



**Grande Prairie  
Public School  
Division**

# **Agenda**

**Regular Meeting  
of the Board of Trustees of the  
Grande Prairie Public School Division on  
Tuesday, May 14, 2024 6:00 pm**

<b>1. O CANADA, TERRITORIAL LAND RECOGNITION and UNIVERSAL GUIDING PRINCIPLES</b>		
<b>2. ADOPTION OF THE AGENDA</b>		Trustees
<b>3. MINUTES</b>	<ul style="list-style-type: none"> <li>• Committee of the Whole Meeting Minutes of April 23, 2024</li> <li>• Regular Board Meeting Minutes of April 23, 2024</li> </ul>	Trustees
<b>4. PRESENTATION or DELEGATION</b>	<ul style="list-style-type: none"> <li>• Bamfield Marine Station Field Trip – Derek Taylor Public School Students</li> </ul>	Shelly Bracko
<b>5. BUSINESS ARISING FROM THE MINUTES</b>		
<b>6. BOARD CHAIR/ SUPERINTENDENT'S REPORT</b>	<p>Board Chair Report</p> <ul style="list-style-type: none"> <li>• Board Planning Retreat</li> </ul> <p>Superintendent's Report</p> <p><b>Items for Information</b></p> <ul style="list-style-type: none"> <li>• Division Mentorship</li> <li>• Leadership for Tomorrow</li> <li>• Draft K – 6 Social Studies Curriculum Release</li> <li>• Ministerial Order on Student Learning</li> <li>• 2023 Terry Fox Run</li> <li>• Administrator Announcements</li> <li>• Spring Kindergarten Intervention Planning</li> <li>• Elementary Report Card Update</li> <li>• Parkside Montessori School Council Meeting</li> <li>• College of Alberta School Superintendents (CASS) Zone 1 Meeting</li> <li>• Rotary Excellence in Education Awards</li> <li>• Board Workplan Review</li> </ul> <p><b>Items for Action</b></p> <ul style="list-style-type: none"> <li>• Draft 2025 – 2028 3-Year Education Plan Review</li> </ul>	Joan
<b>7. BOARD POLICY REVIEW</b>		

## AGENDA

May 14, 2024

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<b>8. ADVOCACY &amp; ENGAGEMENT</b>	<ul style="list-style-type: none"><li>Advocacy and Engagement Committee Meeting</li></ul>	Chris
<b>9. CULTURE AND ENGAGEMENT</b>		
<b>10. BUSINESS SERVICES</b>	Business Services Report <ul style="list-style-type: none"><li>Draft Division 2024 – 2025 Budget</li><li>Board Policy 16 Approval - Appendix A Student Fees Schedule</li></ul>	Norm
<b>11. ASBA /PSBAA</b>	Alberta School Boards Association (ASBA) <ul style="list-style-type: none"><li>Zone 1 Meeting</li><li>Spring General Meeting – Budget Bulletin</li><li>Professional Development Event – Preserving Choice for Parents</li><li>Speaker’s Corner</li></ul>	Donna Joan Trustees Trustees
<b>12. ALBERTA EDUCATION</b>		
<b>13. COMMITTEE REPORTS</b>	<ul style="list-style-type: none"><li>Council of School Councils Meeting</li><li>Student Advisory Committee Meeting</li><li>Teacher/Trustee Liaison Committee</li></ul>	Joan Rob /Donna Rob
<b>14. PRESENTATION OR DELEGATION BUSINESS</b>		
<b>15. CORRESPONDENCE</b>	<ul style="list-style-type: none"><li>Letter of Condolence</li></ul>	Trustees
<b>16. NEW IDEAS/NEW ISSUES</b>		Trustees
<b>17. IN CAMERA SESSION</b>		Trustees
<b>18. ADJOURNMENT</b>		Joan

## SUPERINTENDENT'S REPORT

### Board of Trustees Regular Board Meeting

Tuesday, May 14, 2024

Prepared by Sandy McDonald, Superintendent of Schools



**Grande Prairie  
Public School  
Division**

### ITEMS FOR INFORMATION

#### DIVISION MENTORSHIP

The final two scheduled days for the Mentor Teachers and Protegees in this year's division mentorship program occurred on April 24 and 25. Mentor teachers and their first-year teacher protegees met in the division office with Corinne Kruse, Director of Teaching and Learning and a mentorship facilitator from the Alberta Teachers Association. The release time for teachers allowed for continuation of the guided work to support the 15 first year teachers in the division this year.

In addition to system leadership staff and support from the provincial Alberta Teachers Association, appreciation is due to Rhonda Schneider, from Trumpeter Local 26. Rhonda, who teaches at Alexander Forbes the Academy School, is the Local's Professional Development representative and provides valuable organization and support to the mentors and protegees who participate in the program.

#### LEADERSHIP FOR TOMORROW

The final session of the two-year Leadership for Tomorrow program for the 16 participants in the current cohort was held on Thursday, April 25. Participants continued their exploration of their school-based personal leadership learning focus and shared their learnings with colleagues from the cohort. The session concluded with a final dinner to acknowledge and celebrate their efforts over the two years they participated in the program. Appreciation is due to James Robinson, Paul Therrien, Kim Frykas, Corinne Kruse and Nancy Gorgichuk for their significant efforts to design a custom personalized learning experience and to facilitate the learning for the division teachers in the program. A new cohort will begin their leadership learning journey in the fall of the 2024-2025 school year.

#### DRAFT K-6 SOCIAL STUDIES CURRICULUM RELEASE

The Minister of Education provided an update on the K-6 Social Studies curriculum on Friday, August 26. The Minister shared the draft Kindergarten to Grade 6 Social Studies curriculum has been updated by considering feedback from all engagement activities between August 2023 and April 2024 and the content has been adjusted to:

- strengthen opportunities that encourage the development of critical thinking skills, including research and analytical skills, throughout the curriculum;
- enhance the development of skills related to the concept of active citizenship;
- address feedback on developmental appropriateness and load;
- engage students in learning that promotes understanding of diversity across Canada and throughout the world, including First Nations, Métis, Inuit and francophone histories, contributions and perspectives; and
- reflect the growth of learners through learning progressions that expand from individual experiences to communities and beyond.

The updated draft Kindergarten to Grade 6 Social Studies curriculum is available online at [LearnAlberta Curriculum](#). School principals are currently working with GPPSD teachers to identify anyone interested to volunteer to pilot the draft next year. Teachers who opt to pilot the draft curriculum in whole or in part will be supported with release time to plan and collaborate.

## **MINISTERIAL ORDER ON STUDENT LEARNING**

On April 25, the Minister of Education signed a new Ministerial Order on Student Learning. This current Ministerial Order replaces the previous one, signed by the previous Minister in August of 2020. The Ministerial Order on Student Learning is updated by each new Minister of Education and describes the vision for student learning and identifies key outcomes for students in key areas, such as communication, critical thinking, knowledge development, personal health, and character development.

A copy of the Ministerial Order is attached to this report and may also be accessed online at <https://www.alberta.ca/ministerial-order-on-student-learning>.

## **2023 TERRY FOX RUN**

The national Terry Fox Foundation notified the division recently that Isabel Campbell Public School was ranked third highest of all K-6/K-8 schools in the province for raising over \$10 000 for the 2023 Terry Fox Run. Appreciation is extended to principal Matt Pepper and the staff at Isabel Campbell for their support of students to participate and raise funds to support the research, diagnosis, treatment and prevention of cancer in Alberta.

## **ADMINISTRATOR ANNOUNCEMENTS**

The system leadership team and the staff at Isabel Campbell public school are pleased to welcome Kim Caron as Vice Principal for the 2024-2025 school year. Kim is currently serving as a school principal with the Northern Gateway School Division and is looking forward to joining the GPPSD team next year.

Additionally, a hiring committee of system leaders representing the 6 divisions that provide the funding for the Peace Collaborative Services (PCS) team, led by Director Tammie Maurer and Nicole Chappell from the Human Resources Department, have recently concluded the process to hire a new Regional Manager for PCS. Elizabeth Linfield, who is currently a principal with the Peace Wapiti Public School Division, will be moving into the role of Regional Manager.

## **SPRING KINDERGARTEN INTERVENTION PLANNING**

Using money budgeted for intervention programming that was not spent, Director of Teaching and Learning Corinne Kruse has worked with the division Intervention Leads to develop a program to provide targeted intervention for kindergarten students to run until the end of the year. 3 interventionists have been hired to support students from select schools who will benefit from additional instruction in letter/sound identification to help prepare their readiness for grade 1. The schools selected have been identified based on early spring kindergarten literacy assessments administered across the division and interventionists are currently beginning their work to help prepare students for grade 1 next fall.

## **ELEMENTARY REPORT CARD UPDATE**

The work of teachers and administrators to develop a draft new report card over the past several months was recently finalized following the collection of feedback from a survey of teachers, administrators and parents. The draft K-6 division report card, to be sent home on 3 occasions during the school year, includes updated learning outcomes, parent-friendly wording and aligns with the new curriculum. Teachers will continue to report on outcomes and student competencies that describe students' learning habits and skills and will include space for teacher comments for each subject.

Included in this work will be the development of an implementation plan by the end of June to identify supports for teachers and school leaders during the 2024-2025 school year. Additionally, a parent companion document will be created to support understanding of the content of the report card, directions to access the report card, identification of the reporting periods, and provide parents with other relevant information. The last step in the development will be a review by system and school administrators of the final draft in order to be ready for implementation next year.

#### **PARKSIDE MONTESSORI SCHOOL COUNCIL UPDATE**

Superintendent McDonald attended the Parkside School Council meeting on Monday, May 6, to provide an update on the division's 2024-2027 three-year capital plan. A delegation representing the Parkside School Council presented to the Board in June 2023 to request consideration for expanding Montessori programming to grade 8. Following a presentation, a commitment was made to report back to the School Council on the updated capital planning process and the capital plan submitted to Alberta Education at the end of April.

At the meeting, Superintendent McDonald provided an update on the process used to develop the division's 3-Year Capital Plan priorities and gave a general update re: the capital planning funding announced in the recent provincial education budget was shared. No commitments were made to parents at the meeting regarding the potential expansion of Montessori programming, other than to continue to learn more about the potential. Superintendent McDonald shared that steps will be taken to learn more about parent interest in the concept and to explore the economic feasibility of expanding Montessori programming. Additionally, exploring creative possibilities will be included in part of the ongoing planning that occurs with respect to school utilization next fall. Mr. McDonald committed to reporting back to the School Council in the new school year to share what is learned.

#### **COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS (CASS) ZONE 1 MEETING**

The final Zone 1 CASS meeting of the year was held in the offices of the Holy Family Catholic Regional Division in Peace River on Friday, May 9<sup>th</sup>. While the meeting had not occurred at the time this report was completed, key topics on the agenda included the election of a new executive committee for 2024-2025, receiving updates from Alberta Education, discussion of school year calendars for the 2025-2026 School Year, and a review of new resources developed by CASS to support Competency 5 of the Superintendent Leadership Quality Standard – Ensuring Success for First Nations, Metis and Inuit Students.

**ROTARY EXCELLENCE IN EDUCATION AWARDS**

Congratulations are extended to the following staff and parents who were recognized by the Swan City Rotary Club as someone who has gone above and beyond to make a difference for the students of our Division.

<b>SCHOOL</b>	<b>2023 – 2024 Nominee</b>	<b>SCHOOL</b>	<b>2023 – 2024 Nominee</b>
<b>Aspen Grove</b>	Michelle Elliot	<b>Hillside</b>	Tammy O’Toole
<b>Avondale</b>	Brandi Smith	<b>IV Macklin</b>	Laurie Metz Charlotte Clark
<b>Charles Spencer</b>	Daniella Ceron	<b>Isabel Campbell</b>	Carlyn Pillipow (Parent)
<b>Crystal Park</b>	Andrea Toews	<b>Maude Clifford</b>	Megan Lopez
<b>Ecole Montrose</b>	Bethany Mittelholtz Souheyla Mayouf	<b>Parkside</b>	Desiree Miguel (Parent) Josh Smith
<b>GP Composite</b>	Many Ford	<b>Roy Bickell</b>	Cynthia Garcia
<b>Division Office</b>	Crystal Gaede, Mike Heckbert, and Michelle Dechaine		

All recipients were acknowledged at a luncheon organized by the Swan City Rotary Club on Wednesday, May 8.

**BOARD WORKPLAN REVIEW**

An updated version of the Board’s Workplan is attached to this report and submitted for information.

**ITEMS FOR FUTURE ACTION**

**DRAFT 2025-2028 THREE YEAR EDUCATION PLAN**

Attached to this report is a draft of the updated 2024-2025 to 2027-2028 3-Year Education Plan for the division. The priorities in the attached draft were developed using the priorities in the existing plan, evidence of progress from the Annual Education Results Report, and feedback from staff, students and parents collected throughout the year in a variety of formats. The 3 priority areas remain the same as in the current plan, signifying our core work remains the same, although the specific outcomes, strategies to achieve those outcomes, and the measures of success that will be used to assess progress are updated. In general, the draft submitted for information can be described as a continuation and refinement of the core work our staff and students have been engaged in for the past three years.

Trustees are asked to review the draft and identify any questions or comments in discussion at the meeting to learn more and/or to inform the final version of plan that will be brought forward to the May 28 meeting of the Board for approval by Board motion, as per Board Policy 2.



ALBERTA

EDUCATION  
*Office of the Minister*

**GOVERNMENT OF ALBERTA**  
**DEPARTMENT OF EDUCATION**  
**MINISTERIAL ORDER (#005/2024)**

**Student Learning**

**An order to adopt or approve goals and standards applicable to the provision of education in Alberta**

1. I, Demetrios Nicolaidis, Minister of Education, pursuant to section 18(2)(b) of the *Education Act*, make the order in the attached Appendix, being an order to adopt or approve goals and standards applicable to the provision of education in Alberta.
2. Ministerial Order No. 028/2020 dated August 6, 2020 is repealed.
3. This Order comes into effect on signing.

DATED at Edmonton, Alberta April 25, 2024.

A handwritten signature in black ink, appearing to read 'Demetrios Nicolaidis', written over a horizontal line.

**MINISTER OF EDUCATION**

## **APPENDIX**

### **MINISTERIAL ORDER (#005/2024)**

Education in Alberta will promote the acquisition of skills and the pursuit of knowledge with wisdom, while valuing equality of opportunity, parent and caregiver responsibility, personal responsibility and excellence, and respect for difference and the inherent dignity of each individual. Students will understand the rights and benefits of democratic citizenship and their personal and community responsibilities. They will explore life opportunities that develop their unique talents and potential, provide a sense of purpose and belonging, and affirm the dignity of work. Students will engage in career education pathways that provide the relevant and timely support they need to prepare for fulfilling careers. They will become lifelong learners who will cultivate the competencies of critical thinking, communication, problem solving, collaboration, research and managing information, citizenship, creativity and innovation, and personal growth and well-being.

#### **Vision for Student Learning**

Students will gain the skills, knowledge, and competencies they need to live fulfilling lives and make meaningful contributions to their communities and the world. Alberta Education's objective is to deliver a world-class education for every student while expanding choice in education. Expanding parent and student options in Alberta's public, separate, Francophone, charter, independent, early childhood, and home education systems will ensure parents and caregivers have a host of tailored options for their children's education that best suit the needs of their children.

#### **Foundations for Learning**

Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using developmentally appropriate texts of high quality in language classes and standard algorithms in mathematics. These foundations establish knowledge, shared civic and cultural literacy, and skills that enable students to solve problems and think critically as they become active and informed citizens leading healthy lives of meaning.

#### **Objectivity and Impartiality**

An objective and impartial presentation of the facts, without editorialization or personal bias, in a fair and neutral manner is essential. This will enable students to strengthen objectivity, balance critical thinking while learning a diversity of viewpoints, learn in an inclusive environment where all students feel valued and where multiple perspectives are encouraged and respected, build evidence-based viewpoints by using credible and reliable evidence, and have open and honest dialogue and discussion.



## APPENDIX

### MINISTERIAL ORDER (#005/2024)

#### **Outcomes for Learning**

##### **Communication**

Students will develop superior written and verbal communication skills. Becoming confident and skilled communicators prepares students to successfully share their ideas and make substantial contributions locally and internationally. Throughout their education journey, students will learn how to structure their communication, provide evidence, and communicate in a precise and concise manner. Students will be able to communicate their ideas and views with intellectual rigour, participate in everyday communication experiences, prepare for the workplace and/or post-secondary, and excel in meetings, presentations, interviews, and other communication engagements.

##### **Critical Thinking**

Critical thinking enables students to understand complex problems, develop creative solutions, gather and assess information objectively, and make reasoned decisions. Students will strengthen their critical-thinking skills by exploring alternative viewpoints, questioning assumptions, anticipating potential problems, and proactively finding ways to prevent or mitigate them. Students will learn to promote innovation and creativity, approach situations with objectivity and rationality, and separate fact from fiction.

Alberta's students will have opportunities to build evidence-based viewpoints, using credible and reliable evidence, and have open and honest dialogue and discussion in a fair, neutral, and objective manner. This will enable students to strengthen objectivity, balance, and critical thinking while learning a diversity of viewpoints in an inclusive environment where all students feel valued and where multiple perspectives are encouraged and respected.

##### **Knowledge Development**

Students will demonstrate mastery in foundational, subject-specific content and a familiarity with world history, particularly the cultures and institutions that have shaped the history of Canada. The development of literacy and numeracy will be reinforced, enriched, and supplemented by the study of Alberta, Canada, and world history, geography, mathematics, science, technology, philosophy, literature, languages, physical education and wellness, and the arts, which shall be taught with specific factual content and measurable outcomes. Students will demonstrate competence in managing personal finances, applying their critical thinking, and engaging with various media.

A strong foundation in mathematics and science plays a crucial role in preparing students for the challenges and opportunities of the modern world. Alberta's curriculum will prepare students for science, technology, engineering, and mathematics careers and post-secondary opportunities, help them develop digital and technological literacy and cultivate problem-solving and analytical skills, and prepare them for global competitiveness by driving innovation and technological growth.

## APPENDIX

### MINISTERIAL ORDER (#005/2024)

It is crucial for students to have advanced knowledge of literacy and English comprehension that will be supported with early student assessment and intervention. Developing a strong proficiency in English will help students communicate effectively, access a wider range of academic and professional opportunities, build clarity of expression and overall cognitive development, grow personally and professionally, and have greater civic and democratic engagement and participation.

Today's students require a well-rounded education strengthened through the inclusion of art, music, dance, and drama. Students can develop creative expression, appreciate diverse artistic and cultural perspectives, strengthen their emotional and social development, and learn about the historical and cultural significance of artworks and artistic movements, fostering a deeper understanding of human history and cultural heritage. Students will integrate the broad knowledge base of these subjects to learn to think for themselves, solve problems creatively, collaborate, and communicate effectively. Students will be encouraged to approach the world with intellectual curiosity and humility, understanding inherited traditions, engaging with new ideas and diverse viewpoints, questioning assumptions with reason, evaluating sources of information with discernment, and applying learning in a variety of life and work situations.

Hands-on and experiential learning experiences will allow students to learn by doing. Opportunities for students to be active participants in learning will promote an understanding of the practical application of knowledge and enrich students' learning experiences. Students will be prepared for the real world as they strengthen critical thinking, problem solving, and communication skills, and practise self-reflection for personal growth.

#### **Health for Life**

Through physical and health education, students will develop physical fitness abilities and a healthy lifestyle. Students will develop coordination, balance, and spatial awareness; understand the importance of teamwork and sportsmanship; respect the abilities of others; and develop a lifelong commitment to physical activity. They will also make healthy lifestyle choices by recognizing the importance of healthy habits, self-care, preventatives, and proactive health practices to reduce the need for medical interventions; monitoring and tracking health indicators; practising self-care; making informed nutritional choices; and recognizing the health complications that can arise from inactive and unhealthy lifestyles.

Alberta Education acknowledges the growing needs of students with mental health and other learning challenges. These children will be provided with every opportunity to flourish in Alberta's education system and economy. They need to be successful, fulfilled, and fully participative in building this province. All students will gain an understanding of mental health and mental illnesses and the factors that influence mental well-being, reduce the stigma and discrimination associated with mental illness, and equip students with the knowledge and skills needed for early identification and intervention.

## APPENDIX

### MINISTERIAL ORDER (#005/2024)

#### **Character Development**

Students develop honesty, integrity, and self-reliance through the application of their knowledge and skills. They recognize truth, beauty, and goodness through exposure to the best and most enduring art and writing across different time periods and places. They will demonstrate resilience and good judgement in a rapidly changing world, building positive relationships and taking responsibility for their personal health and well-being. Students will demonstrate a commitment to the common good by exercising compassion, empathy, and support for one another in their diverse society.

#### **Preparing Students for Their Future**

Students will learn foundational life skills that will enable them to develop and sustain healthy behaviours. This will help them build healthy relationships, manage and resolve conflicts, manage personal finances, build confidence, deal with failure, and be prepared for everyday life.

Students will have rich and diverse opportunities to engage in work experience, including internships, summer jobs, placements, fieldwork, and/or practicums. Through these experiences, students will develop a strong work ethic, prepare for their future careers, explore career options, strengthen workplace skills, establish professional connections, enhance their resumés, increase self-confidence, understand workplace culture and etiquette, learn the importance of time management and work-life balance, and strengthen financial literacy.

Students can participate in apprenticeship programs to begin certification in a skilled trade while also completing their academic graduation requirements. This will enable students to start developing trade-specific skills at an early stage and give them a head start on certification and career entry, explore career options before committing to a particular career path, experience a seamless transition from school to work, enhance their employability, increase their financial independence, and strengthen personal growth and self-confidence.

Students will meaningfully apply their learning in a variety of life and work situations, including managing personal finances. Students will learn concepts such as debt and debt management, credit and credit management, interest rates, savings, borrowing, investing, budgeting, inflation, taxes, and planning for the future. This will enable students to practise financial independence, make informed and prudent financial decisions, distinguish between needs and wants, understand and appreciate the value of money and the importance of work, and build healthy financial habits early in their lives to avoid mistakes that may lead to lifelong challenges and implications.

#### **Community and Civic Engagement**

Students will demonstrate an understanding of the needs, beliefs, and expectations of diverse communities and identify connections that transcend difference. All students will see themselves, their families, and their communities in the curriculum, with space in the curriculum for the study of local traditions, history, and geography, including Alberta's Francophone history.

## **APPENDIX**

### **MINISTERIAL ORDER (#005/2024)**

The curriculum will include a strong commitment to advancing Indigenous reconciliation, which begins with a strong understanding of residential schools, treaties, and Indigenous peoples' historical and contemporary contributions to Alberta. This will ensure students establish and maintain respectful relationships with Indigenous communities. Students will also learn about and work toward reconciliation so that Indigenous peoples and communities are engaged as economic partners and take full advantage of the natural resources that enrich this province and that will empower Indigenous communities to become full partners in prosperity.

Students will recognize the impact of their actions and demonstrate an understanding of individual rights and freedoms, which are secured by Canadian law and which reflect our shared history and traditions, as well as the social and organizational skills required for civic participation. Students will demonstrate respect for others and an understanding of Canada's political institutions as they prepare to participate knowledgeably and responsibly in a democratic society, parliamentary democracy, and constitutional monarchy. They will understand Canadian and world history, the debt to previous generations, and obligations to future generations. Students will also learn the importance of individual rights, responsibilities, and the duties of citizenship generally, as well as the structure and functioning of government and the democratic process. This will enable students to understand how government works and how decisions are made and the relationship between government and its citizens. Students will learn about fundamental rights and freedoms, the electoral process, the importance of political participation and engagement, the rule of law, and civil discourse and respectful dialogue. They will also build media literacy.

#### **Alberta, Canada, and the World**

Students require a strong understanding of their communities and province and the ability to apply this knowledge when engaging on topics of national and international importance.

By exploring topics in Alberta's and Canada's history and culture, students will develop a strong appreciation and understanding of Canada's military history, the sacrifices made by Canadian servicemen and women, and their impact on Canada's development and global peace and security. Students will understand Canadian heroism during the First World War and Second World War and the importance of these events in the formation of Canada, in the creation of United Nations Peacekeepers and Canada's involvement in peacekeeping missions around the world, and in Canada's commitments to and influence on global peace and security.

Equipped with a strong understanding of Alberta's and Canada's unique contributions and histories, students are encouraged to explore and engage in international educational opportunities that will strengthen their intercultural skills and build global career and educational networks. Through these experiences, they will learn about different societies, cultures, and perspectives; gain a higher degree of cultural acceptance, tolerance, and understanding; and prepare for global career and educational competition.

## **APPENDIX**

### **MINISTERIAL ORDER (#005/2024)**

Students will recognize their shared responsibility for environmental stewardship and sustainability. They will engage in discussions on Alberta's natural resources, including oil sands, oil, natural gas, minerals, agriculture, and forests, in building and sustaining Alberta's economy, creating jobs, ensuring prosperity, and enabling a high quality of life. They will know the global significance of Alberta's vast oil reserves and Alberta's reputation as the most ethical producer of oil in the world. They will also understand the importance of natural resources in enabling and sustaining Alberta's society and Albertans' quality of life. Students will learn about advancements for cleaner extraction of natural resources and about renewable energy sources.

#### **Conclusion**

The education of Alberta's children and youth is central to the future prosperity and social well-being of the province. Parents and caregivers deserve the best from those who help them educate their children. Students will develop intellectual ability and practical skills and be taught by caring and knowledgeable teachers. They will inherit a rich, interconnected knowledge base and be practiced in free, lively, and respectful dialogue with varied viewpoints.

## 06.3 Board Workplan

<b>MAY</b>	<ul style="list-style-type: none"> <li>• 2024 05 14</li> <li>• Committee of the Whole</li> </ul>	<ul style="list-style-type: none"> <li>• Board Spring Governance Retreat 2024 05 01                             <ul style="list-style-type: none"> <li>○ Review Draft 3 Year Educational Plan</li> <li>○ Review Draft Division Assurance Summary</li> <li>○ Review 2024-2025 Division Budget Development Process</li> </ul> </li> <li>• Council of School Councils Meeting 2024 05 02</li> <li>• TTLC Meeting (3:45 pm) 2024 05 07</li> <li>• Advocacy &amp; Engagement Committee (11:00 am) 2024 05 14</li> <li>• Approve 2024 – 2025 School Fees – deferred from April Meeting</li> <li>• Review draft Division 2024-25 Budget 2024 05 14</li> <li>• Student Presentation – Bamfield Marine Station 2024 05 14</li> <li>• Non-Instructional Support Staff Committee (4:15 pm) 2024 05 22</li> <li>• <b>GP Composite High School Graduation - 2024 05 17</b></li> </ul>	<p>2024 05 08</p> <ul style="list-style-type: none"> <li>• ASBA Zone 1 Fort Vermilion</li> </ul> <p>2024 05 13</p> <ul style="list-style-type: none"> <li>• ASBA PD Event – Parent Choice</li> <li>• ASBA Speaker’s Corner TBA</li> </ul>
	<ul style="list-style-type: none"> <li>• 2024 05 28</li> </ul>	<ul style="list-style-type: none"> <li>• Board Policy Committee (11:00 am) 2024 05 28</li> <li>• Approve Division 3-Year Education Plan 2024 05 28</li> <li>• Approve Division 2024-25 Budget 2024 05 28</li> <li>• Approve Locally Developed Course Requests 2024 05 28</li> <li>• Presentation: Student Advisory Committee</li> </ul>	<p>2024 05 30-06 01</p> <ul style="list-style-type: none"> <li>• PSBAA SGM Calgary, AB</li> </ul>
<b>JUNE</b>	<ul style="list-style-type: none"> <li>• 2024 06 11</li> </ul>	<ul style="list-style-type: none"> <li>• Advocacy &amp; Engagement Committee (11:00 am) 2024 06 11</li> <li>• Review 3<sup>rd</sup> Quarter Budget Update 2024 06 11</li> <li>• Review Annual Summer Operations and Maintenance Report 2024 06 11</li> <li>• Indigenous Graduation Ceremony 2024 06 06</li> <li>• <b>Bridge Network Graduation – Solo Format – 2024 06 14</b></li> <li>• <b>Charles Spencer Commencement - 2024 06 26</b></li> </ul>	<p>2024 06 02 – 04</p> <ul style="list-style-type: none"> <li>• ASBA SGM Calgary, AB</li> </ul> <p>2024 06 12</p> <ul style="list-style-type: none"> <li>• ASBA Zone 1 CSNO</li> </ul>
<b>JULY</b>			<p>2024 07 02 - 05</p> <ul style="list-style-type: none"> <li>• CSBA Congress Toronto, ON</li> </ul>

<b>AUGUST</b>			2024 08 07 – 09 • PSBC Meeting Grande Prairie, AB
<b>SEPTEMBER</b>			2024 09 18 • ASBA Zone 1 Meeting and Awards – GPPSD Hosts

**Grande Prairie Public School Division  
2023 – 2024 Board Work Plan**



	<b>PUBLIC MEETING DATES</b>	<b>MONTHLY GOVERNANCE ACTIONS</b>	<b>PROFESSIONAL LEARNING</b>
<b>AUGUST</b>	<ul style="list-style-type: none"> <li>2023 08 22 Organizational Meeting</li> <li>Regular Meeting</li> </ul>	<ul style="list-style-type: none"> <li>Board Self-Evaluation 2023 08 22</li> <li>Board Evaluation of Superintendent 2023 08 22</li> <li><i>Summary reports for each due September 30 for review October 10 in Camera</i></li> </ul>	2023 08 09 – 11 <ul style="list-style-type: none"> <li>PSBC</li> </ul>
<b>SEPTEMBER</b>	<ul style="list-style-type: none"> <li>2023 09 12</li> </ul>	<ul style="list-style-type: none"> <li>Advocacy &amp; Engagement Committee (11:00 am) 2023 09 12</li> </ul>	2023 09 18 <ul style="list-style-type: none"> <li>ASBA – ASEBP Webinar</li> </ul>
	<ul style="list-style-type: none"> <li>2023 09 26</li> </ul>	<ul style="list-style-type: none"> <li>Board Evaluation Committee (10:00 am) 2023 09 18</li> <li>Trustee Student Advisory Members Meeting (1:00 pm) 2023 09 21</li> <li>Board Policy Committee (11:00 am) 2023 09 26</li> <li>Review Board Workplan 2023 09 26</li> </ul>	2023 09 20 <ul style="list-style-type: none"> <li>ASBA Zone 1</li> <li>Awards Luncheon</li> </ul> 2023 09 27 <ul style="list-style-type: none"> <li>ASBA – Matt Solberg, Virtual</li> </ul> 2023 09 29 <ul style="list-style-type: none"> <li>PSBAA Franklin Covey, Virtual</li> </ul>
<b>OCTOBER</b>	<ul style="list-style-type: none"> <li>2023 10 10</li> </ul>	<ul style="list-style-type: none"> <li>Advocacy &amp; Engagement Committee (11:00 am) 2023 10 10</li> <li>Audit Committee (4:30 pm) 2023 10 10</li> <li>Review Annual Student Enrollment Summary 2023 10 10</li> <li>Review Annual Exit Survey Report <i>In Camera</i> 2023 10 10</li> <li>PD Committee Meeting 2023 10 11</li> <li>Board Social 2023 10 14</li> <li>TTLIC Meeting (3:45 pm) 2023 10 17</li> </ul>	2023 10 23 <ul style="list-style-type: none"> <li>St. Patrick Catholic Re-Opening 1:00</li> <li>Minister’s Tour of GPCHS 2:15</li> <li>Meeting with Minister of Ed – PWSD 4:30</li> </ul>
	<ul style="list-style-type: none"> <li>2023 10 24</li> </ul>	<ul style="list-style-type: none"> <li>Board Policy Committee (11:00 am) 2023 10 24</li> <li>Non-Instructional Support Staff Committee (4:15 pm) 2023 10 25</li> <li>Review Board Workplan 2023 10 24</li> </ul>	2023 10 19 – 20 <ul style="list-style-type: none"> <li>PSBAA FGM</li> </ul>



			<p>2023 10 30</p> <ul style="list-style-type: none"> <li>ASBA Webinar AB and Rural Municipalities</li> </ul>
NOVEMBER	<ul style="list-style-type: none"> <li>2023 11 14</li> </ul>	<ul style="list-style-type: none"> <li>Advocacy &amp; Engagement Committee (11:00 am) 2023 11 14</li> <li>Review Annual Student Attendance Report 2023 11 14</li> <li>Bi-Annual Division Risk Management Update <i>In Camera</i> 2023 11 14</li> <li>Bi-Annual Human Resources Update <i>In Camera</i> 2023 11 14</li> </ul>	<p>2023 11 08</p> <ul style="list-style-type: none"> <li>ASBA Zone 1</li> </ul>
	<ul style="list-style-type: none"> <li>2023 11 28</li> </ul>	<ul style="list-style-type: none"> <li>Board Assurance Retreat 2023 11 23 (Moved from Nov 30 - Trustees to review the Results Report prior to approval on 2023 11 28) <ul style="list-style-type: none"> <li>Review draft Annual Education Results Report</li> <li>Presentation of Educational Director Work Plans</li> </ul> </li> <li>Board Policy Committee (11:00 am) 2023 11 28</li> <li>Audit Committee (4:30 pm) 2023 11 28</li> <li>Approve Annual Education Results Report 2023 11 28</li> <li>Approve Audited Financial Statements 2023 11 28</li> <li>Fall Budget Update 2023 11 28</li> <li>Council of School Councils (7:00 pm) 2023 11 30</li> </ul>	<p>2023 11 09</p> <ul style="list-style-type: none"> <li>PSBAA Franklin Covey, Leader in Me - Virtual</li> </ul> <p>2023 11 17</p> <ul style="list-style-type: none"> <li>PSBC</li> </ul> <p>2023 11 19 – 21</p> <ul style="list-style-type: none"> <li>ASBA FGM</li> </ul>
DECEMBER	<ul style="list-style-type: none"> <li>2023 12 12</li> <li>Committee of the Whole</li> </ul>	<ul style="list-style-type: none"> <li>TTLIC Meeting (3:45 pm) 2023 12 05</li> <li>TEBA Engagement Session 2023 12 08</li> <li>Advocacy &amp; Engagement Committee (11:00 am) 2023 12 12</li> <li>Review Annual Class Size Report 2023 12 12</li> <li>Review draft 2024-25 School Year Calendar 2023 12 12</li> <li>Review Annual Finance Department Workplan</li> </ul>	<p>2023 12 11</p> <ul style="list-style-type: none"> <li>ASBA Speaker's Corner</li> </ul> <p>2023 12 13</p> <ul style="list-style-type: none"> <li>ASBA Zone 1 Virtual</li> </ul>
JANUARY	<ul style="list-style-type: none"> <li>2024 01 09</li> </ul>	<ul style="list-style-type: none"> <li>Advocacy &amp; Engagement Committee (11:00 am) 2023 01 09</li> <li>Review Annual Student Profile and Specialized Learning Services Report 2024 01 09</li> <li>Review Annual Student Transportation Update 2024 01 09</li> <li>Council of School Councils – Workshop – 2024 01 18</li> </ul>	<p>2024 01 10</p> <ul style="list-style-type: none"> <li>ASBA Zone 1 Virtual</li> </ul>

	<ul style="list-style-type: none"> <li>2024 01 23</li> </ul>	<ul style="list-style-type: none"> <li>Board Policy Committee (11:00 am) 2024 01 23</li> <li>Approve 2024 – 2025 School Year Calendar 2024 01 23</li> <li>Review Annual Information Technology Workplan and Report 2024 01 23</li> <li>Review Annual Student Intervention Programming Report 2024 01 23</li> <li>Review 1<sup>st</sup> Quarter Budget Update 2024 01 23</li> <li>School Assurance <ul style="list-style-type: none"> <li>2024 01 25</li> <li>2024 01 30</li> <li>2023 02 22</li> </ul> </li> <li>PD Committee Meeting 2024 01 31</li> </ul>	<p>2024 01 22</p> <ul style="list-style-type: none"> <li>ASBA Speaker's Corner Education Commission of the States</li> </ul> <p>2024 01 23</p> <ul style="list-style-type: none"> <li>AB Ed Stakeholder Session – Social Studies Curr.</li> </ul>
<b>FEBRUARY</b>	<ul style="list-style-type: none"> <li>2024 02 13</li> </ul>	<ul style="list-style-type: none"> <li>Advocacy &amp; Engagement Committee (11:00 am) 2024 02 13</li> <li>Review GPPSD Optimum Learning Framework 2024 02 13</li> <li>Review Annual Programs of Choice Report 2024 02 13</li> <li>TTLIC Meeting (3:45 pm) 2024 02 20</li> <li>Non-Instructional Support Staff Committee (4:15 pm) 2024 02 21</li> </ul>	<p>2024 02 08 - 09</p> <ul style="list-style-type: none"> <li>PSBC</li> </ul> <p>2024 02 14</p> <ul style="list-style-type: none"> <li>ASBA Zone 1 Virtual</li> </ul> <p>2024 02 21</p> <ul style="list-style-type: none"> <li>ASBA Virtual Session – Enterprise Canada</li> </ul> <p>2024 02 26</p> <ul style="list-style-type: none"> <li>ASBA Speakers' Corner Advancing Education for Reconciliation</li> </ul>
	<ul style="list-style-type: none"> <li>2024 02 27</li> <li>Committee of the Whole</li> </ul>	<ul style="list-style-type: none"> <li>Board Policy Committee (11:00 am) 2024 02 27</li> <li>Develop Budget Process and Budget Development Principles 2024 02 27</li> <li>Review Annual Division Occupational Health and Safety Report 2024 02 27</li> <li>Review Annual Division Operations &amp; Maintenance Workplan and Report 2024 02 27</li> <li>Review Annual Leadership Staff Demographics Succession Planning Report <i>In Camera</i> 2024 02 27</li> <li>Council of School Councils Meeting 2024 02 29</li> </ul>	
<b>MARCH</b>	<ul style="list-style-type: none"> <li>2024 03 12</li> <li>Committee of the Whole</li> </ul>	<ul style="list-style-type: none"> <li>Board Advocacy &amp; Engagement Committee (11:00 am) 2024 03 12</li> <li>Review draft 3-Year Capital Plan 2024 03 12</li> <li>Review Annual Indigenous Programming Report 2024 03 12</li> </ul>	<p>2024 03 02</p> <ul style="list-style-type: none"> <li>PSBAA – Choice in AB Ed – virtual</li> </ul>

	<ul style="list-style-type: none"> <li>• 2024 03 26</li> </ul>	<ul style="list-style-type: none"> <li>• Board Professional Learning Retreat 2024 03 25 <ul style="list-style-type: none"> <li>○ Strategic Plan Development Workshop</li> </ul> </li> <li>• Board Policy Committee (11:00 am) 2024 03 26</li> <li>• Approve Annual Division 3-Year Capital Plan 2024 03 26</li> <li>• Approve Edwin Parr Nomination</li> <li>• Approve Friends of Education Nomination</li> <li>• Bi-Annual Division Risk Management Update <i>In Camera</i> 2024 03 26</li> <li>• Bi-Annual Human Resources Update <i>In Camera</i> 2024 03 26</li> </ul>	<p>2024 03 13</p> <ul style="list-style-type: none"> <li>• ASBA Zone 1 High Prairie</li> </ul> <p>2024 03 18</p> <ul style="list-style-type: none"> <li>• ASBA Speaker's Corner – Putting Data to Work</li> </ul>
<b>APRIL</b>	<ul style="list-style-type: none"> <li>• 2024 04 23</li> </ul>	<ul style="list-style-type: none"> <li>• Advocacy &amp; Engagement Committee (11:00 am) 2024 04 23</li> <li>• Review 2<sup>nd</sup> Quarter Budget Update 2024 04 23</li> <li>• Review Annual Division Wellness Report 2024 04 23</li> <li>• Review Annual Division Compensation Report <i>In Camera</i> 2024 04 23</li> </ul>	<p>2024 04 06 – 08</p> <ul style="list-style-type: none"> <li>• NSBA New Orleans, LA</li> </ul> <p>2024 04 10</p> <ul style="list-style-type: none"> <li>• ASBA Zone 1 GP Catholic</li> </ul> <p>2024 04 11 – 12</p> <ul style="list-style-type: none"> <li>• PSBC</li> </ul> <p>2024 04 15</p> <ul style="list-style-type: none"> <li>• ASBA Speaker's Corner TBA</li> </ul>



# Grande Prairie Public School Division

Board Chair: Joan Nellis

Superintendent of Schools: Alexander (Sandy) McDonald

## 3-Year Division Education Plan

For the school years 2024/2025 to 2026/2027

Year 1 - 2024/2025

Submitted May 2024



**Grande Prairie  
Public School  
Division**  
Every Student Succeeds

<http://www.gppsd.ab.ca>

   **GPPSD2357**

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## Message from the Chair of the Board of Trustees

The work of our school division is to ensure every student succeeds, and our Board shares the high expectations that our stakeholders have for student success in Grande Prairie Public. Our collective high expectations are reflected in the core priorities of this plan, of the outcomes for students and staff we plan to achieve, and in the strategies our schools will use to achieve those outcomes and ensure the success of every student. As part of our governance role, our Board engages with staff liaison groups and school councils throughout the year. We also hear directly from school administration teams about the work staff are doing in each school to support student success. As we engage with stakeholders, we are very proud to see and hear references to this plan and to hear of the significant efforts of our staff to promote the continual improvement of the quality of education in our schools. Thank you for reading this plan, and for the contribution you make to ensuring every student succeeds.

## Message from the Superintendent of Schools

I am proud of the significant efforts of our staff, who make student success their priority every day. This plan has been informed by evidence of student growth and achievement in our schools and was built collaboratively using the priorities identified at each school. It reflects the significant daily efforts of our schools to provide optimum learning to all students and informs actions at all levels of the division. The goal for this plan to support each student to succeed at the highest level possible. As you read in the pages that follow what our schools will do to support student success, and how we will know we are successful, please also visit the planning section of our division website to review our Annual Education Results Report, updated at the end of November each year. If you have any questions about the content of this plan, or of your school's plan, please do not hesitate to contact your school principal and/or to join the School Council.

## Accountability Statement

The Education Plan for Grande Prairie Public School Division, in effect commencing May 28, 2024, was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in consideration of the context of the provincial government's business and fiscal plans. The Board has used evidence of student growth and achievement from its performance results and other sources of information to develop this plan and is committed to implementing the strategies contained within the plan to continually improve student learning and results. The Board approved and adopted this updated 2024-2027 3-Year Education Plan on May 28, 2024.

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**Joan Nellis**  
**Chair, Board of Trustees**

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**Alexander (Sandy) McDonald**  
**Superintendent of Schools**

# Who we are!

***A Learning Community in which Every Student Succeeds***

**Preschool to Grade 12**



**9000 Students**



**1000 Staff**



**The Grande Prairie Public School Division has been helping students achieve personal growth and academic success in the city of Grande Prairie since 1911.**

## **Public Meetings of the Board of Trustees**

Public meetings of the Board are held on the 2nd and 4th Tuesday of every month at 6:00 pm. Some exceptions apply. Visit <https://www.gppsd.ab.ca/board/Pages/Board-Meetings> for current dates/times and to learn more about the process for attending meetings.

## **Universal Guiding Principles**

The Board of Trustees established the universal principals that follow to guide decision making in the division. For everything we decide to do, we will hold ourselves accountable and we will ask:

- Is it good for students?
- Will it build trust and good relationships?
- Will it help us improve?
- Is it a responsible thing to do?
- Are we being open, honest, and ethical?

## **Our Programs of Choice**

We are proud to offer parents a variety of different high quality learning choices for their students. The programs listed below exist to provide enhanced opportunities for students to learn and grow:

Pre-Kindergarten

French Immersion Preschool to Grade 12

Christian Education

Outreach Education

Off-Campus, Dual Credit & Trades Education

STEM Learning

International Student

KinderPAL

Montessori Preschool to Grade 6

Academy Sports & Athletics

International Baccalaureate

Music Programming

Home Schooling

Child Care Provider Partnerships

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## Our Commitment

Learning is not just an expected outcome for students, it is a system-wide belief that is necessary for us to ensure every student succeeds. Prioritizing student growth and achievement requires that our division commits fully to supporting the professional learning of the adults in our division. Our school year calendar, system structures, practices and expectations all support ongoing professional learning of individuals and groups.

Evidence of student growth and achievement is used to inform the planning and decision making that happens in the division and to assess our progress. A summary of our evidence of progress will be prepared annually into an Annual Education Results Report (AERR) in the fall of every school year. The AERR will be shared with Alberta Education and shared and reviewed with our school division community as well.

This plan also acknowledges our collective responsibility to the reconciliation process and to work towards the 'Calls to Action on Education' established by the Truth and Reconciliation Commission. We are committed to providing opportunities for all staff and students to understand, and to appreciate, the historical and contemporary experiences, traditions, cultures, worldviews, and ways of knowing of Indigenous peoples.

# Our Education Plan has 3 Priorities:

## Priority 1: Teaching and Learning

**Outcome: Student success is ensured through quality teaching in optimum learning environments.**

- The Optimum Learning Framework outlines expectations for responsive planning, assessment practices, and instruction, aligned to the curriculum, to support the diverse learning needs of all students
- Literacy and Numeracy Frameworks identify consistent practices to advance students' literacy and numeracy skills
- Teachers are supported to implement curriculum
- Intentional communication between school and families to support student learning

**Outcome: Students are supported to succeed from early learning to high school completion and beyond.**

- Multiple pathways and a continuum of supports respond to student needs to prepare them to complete high school
- Students are taught to self-reflect, set goals, and persevere to increase their readiness to transition through their schooling
- Students and families are provided opportunities to learn about career pathways and develop their readiness to transition to life beyond high school

**Outcome: Students who self-identify as Indigenous experience improved achievement.**

- Indigenous Education Framework identifies knowledge, processes, and actions that support culturally responsive pedagogy

### *Measures*

#### **Alberta Education Assurance Measures**

- PAT & Diploma
- High School Completion Rates
- Student Learning Engagement
- Access to support & services
- Parental Involvement
- Education Quality
- Lifelong Learning
- Successful at work
- Broad Range of Studies

#### **Local Measures**

- Early Years Literacy & Numeracy Assessments (All Students & Indigenous Students)
- Coordinated Classroom Assessments (All Students & Indigenous Students)
- Off Campus CTS, online, and Bridge Network credit attainment (All Students & Indigenous Students)
- Access to a continuum of supports and services
- Prepared to complete and for after high school
- Student engagement & satisfaction
- Student Attendance (All Students & Indigenous Students)
- Parental involvement and satisfaction with learner supports
- Student transition structures and processes



## Priority 2: Inclusion

**Outcome: Schools are welcoming, caring, respectful and safe environments where all students, staff, and families have a strong sense of belonging.**

- Build capacity for intercultural understanding, empathy and mutual respect for all
- Increase understanding of the cultural, contemporary, and historical experiences of Indigenous peoples that support reconciliation
- Engage with staff, students, families and members of the community to inform the Division's work on anti-racism and equity action plan

**Outcome: The emotional, physical, and mental health of all students and staff is supported.**

- Strengthen the structures that support student emotional, physical and mental health
- Implement Division Wellness Framework to support staff wellness
- Expand and strengthen collaborative connections within the community

### Measures

#### Alberta Education

##### Assurance Measures

- Welcoming, Caring, Respectful and Safe Learning Environment
- Citizenship

##### Local Measures

- Acquiring and applying foundational knowledge
- Welcoming Caring, Respectful, and Safe
- Learner supports
- Citizenship, community, prepared for life after high school
- Active, healthy, well
- Workplace supports wellness
- FNMI sense of belonging in schools

## Priority 3: Leadership

**Outcome: Leadership ensures quality teaching in optimum learning environments**

- Embedded professional growth planning process for all certificated staff
- Collaborate with school community to implement a shared vision for student engagement, learning, and well-being
- Use evidence to plan, monitor and assess progress
- Promote innovation, positive change and commitment to continuous improvement

**Outcome: Leadership is distributed and collaborative**

- Build staff leadership capabilities to enhance distributed leadership
- Strengthen collaborative skills, structures, and processes with students, staff, and school councils
- Continue to engage with the school community to inform decision-making

### Measures

#### Alberta Education

##### Assurance Measures

- Professional Learning
- Students involved in school community

##### Local Measures

- Professional Learning
- Collaborate in decision making
- Inquiry-based professional growth plan process
- Leadership program participants and staff leadership course completion

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## IMPLEMENTATION PLAN

Successful implementation of this plan will occur from the collective commitment of staff, at all levels, to the following key concepts and principles:

### Processes

It is evident, from practice and research, that the quality of instruction students receive and the leadership that exists in the system are the most important school-based factors that impact student growth and achievement.

This plan:

- Establishes outcomes and strategies for staff;
- Outlines the alignment of planning, at all levels of the system;
- Is developed to support all staff to connect with our priorities and desired outcomes;
- Uses evidence of student growth and achievement to inform the planning and decision making in the division.

### Insights from Results Analysis

The 2022-2023 Annual Education Results Report (AERR) identified a system focus on supporting student academic achievement. The AERR highlighted areas of growth as well as opportunities to support students.

The collective efforts of all staff have seen a positive impact on student growth throughout kindergarten to grade 12. Intentional and responsive planning for all students ensures multiple entry points for learners. Multiple interventions and a focus at the high school on multiple pathways to high school completion, continues to support students. Student transitions within K-12 and into the world of work are identified as areas for growth.

Division Assurance Survey results identified a high level of staff satisfaction with support for professional learning within the division. The strategic focus of System Leadership's planning to support school administration as instructional leaders, and school administration planning to support their staff, is key in ensuring continued growth.

Indigenous ways of being, knowing and doing enhance our learning for staff and students. The Division's Indigenous Education framework will provide a foundation upon which staff members can deepen individual and collective knowledge to meet the holistic needs of all students. While Indigenous students are at or above provincial averages on most PAT exams and over half of Diploma exams, we continue to support the achievement of our Indigenous students at all grade levels.

A focus on social emotional learning, wellness, and Indigenous foundational knowledge have supported welcoming, caring, respectful and safe school communities. This next cycle will strengthen

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strategies for improving students' and staff sense of belonging. Making diversity and cultures visible in schools will provide opportunities for increased equity and intercultural understanding.

### **Professional Learning**

With a focus on ensuring student growth and achievement, division structures support professional learning at the system, school, and individual level. These include:

- Inquiry-based professional growth plans, aligned with the professional practice standards, are supported by leadership;
- Staff professional learning days, which may include school improvement planning, professional learning, individual growth planning or collaborative time, are scheduled monthly;
- Administrator professional learning is scheduled monthly;
- Facilitated teacher professional learning, aligned with the Optimum Learning Framework and curricular areas;
- Supported opportunities to increase our system understanding of Truth and Reconciliation.

### **Resourcing our System**

The division's allocation model resources the priority areas and strategies outlined in the Division 3-Year Education Plan. Targeted staffing, a focus on professional learning and operational support for key initiatives support the implementation of the plan.

Staffing allocations:

- Instructional Staff: Classroom Teachers, Administrators, Learning Support Teachers, High School Completion, Curriculum Lead, Numeracy/Literacy Coordinators, PUF Pre-Kindergarten, Educational Programmers, music specialists, STEM leads, Intervention Program Leads.
- Non-Instructional Staff: Social Workers, K-3 Interventionists, EAL Interventionists, multi-disciplinary professional support staff, indigenous programming coordinator, indigenous liaisons, family outreach.

### **Supports for Key Initiatives:**

#### **Frameworks**

Frameworks serve as guidelines providing a common language and shared understanding around expectations of consistent practice for both the teacher and the leader.

- Optimal Learning Framework (OLF): foundational framework for quality teaching (Planning, Instruction, Assessment through the Curriculum)
  - Numeracy, Literacy, Wellness, and Indigenous Education frameworks, support the overarching OLF.

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## **Curriculum Implementation**

The division has been intentional and purposeful to ensure the system is prepared to support continued implementation. Lead teachers with subject-area expertise support the implementation of new curricula through enhancing teacher understanding of curriculum design and architecture, planning, assessment and supporting instruction with resource development and curation. The flexibility of the system ensures that continued teacher and leader knowledge is differentiated. Working groups have been engaged to ensure that classroom teachers have the opportunity to be supported through the piloting and implementation processes.

## **Intervention**

- K-3: Early Literacy and Numeracy intervention project: Focusing on students identified through provincial assessments, this intervention program is supported by lead teachers and education assistants;
- 4-6: English as and Additional Language (EAL) and Indigenous Learners project: Focusing on EAL and Indigenous learners, this intervention program is supported by lead teachers and education assistants at schools with needs identified among the target population;
- 9-12 High School Completion Intervention: Focusing on ensuring students complete high school, this intervention is supported by teachers at high school who work within the student services teams at each site.

## **Engagement**

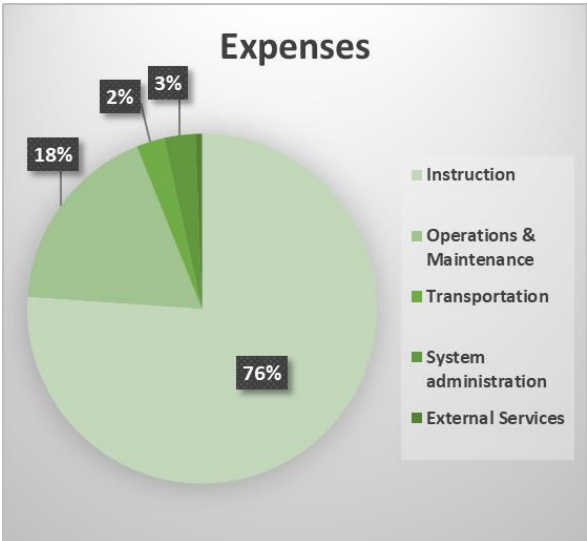
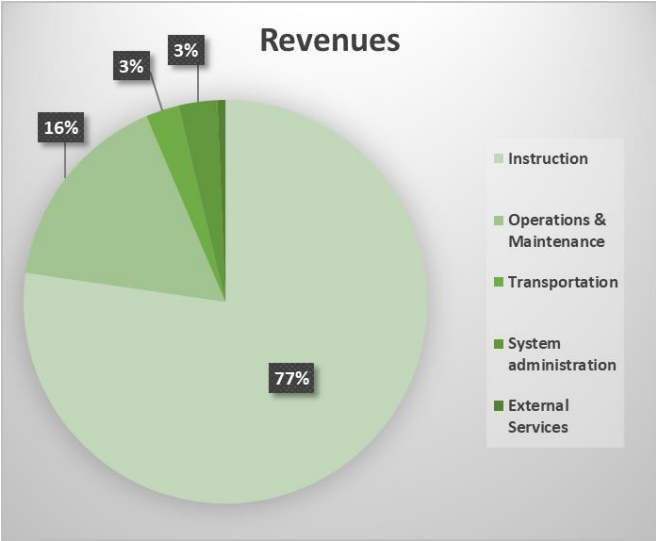
Meaningful engagement is evident in our work. Informing, collaborating, seeking feedback and engaging in structured activities with stakeholders enhances decision making. The work of principals with their School Councils and the information collected from staff, student, and parent Assurance Surveys, are examples of practices that help us to identify evidence to inform our planning and to assess our success. Other types of engagements include employee liaison groups, administration and teacher committees, Council of School Councils, Board of Trustee Student Advisory, and school-trustee assurance meetings.

# 2024-2025 Budget

## Budget Principles

The Board of Trustees reaffirmed the following budget principles to guide the Division’s administration team in preparing the budget:

- The 2024-2025 GPPSD Budget shall be developed consistent with the principles identified in Board Policy 1: GPPSD Mission and Guiding Principles.
- The Division’s budget shall be developed to support the 3 priority areas identified in the Division’s Strategic Plan: Teaching and Learning, Leadership, and Inclusion.
- The Division’s budget shall be developed collaboratively. Principals and site supervisors will discuss the school and system priorities with staff and school councils and provide feedback from their school to inform the budget development process.
- All students deserve access to a learning environment that will meet their specific needs. Our Division’s budget should support diversity and equity in our schools for the purpose of helping every student to succeed.
- The Division’s budget should support the continuous improvement of our Division.
- The Division’s budget must make the provision of front-line services to students a priority.
- The Board and Division administration shall continue to strive to find financial efficiencies inside and outside the Division.
- The Division’s budget shall consider the need for appropriate, reasonable, and sustainable levels of reserves to support future decision-making by the Board.
- The budget planning process shall consider the long-term sustainability of optional programs offered within the Division; and
- The Division should allocate resources equitably to ensure that all schools, regardless of size, allow students to have access to high quality education resources of socioeconomic status or demographic factors.



	Revenues	Expenses
Instruction	\$ 88,370,392	\$ 90,004,874
Operations & Maintenance	18,622,361	21,081,456
Transportation	3,042,124	3,042,124
System administration	3,539,058	3,419,373
External Services	734,367	734,367
<b>Total</b>	<b>\$ 114,308,302</b>	<b>\$ 118,282,194</b>

Link to budget documents: [Division Budget - Grande Prairie Public School Division \(gppsd.ab.ca\)](https://gppsd.ab.ca)

## 2025-2028 Capital Plan

The Grande Prairie Public School Division maintains 18 facilities for a student population of over 8800. In the recent couple of years, the City of Grande Prairie has benefited from families moving into the province from across Canada as well as outside of the country. As a result, our Division has experienced significant growth over recent years. With enrolment growth near 5% in the current year, our short term outlook indicates increased enrolment pressure to occur in our high schools. To meet future growth our three year capital plan focuses on the need to expand the Division’s high school capacity from current level. To meet the growth needs, the three-year capital plan addresses the largest priorities for the Division’s facilities. The latest three-year plan includes core building additions at our two high schools, along with a new school and a new replacement school.

### Capital Plan Priorities

Facility	Configuration	Project Description	Capacity
Grande Prairie Composite High School	9-12	Core building addition	1600
Charles Spencer High School	9-12	Core building addition	1200
Kensington School	K-8	New School	600
Crystal Park School	K-8	Modernization	800

Link to Capital plans: [Division: School & Facilities Planning - Grande Prairie Public School Division \(gppsd.ab.ca\)](https://gppsd.ab.ca)

## Infrastructure, Maintenance and Renewal Projects

The Division’s maintenance team continually addresses the normal wear and tear on our facilities to ensure the safety of all students, staff, and public visitors. Planning in this area includes the following identified priorities:

Infrastructure, Maintenance and Renewal Planning	Location
Classroom flooring repairs	IV Macklin School
Classroom flooring repairs	Avondale School
Flooring and wall repairs	All schools
Hot water tank replacements	Maude Clifford School
Landscaping repairs	Isabel Campbell School
Landscaping repairs	Riverstone School

## Capital, Maintenance and Renewal Projects

Capital, Maintenance and Renewal Planning	Location
Asphalt parking lot repair project	GP Composite High School
Sidewalk replacement project	Hillside Community School
Sidewalk replacement project	Swanavon School
Piping insulation project	Swanavon School
Ceiling replacement project	I.V. Macklin Public School
Exterior window replacement project	I.V. Macklin Public School
Victolic fitting project	I.V. Macklin Public School
Pool mechanical systems project	Crystal Park School