his staff. In preparation for the meeting, the Chair was asked to come prepared to speak to two questions. The questions and the information shared were as follows:

What concerns do you have with inclusive education and the Standards for Special Education?

- We are seeing more students with very complex special needs that require very specialized, trained staff, equipment, and support.
- Caseloads for our Speech and Language Pathologists and our Occupational Therapist have been growing significantly each year.
- We have had a posting for an SLP for our Jasper, Grande Cache, and Hinton zones for almost two school years and cannot find a successful candidate to relocate to our rural zone. We have contracted services through an SLP company to provide these areas with virtual speech for students.
- The number of GYPSD PUF (Program Unit Funding) Junior Kindergarten and Kindergarten students has increased by 30% from the last school year to this current school year.
- We've observed a growing number of students experiencing behavioral challenges related to self-regulation, trauma, and other factors. In response, we introduced a Behavior Support Specialist role this year to support these students across our schools.

- With this increase, we are not seeing funding that is appropriate to support this increase, meaning we have to be strategic on how we spread the current funding out to support the increased needs.

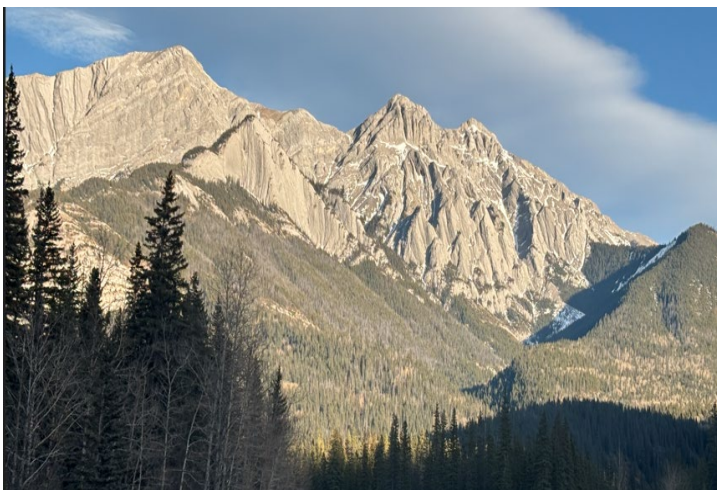
What potential suggestions and solutions do you have to improve inclusive education and the Standards for Special Education?

- GYPSD would greatly benefit from increased SLS funding to support our diagnosed students. The number of students with diagnoses has grown significantly each year, yet funding has remained unchanged. As a result, the resources allocated per student continue to diminish, making it increasingly challenging to provide the necessary support.
- One area that families struggle with, too, is wait times to access family doctors and pediatricians. This is a huge barrier for many of our GYPSD families, as well as wait times to get complete assessments for their children from specialists such as the Glenrose in Edmonton, Alberta. More funding and support should be allotted to specialized facilities such as the Glenrose. Some of our GYPSD families have been on wait lists for over two years to get a full assessment of their child.

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.”*

Structures and supports 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 illustrating how we are living out this competency within GYPSD. Additionally, we can look to our PATs, DIPs, 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 of their communities.



In March, the Board Chair and I received some very exciting news indicative of progress under this competency! Earlier this week, the Alberta School Boards Association's 2025 Honouring Spirit: Indigenous Student Awards were held in Edmonton, AB. We were delighted with the fact that there was one recipient from our Grande Yellowhead Public School Division.

The award ceremony was held on Monday, April 14, at the Queen Elizabeth II Building in Edmonton. Details about the award, including photos from the ceremony, and of recipients, can be viewed through this link.

https://drive.google.com/drive/folders/1I7aK_vwqUJ8KKOS3uyleRhRkLUtMk2tl?usp=sharing

On behalf of Chair Karpluk and GYPSD, I hereby extend heartfelt congratulations to both the student and her family.

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 we move through April, we begin to focus more and more on staffing needs for the upcoming school year. Already, we have had several principals attend, with our HR staff, at Recruitment Fairs at various locations in Alberta. On the other end of the staff continuum, we have received retirement notices from some of our current staff. Needless to say, this is a busy time for our HR staff as they work to address this year's issues while also planning for next year. To help with this process, we have also started having conversations with principals with respect to next year. These discussions are in their early stages and they will play out over the coming weeks and months.

One of this year's challenges, as detailed above, involved efforts to obtain a collective agreement with our CUPE support staff. In addition to working to negotiate this agreement, our Assistant Superintendent of Human Resources, Meghan Auriat, and her team have been engaged in preliminary discussions pertaining to our upcoming teacher collective agreement. As many of you will know, our teacher collective agreement has expired, and we will need to reach out soon to start the bargaining process. There will be more on this as we move forward.

On another important matter, the Education Budget 2025 was released earlier this winter. The finance staff, led by Secretary Treasurer Jun Lin, are still reviewing and analysing how the 2025 budget will impact GYPSD. We will have more to report on this in our May Board meeting.

Leadership Quality Standard 7 - Supporting Effective Governance

In previous reports to the Board, I have detailed our work in support of effective board governance. I have spoken of policy work, working with the corporate board through our Committee of the Whole (COTW) and through our Public Board Meetings (PBM). I have also detailed how governance work sometimes involves supporting Chair Karpluk and the corporate board in provincial meetings. Our trustee involvement in various provincial meetings (some hosted by ASBA or by PSBAA) is important for many reasons. One important reason is they provide opportunities for our trustees 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. Recently, proposed changes to the Education Act were announced. An overview of the proposed changes follow. Suffice it to say, we will need to monitor and understand these changes and their impact on GYPSD. The following overview of the proposed changes was taken from a government press release.



Language change in legislation

Proposed changes to the *Education Act* would change the term 'private school' to 'independent school' throughout legislation to reflect the wide range of

programming and school choice independent schools provide for Alberta families. This proposed change is a result of feedback from the Association of Independent Schools and Colleges in Alberta.

“The Association of Independent Schools and Colleges in Alberta wishes to express its sincere gratitude for this change in language. The shift to the term 'independent school' more accurately reflects the reality that while our schools operate under independent school authorities, they are part of the collective system of education in Alberta. We welcome this adoption of more inclusive language that will bring us into alignment with our neighboring provinces.”

John Jagersma, executive director, Association of Independent Schools and Colleges in Alberta

Stronger democratic accountability

Proposed changes would strengthen democratic accountability by removing the ability of school boards or francophone school boards to disqualify an elected trustee over code-of-conduct breaches, leaving those decisions in the hands of voters. These changes are proposed based on feedback from the public and education partners and would align with the *Municipal Government Act*.

Improving the teacher discipline process

Proposed changes to the *Education Act* would improve clarity and efficiency in the teacher discipline process by:

- Allow administrators to delegate reporting requirements and other complainant roles.
- Eliminating duplicate reporting requirements to decrease administrative burden.

- Enabling administrators to be informed about ongoing complaints when a teacher, principal or assistant principal becomes employed by a different school authority.
- Clarifying that the chair of the hearing committee may apply to the court for an order of compliance when necessary.

Additionally, changes to the *Education Act* would introduce a \$250 fee for complainant appeals, which would be refundable if the appeal is successful.

Clarifying joint use and planning agreements

School boards and francophone school boards won't have to enter joint use and planning agreements with municipalities that are exempt from this requirement by Municipal Affairs. The minister of education will have similar regulatory powers as the minister of municipal affairs, allowing them to set criteria, requirements and exemptions for joint use agreements. These changes are based on feedback from municipalities, school boards and francophone school boards to ensure better consistency and cooperation between education and municipal partners.

“These changes pave the way for stronger collaboration and local flexibility, helping schools and communities thrive together. Empowering both education and municipal partners ensures smarter planning for the future.”

Mike McMann, superintendent, Fort Vermilion School Division

Ensuring voting rights for displaced Jasper residents

Proposed changes to the *Education Act* would align with planned changes to the *Local Authorities Election Act* to ensure that Jasper residents displaced by the July 2024 wildfires can vote and run as candidates in the 2025 and 2026 school board and francophone school board elections.

Changes to school property ownership

The *Education Act* would also be changed to enable Alberta Infrastructure to own new kindergarten to Grade 12 schools and playgrounds and lease them to school boards, francophone school boards, and charter schools for operation and maintenance.

“Our priority is to ensure Alberta’s students have access as soon as possible to the state-of-the-art facilities they need to learn and succeed. The proposed changes would modernize public property management, enhancing accountability and transparency with public assets like new schools.”

Martin Long, Minister of Infrastructure

Quick facts:

- If passed, changes related to private school terminology, teacher discipline, and joint use and planning agreements would come into effect upon proclamation.
- If passed, amendments related to trustee accountability would come into effect on the day following the next local authorities’ general election in October 2025.
- Changes related to voting rights for Jasper residents would come into effect with the changes in Municipal Affairs’ *Local Authorities Election Act* that are part of Municipal Affairs’ *Elections Statutes Amendment Act* planned for spring 2025.
- Changes related to school property ownership would come into effect at the same time as the *Appropriation Act 2025*.

Related information

- [Strengthening Alberta's education system](#)
- [Bill 51: Education Amendment Act, 2025](#)

**Administrative Report
April 16, 2025**

To: Board of Trustees

From: Dr. Parsons, 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 March 26, 2025, 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 March 26 - April 15, 2025	Anticipated Big Rocks To May 21, 2025
Finance J. Lin/L. Liu	<ul style="list-style-type: none"> 2025/26 spring budgeting Principles Allocation Model CUPE Collective Agreement Negotiations Q2 budgets closed: Q3 budgets opened 	<ul style="list-style-type: none"> Submit 2025/26 spring budget for Board approval CUPE collective agreement settlement Monitor Q3 budget

Facilities B. Orge	<ul style="list-style-type: none"> • Spring projects: • Niton change room • RU updates • Niton LED lighting 	<ul style="list-style-type: none"> • Acoustic panel installation completed • Niton change room flooring upgrade completed • Niton change room LED lighting upgrade completed • Harry Collinge start up meeting • GT Modernization • Summer Painting and Flooring Lists review completed • Start scheduling summer projects • E construction tour of school sites for summer paving
Technology L. Lee	<ul style="list-style-type: none"> • EdTech Lead Meeting #4 • LST + EdTech PD • Secondary Numeracy Lead Meeting #2 • Secondary Numeracy Lead Meeting #2 • Secondary Numeracy Lead Meeting #2 • ATLE Emerge Symposium April 23-24 • Vretta Online Assessment Supports 	<ul style="list-style-type: none"> • Westhaven PC Upgrades • Bill 33 & 34 review required changes • Form Privacy Management Plan Group (Internal) • Continue with Microsoft A5 Security Enhancements (Anti-Virus, Identity & Access Management, Application Protection) • ATLE SIS Conference • 7-9 Digital Report Card Supports • Dossier optimization
Learning Services C. Aschenmeier	<ul style="list-style-type: none"> • CASS FNMI Conference • uLead Conference • SYC Meeting #4 • Jasper Annual Indigenous Education Event • Literacy and Numeracy Support grant allocations • Assessment PL for principals • Annual Education Plan preparation • School supports 	<ul style="list-style-type: none"> • Making Thinking Visible PL for principals and teachers • Annual Education Plan • Provincial Achievement Test marker nominations • Social Studies K-3 mandatory implementation preparation • CASS Indigenous Gathering • Learning Services Strategic Planning • Support for schools and leaders • Preparation for final screening assessments

		<ul style="list-style-type: none"> • Home Education Final Reviews • Indigenous Pathways Meeting #4
Board Relations, Communications, Transportation Dr. Harding	<ul style="list-style-type: none"> • Trustee, Board and Committee Meeting Prep • Support Inclusion Team, Schools, Departments, as needed • Annual Education Survey Question Prep • PEP Project Support 	<ul style="list-style-type: none"> • Ed Plan Year 1 Submission • Policy Committee Meeting • Prep Reports for May PBM
Human Resources M. Auriat	<ul style="list-style-type: none"> • CUPE Negotiations • ASEBP Annual Spring Meeting • Request final evaluations for probationary teachers • Spring staffing review 	<ul style="list-style-type: none"> • Criminal Record Check Audit • 1:1 Staffing discussions with Principals • Follow up with Employees on Leave of Absences
Inclusion Services A. Corser	<ul style="list-style-type: none"> • Speech screens for our newly registered Kindergarten and Junior Kindergarten students • Learning Support Teacher PD in-person in Hinton 	<ul style="list-style-type: none"> • Prep work for Learning Support Teacher PD on April 17th
Transportation Services C. Van Neck	<ul style="list-style-type: none"> • 2526 Bus Registrations • Bus Route Optimization • Update Bus Driver Handbook • Driver PD 	<ul style="list-style-type: none"> • Transportation funding review 2526 • Bus Registrations • CVS Open House • Prep for BD Agreement renewal
Communications Special Projects N.Gilks	<ul style="list-style-type: none"> • Leader Profiles • School Website Reviews • Policy 19 Planning • PEP Project 	<ul style="list-style-type: none"> • CVS Open House • Retirement and Long Service prep work • JK/Kinder Campaign Review • Prep Work on 2025/26 Print Calendar Template

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 April 16, 2025

To: Board of Trustees

From: D. Parsons, Superintendent of Schools

Subject: Second Quarter Financial Update

Originator: J. Lin, Secretary-Treasurer

Resources: L. Liu, Director of Financial Services

RECOMMENDATION

That the Board of Trustees receive the Second 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.

This report supports the Board's 2024/25 Goals #1, 2, 4, and 5.

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 second quarter financial results as of February 28, 2025, as well as the year-to-date expenses as a percentage of the total annual budget. Target percentages as of February 28, 2025, for revenues and expenses are 50 per cent (6/12 months).

- Year-to-date revenues as of February 28, 2025: \$36.8 million or 57 per cent of total budgeted revenues.

- Year-to-date expenses as of February 28, 2025: \$36.7 million or 57 per cent of total budgeted expenses.
- Year-to-date operating surplus as of February 28, 2025: \$0.1 million.

The operating result as of February 28, 2025, 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 Two on supplies & resources, software & hardware, classroom expenses, travel, other expenses, utilities, professional development, maintenance, furniture and equipment, and communications.

Conclusion:

As of February 28, 2025, the Division reported \$36.8 million in year-to-date revenues, \$36.7 million in year-to-date expenses, and \$0.1 million in year-to-date surplus.

Quarterly Financial Data

For Quarter 2 ending February 28, 2025

Grande Yellowhead Public School Division

2024-2025 Fiscal Year



EDSON | GRANDE CACHE | HINTON | JASPER | LOBSTICK

Statement of Operations

For the quarter ending February 28, 2025

Expected percentage 50%

In Thousand's

Revenues	Spring Budget	Q1 Forecast	Q2 Forecast	Year-to-Date as of Feb 28, 2025	% Actual to Spring Budget	% Actual to Q2 Forecast
1 Government of Alberta	\$ 61,579	\$ 62,260	\$ 62,252	\$ 35,317	57%	57%
2 Federal Government and other government grants	285	285	285	112	39%	39%
3 Property taxes	-	-	-	-	0%	0%
4 Fees	473	474	423	277	59%	65%
5 Sales of services and products	310	276	268	102	33%	38%
6 Investment income	755	755	755	444	59%	59%
7 Donations and other contributions	594	619	629	544	92%	86%
8 Other revenue	20	21	21	9	45%	43%
9 Total revenues	\$ 64,016	\$ 64,690	\$ 64,633	\$ 36,805	57%	57%
Expenses by Category						
10 Certificated salaries	\$ 26,646	\$ 26,692	\$ 26,337	\$ 13,057	49%	50%
11 Certificated benefits	5,868	5,944	6,094	2,799	48%	46%
12 Non-certificated salaries and wages	10,627	11,541	10,997	5,922	56%	54%
13 Non-certificated benefits	2,672	2,637	2,817	1,720	64%	61%
14 Services, contracts and supplies	14,845	14,620	14,665	11,470	77%	78%
15 Amortization of supported tangible capital assets	2,409	2,408	2,409	1,239	51%	51%
16 Amortization of unsupported tangible capital assets	818	822	748	345	42%	46%
17 Amortization of unsupported ARO tangible capital assets	317	317	317	158	50%	50%
18 Supported interest on capital debt	-	-	-	-	0%	0%
19 Unsupported interest on capital debt	-	-	-	-	0%	0%
20 Other interest and finance charges	22	22	22	8	36%	36%
21 Losses on disposal of tangible capital assets	-	-	-	(1)	0%	0%
22 Other expense	5	5	5	5	100%	100%
23 Total expenses	\$ 64,229	\$ 65,008	\$ 64,411	\$ 36,722	57%	57%
24 Annual operating surplus (deficit)	\$ (213)	(\$ 318)	\$ 222	\$ 83	-39%	37%
Expenses by Program						
25 Instruction - ECS	\$ 3,196	\$ 3,007	\$ 3,073	\$ 1,138	36%	37%
26 Instruction 1 to grade 12	44,543	45,683	45,014	22,468	50%	50%
27 Operations and maintenance	8,522	8,561	8,561	9,124	107%	107%
28 Transportation	5,213	4,956	4,958	2,583	50%	52%
29 System administration	2,287	2,361	2,361	1,080	47%	46%
30 External services	467	440	444	327	70%	74%
31 Total expenses	\$ 64,228	\$ 65,008	\$ 64,411	\$ 36,721	57%	57%
32 Annual operating surplus (deficit)	\$ (212)	(\$ 318)	\$ 222	\$ 84	-40%	38%

Revenues By Month

In Thousand's

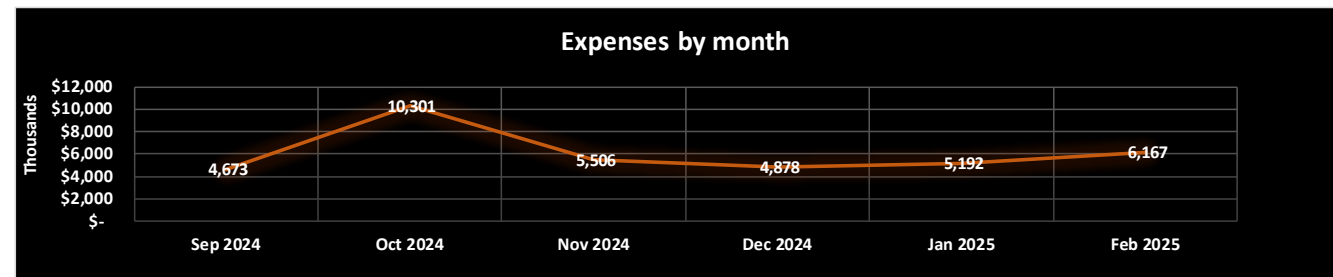
Revenues	Sep 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Total
1 Government of Alberta	\$ 9,343	\$ 5,319	\$ 5,114	\$ 5,294	\$ 5,117	\$ 5,086	\$ 35,272
2 Federal Government and other government grants	93	24	(50)	34	28	28	157
3 Property taxes	-	-	-	-	-	-	-
4 Fees	41	64	31	49	42	50	277
5 Sales of services and products	18	26	16	10	18	14	102
6 Investment income	85	95	72	67	65	59	443
7 Donations and other contributions	46	149	79	141	80	48	543
8 Other revenue	-	3	2	3	1	2	11
9 Total revenues	\$ 9,626	\$ 5,680	\$ 5,264	\$ 5,598	\$ 5,351	\$ 5,287	\$ 36,805



Expenses By Month

In Thousand's

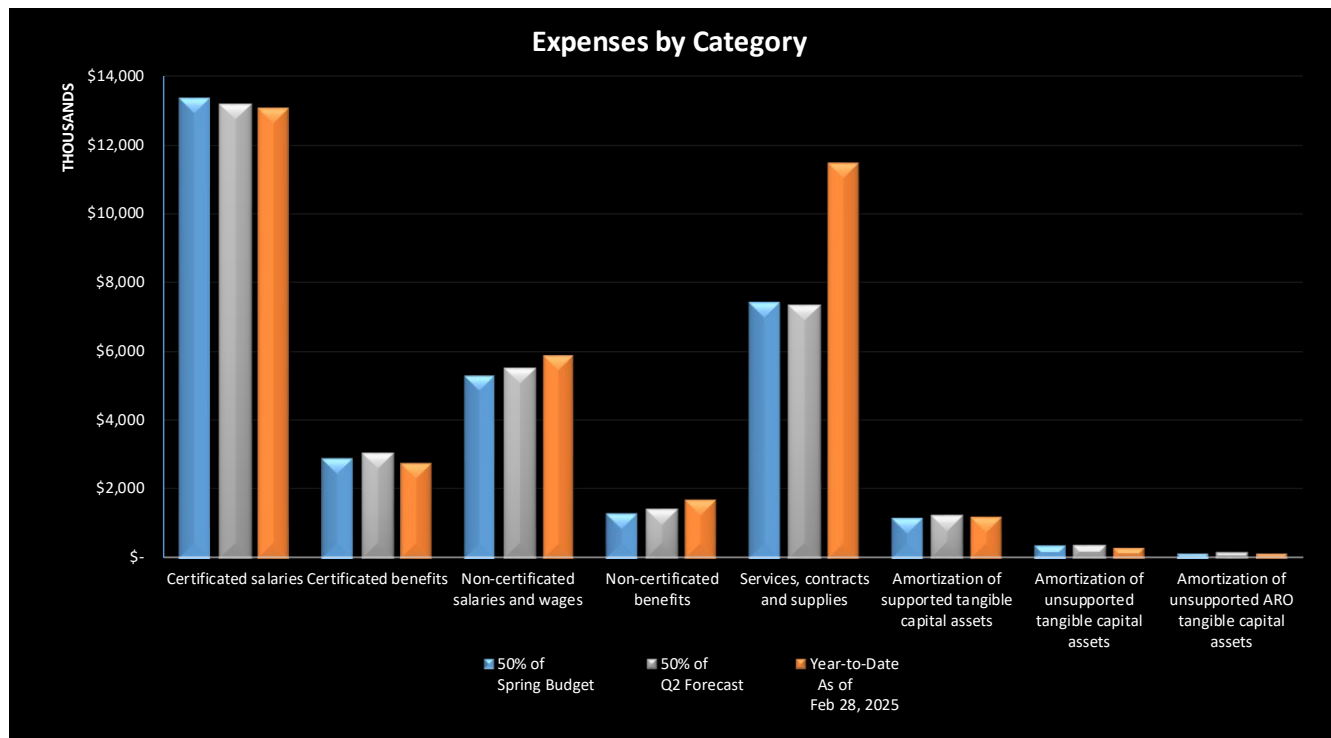
Expenses	Sep 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Total
10 Certificated salaries	\$ 2,073	\$ 2,145	\$ 2,251	\$ 2,089	\$ 2,208	\$ 2,291	\$ 13,057
11 Certificated benefits	431	440	424	445	505	555	2,800
12 Non-certificated salaries and wages	723	1,008	1,212	601	929	1,448	5,921
13 Non-certificated benefits	274	271	349	172	258	396	1,720
14 Services, contracts and supplies	881	6,144	985	1,280	1,001	1,180	11,471
15 Amortization of supported tangible capital assets	198	196	226	207	207	207	1,241
16 Amortization of unsupported tangible capital assets	67	72	34	57	57	57	344
17 Amortization of unsupported ARO tangible capital assets	26	26	26	26	26	26	156
18 Supported interest on capital debt	-	-	-	-	-	-	-
19 Unsupported interest on capital debt	-	-	-	-	-	-	-
20 Other interest and finance charges	1	2	1	1	1	1	7
21 Losses on disposal of tangible capital assets	-	(1)	-	-	-	-	(1)
22 Other expense	-	-	-	-	-	5	5
23 Total Expenses	\$ 4,674	\$ 10,303	\$ 5,508	\$ 4,878	\$ 5,192	\$ 6,166	\$ 36,721



Expenses By Category

In Thousand's

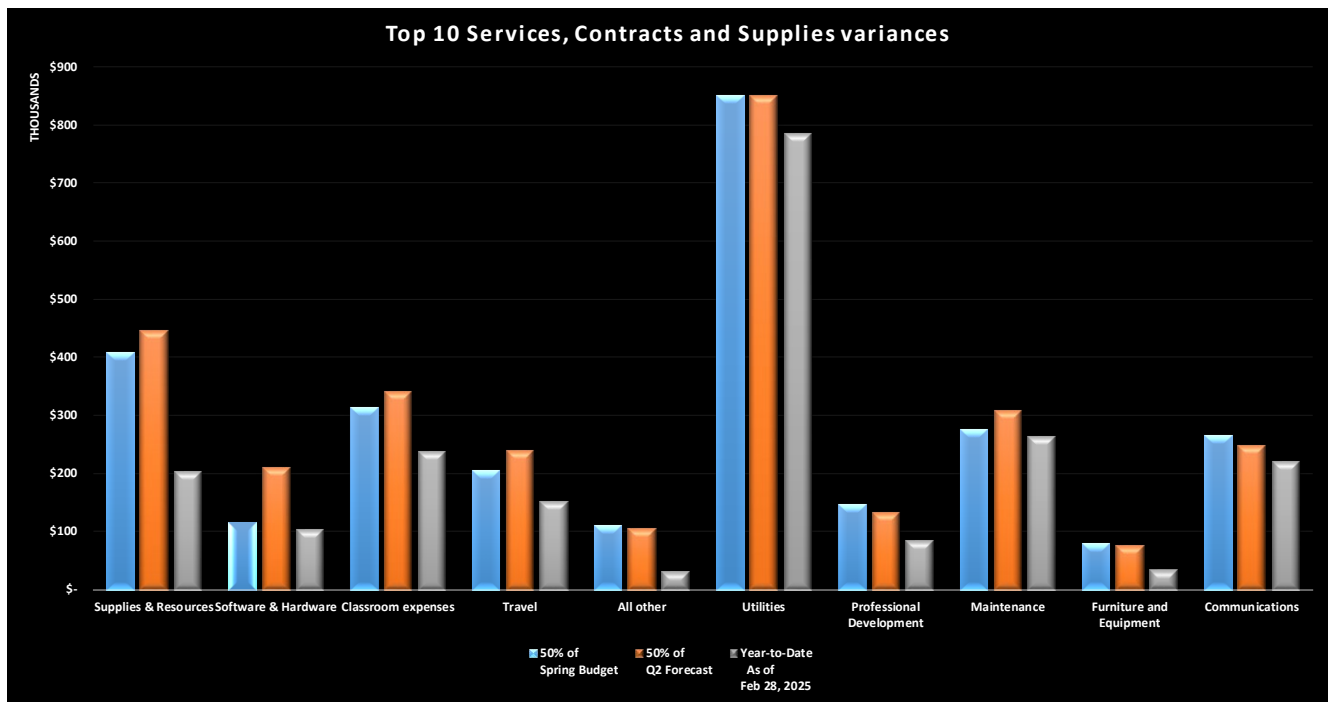
Expenses by Category	50% of Spring Budget	50% of Q2 Forecast	Year-to-Date As of Feb 28, 2025
1 Certificated salaries	\$ 13,323	\$ 13,168	\$ 13,057
2 Certificated benefits	2,934	3,047	2,799
3 Non-certificated salaries and wages	5,313	5,499	5,921
4 Non-certificated benefits	1,336	1,409	1,720
5 Services, contracts and supplies	7,423	7,333	11,470
6 Amortization of supported tangible capital assets	1,204	1,204	1,239
7 Amortization of unsupported tangible capital assets	409	374	345
8 Amortization of unsupported ARO tangible capital assets	158	158	158
9 Supported interest on capital debt	-	-	-
10 Unsupported interest on capital debt	-	-	-
11 Other interest and finance charges	11	11	8
12 Losses on disposal of tangible capital assets	-	-	(1)
13 Other expense	3	3	5
Total expenses	\$ 32,114	\$ 32,206	\$ 36,721



Top 10 Services, Contracts and Supplies Variances

In Thousand's

		50% of Spring Budget	50% of Q2 Forecast	Year-to-Date As of Feb 28, 2025
1	Supplies & Resources	\$ 409	\$ 446	\$ 202
2	Software & Hardware	\$ 114	\$ 211	\$ 103
3	Classroom expenses	\$ 312	\$ 341	\$ 237
4	Travel	\$ 204	\$ 239	\$ 152
5	All other	\$ 110	\$ 105	\$ 32
6	Utilities	\$ 850	\$ 850	\$ 786
7	Professional Development	\$ 147	\$ 134	\$ 83
8	Maintenance	\$ 276	\$ 308	\$ 263
9	Furniture and Equipment	\$ 79	\$ 75	\$ 34
10	Communications	\$ 265	\$ 248	\$ 219
Total		\$ 2,766	\$ 2,957	\$ 2,111



10.3
Administrative Report
April 16, 2025

To: Board of Trustees

From: D. Parsons, Superintendent of Schools

Subject: Learning Opportunities

Originator: C. Aschenmeier, Assistant Superintendent Learning Services

RECOMMENDATION

That the Board of Trustees receive an update regarding the learning opportunities, including the Registered Apprenticeship Program (RAP), Work Experience (WE) Program, and Green Certificate Program (GC), for Grande Yellowhead Public School Division (GYPSD) high school students.

REPORT

Governance Implications

Ensuring students are provided the best educational opportunities to remain citizens in their communities is essential in achieving the Board Priority of Student Learning. GYPSD encourages and provides various engaging learning opportunities for high school students.

Background

RAP, WE, and GC are programs available for high school students (grades 10 – 12) and are funded through Alberta Education. These courses are part of a planned school program and provide opportunities for student experiential learning activities while earning credits (CEUs).

Registered Apprenticeship Program

RAP students are both full-time students and registered apprentices, dividing their time between an approved work site and their high school studies. The following are the types of trades in which participating students are enrolled during the 2024/25 school year.

Trade	Total # Students
Automotive Service Technician	6
Heavy Equipment Technician	11
Electrician	1
Automotive Technician	2
Welding	3
Carpenter	2
Instrumentation	1
Machining	1
Parts Technician	1
Plumbing	1

Work Experience

WE courses are components of an off-campus learning experience. They provide experiential learning activities in the workplace, allowing students to discover their career interests and aptitudes while applying knowledge and skills from other coursework. Approximately 89 students are participating in WE, many of whom will continue through the summer. The following are categories of supporting businesses and organizations.

Construction companies	Mobile home park
Hardware stores	Auto parts stores
GYPSPD schools	Road maintenance and grading companies
Plumbing companies	Instrumentation and electrical companies
Tire shops	Industrial companies
Logging companies	Restaurants
Machine shops	Concrete plant
Oilfield service companies	Physiotherapy clinic
Contracting equipment companies	Dog boarding facility
Wellness studio	Food bank

Senior living facilities	Flooring installation company
Pet store	Indigenous non-profit organizations
Equipment repair shops	Coffee and gift shop
Car/truck washes	Firehall
Restaurants	Veterinary clinic
Hotels	Drilling company
Childcare facility	Automotive dealership
Grocery stores	Crew transportation company
Ice cream store	Gas station
Retail stores	

Green Certificate Program

The GCP provides students with opportunities to enter a variety of agriculture-related structured learning pathways under the guidance of experienced farm personnel. The following are the grades and numbers of students enrolled.

Grade 10 students	1
Grade 11 students	3
Grade 12 students	3

Conclusion:

GYPSPD is taking essential steps to improve Student Learning by providing a variety of education program options for high school students, including the exploration of careers in real-world settings.

11.6.2

Board Representative Report April 16, 2025

To: Board of Trustees

From: D. Karpluk

Subject: ASBA Zone 2/3 Board Representative Report

Originator: Board of Trustees, Grande Yellowhead Public School Division

RECOMMENDATION

That the Board of Trustees receive this report on behalf of the Board representative as information.

REPORT

Governance implication:

In accordance with Board Policy 8, Committees of the Board, trustees serve on a number of standing and ad hoc committees. To carry out its mandate of local governance of education, the Board may delegate some of its functions to a Committee of the Board. Trustees must join a variety of committees in a leadership role over their term.

Key Information:

Upcoming Meetings

- General meeting - May 23, 2025 - Lumen Christi/Zoom
- Zone 2/3 Awards Banquet Evening - May 23, 2025 - Chateau Louis Hotel & Conference Center
- ASBA SGM (Calgary) - June 1-3, 2025
- Lumen Christi/Zoom - June 20, 2025