



**Grande Prairie
Public School
Division**

Agenda

**Regular Meeting
of the Board of Trustees of the
Grande Prairie Public School Division on
Tuesday, May 28, 2024 6:00 pm**

1. O CANADA, TERRITORIAL LAND RECOGNITION and UNIVERSAL GUIDING PRINCIPLES		
2. ADOPTION OF THE AGENDA		Trustees
3. MINUTES	<ul style="list-style-type: none"> Regular Board Meeting Minutes of May 14, 2024 	Trustees
4. PRESENTATION or DELEGATION	<ul style="list-style-type: none"> Student Advisory Committee Presentation to the Board 	Students
5. BUSINESS ARISING FROM THE MINUTES		
6. BOARD CHAIR/ SUPERINTENDENT'S REPORT	<p>Board Chair Report</p> <ul style="list-style-type: none"> Letter to the Board from Avondale School Council Grande Prairie Composite High School Graduation Ceremonies <p>Superintendent's Report</p> <p>Items for Information</p> <ul style="list-style-type: none"> Administrator Professional Learning and Principals Meeting Program Lead and Subject Area Coordinators Update Meetings Alberta Education Assurance Framework Cycle Peace Region Energy Show Capital Planning Update Summer School Update Board Workplan Review <p>Items for Action</p> <ul style="list-style-type: none"> Board Social Planning Update 2024 – 2027 3-Year Education Plan Approval Locally Developed Course Approval Board and Superintendent Evaluation Surveys 	<p>Joan</p> <p>Sandy</p>

AGENDA

May 28, 2024

Page 2 of 2

7. BOARD POLICY REVIEW	<ul style="list-style-type: none">• Board Policy Committee Meeting – Policies Reviewed:<ul style="list-style-type: none">○ Board Policy 15 – Financial Management○ Board Policy 17 – GPPSD School Closure○ Board Policy 20 – Welcoming, Caring, Respectful and Safe Working and Learning Environments	Andre
8. ADVOCACY & ENGAGEMENT	<ul style="list-style-type: none">• Advocacy and Engagement Committee Meeting 2024 04 28 – Minutes Attached as Information	Chris
9. CULTURE AND ENGAGEMENT		
10. BUSINESS SERVICES	Business Services Report <ul style="list-style-type: none">• Board Policy 16 Approval - Appendix A Student Fees Schedule• Real Property Governance Act (Bill 13) Update• Division 2024 – 2025 Budget Approval	Norm
11. ASBA /PSBAA		
12. ALBERTA EDUCATION		
13. COMMITTEE REPORTS	<ul style="list-style-type: none">• Non-Instructional Liaison Committee Meeting• Teacher/Trustee Liaison Committee – Minutes Attached as Information• Board Policy 19 – Superintendent Evaluation Ad Hoc Committee Update	Donna /Chris Donna /Rob Andre
14. PRESENTATION OR DELEGATION BUSINESS		
15. CORRESPONDENCE	<ul style="list-style-type: none">• Letter from Avondale School Council Re: Bussing 2024 05 16• Letter from Alberta Education Re: 2022 – 2023 Annual Education Results Report 2024 04 17• Letter from Alberta Infrastructure Re: Bill 13 Real Property Governance 2024 05 17	Trustees
16. NEW IDEAS/NEW ISSUES		Trustees
17. IN CAMERA SESSION		Trustees
18. ADJOURNMENT		Joan

SUPERINTENDENT'S REPORT

Board of Trustees Regular Board Meeting

Tuesday, May 28, 2024

Prepared by Sandy McDonald, Superintendent of Schools



**Grande Prairie
Public School
Division**

ITEMS FOR INFORMATION

ADMINISTRATOR PROFESSIONAL LEARNING AND PRINCIPALS MEETING

On Wednesday, May 15, all administrators were engaged in a structured review of their 2024 School Assurance Survey results and time to engage in the development of their 2024-2025 Professional Learning Plans for their schools. They also reviewed the updated Ministerial Order on Student Learning and principals were focused on assessing the effectiveness of the supports they received for their instructional leadership and reviewed key processes in preparation for the startup of the new school year.

PROGRAM LEAD and SUBJECT AREA COORDINATORS UPDATE MEETINGS

Division Lead Teachers and Coordinators have recently met with Director of Teaching and Learning, Corinne Kruse, Deputy Superintendent James Robinson, and Superintendent McDonald to learn about the impact of their work on students and staff this year. Appreciation is extended to the division's Intervention Program lead teachers, Jennifer Rochon and Kaitlyn Lukoni, to Krista Sterr, the Science Curriculum Implementation lead teacher, and to the division's Literacy and Numeracy Coordinators Diana Smith and Tracie Anthony for the work they are doing to support student growth and achievement and staff professional practice learning.

Key updates shared during those meetings included updates on the literacy and numeracy framework development, the student success arising from the Kindergarten intervention program, a report of the lessons learned and plans for supporting English as an Additional Language students in future years and the discussion of evidence how classroom teachers are using the assessment evidence and relationships developed through the intervention programs to plan responsively for the needs of individual students.

ALBERTA EDUCATION ASSURANCE FRAMEWORK CYCLE

Included as correspondence this month is a letter from the division's Alberta Education Field Services Manager indicating the division has successfully met the requirements for the provincial Assurance Framework planning and reporting. In addition to ensuring the required elements identified by Alberta Education are included in the content of our 3-Year Education Plan and our Annual Education Results Report, system leadership staff also meet twice per year with the Field Services Manager to review the structures, processes, and contents of our plans. The receipt of this letter is intended to provide assurance to the Board and the community the planning, assessment, and reporting expectations of the division are completed annually and are compliant with Alberta Education's expectations.

PEACE REGION ENERGY SHOW

On Wednesday, May 16, approximately 16 grade 9 and 10 students and teacher Joe LaValley from Charles Spencer High School had the opportunity to attend the Peace Region Energy Show and engage with event sponsors and different employers from the energy industry. Sponsors of the event included the



Photo credit: CAREERS

Grande Prairie Petroleum Association, Tourmaline, NuVista Energy and Northwestern Polytechnic.

Appreciation is extended for the time and effort put into planning of this opportunity by Tanya Oliver, CEO of the Chamber of Commerce, and Dale Tiedemann from CAREERS. The event was designed to give students an opportunity to learn more about the breadth and diversity of careers available locally in the energy industry, and to support planning their personal pathway to high school completion.

CAPITAL PLANNING UPDATE

Division administration recently received an update from Capital Planning regarding the potential re-allocation of Harry Balfour School to the division. No timeline for the availability of the school for division use has been established at this time, but its status will be reviewed annually. Associate Superintendent Guindon and Superintendent McDonald recently had an initial meeting with the Director of Capital Planning North to learn more about how the school may be used to address future capital planning needs, and work to explore how it may support programming in the division will continue to next fall as part of the annual capital planning process.

SUMMER SCHOOL UPDATE

Planning for the first year of summer school programming has been finalized and appreciation is extended to Director of System Supports, Kim Frykas, and to Mr. Vobeyda, Mr. Wall and Mr. Dunfield for their planning efforts. Detailed information about the new Summer School programming, and links for current GPPSD students to register, are available on each school's website:

[Summer School | Bridge Network Outreach School \(gppsd.ab.ca\)](https://gppsd.ab.ca/summer-school-bridge-network-outreach-school)

[Summer School | Grande Prairie Composite High School \(gppsd.ab.ca\)](https://gppsd.ab.ca/summer-school-grande-prairie-composite-high-school)

[Summer School | Charles Spencer High School \(gppsd.ab.ca\)](https://gppsd.ab.ca/summer-school-charles-spencer-high-school)

Information about the 21 full and credit recovery courses offered, the in-person attendance requirements and schedule, and the expectations for students can be found at the links above. The purpose of summer school is to support students to enter their new grades in the fall with all the grade-level requirements met to stay on track for high school completion and to provide opportunities for other students to complete some courses outside of the regular school year to support having flexibility in their schedules.

School and Division staff are advertising the program for students now and anyone with questions should speak to a counsellor or administrator at their school.

BOARD WORKPLAN REVIEW

An updated version of the Board's Workplan is attached and submitted for information.

ITEMS FOR FUTURE ACTION

BOARD SOCIAL PLANNING UPDATE

Board Secretary, Mrs. Fredland, and event planners recently met to review plans for the 2024 Board Social, scheduled for October 26, 2024. A summary of the planning for the 2024 Board Social, which includes historical feedback and costs and projected costs for the fall is attached for information and consideration.

2024-2027 THREE YEAR EDUCATION PLAN

An update to the draft 3-Year Education Plan reviewed at the May 14th Board Meeting is attached for the Board's review and approval. Feedback provided by Trustees has been incorporated into the attached plan, with the change of the title of Priority 2, from Inclusion to Belonging. A 'What's New' section has also been added to the plan to explain the change from Inclusion to Belonging, support how inclusion remains a priority for the next three years, and to provide clarity for readers that the local measures identified in the plan have been selected by division staff to align with division priorities.

The following motion is requested:

Trustee ____ moved the Board adopt the 2024 to 2027 3-Year Education Plan for the division and submit it to Alberta Education as required in the Alberta Education Assurance Framework Cycle.

LOCALLY DEVELOPED COURSE REQUESTS

A report summarizing the annual list of Locally Developed Courses that division high schools seek to acquire or reacquire is attached and submitted for approval.

Note: not all courses are currently available, as their renewal is not yet completed. This report requests approval for those courses highlighted in yellow conditionally, subject to their expected approval by Alberta Education. If a course is not re-approved for use by Alberta Education, it will not be requested.

The following motion is requested:

Trustee _____ moved the Board approve Administration's request to seek Alberta Education approval to renew or apply for the acquisition of the Locally Developed Courses, levels and credits as presented, for the term identified.

BOARD AND SUPERINTENDENT EVALUATION SURVEYS

Trustees will be receiving two links from Mrs. Fredland to complete the Board Self-Evaluation Survey and the Superintendent's Annual Performance Evaluation Survey, on Monday June 3, with a closing date of Friday, June 14. A draft schedule for the review of each survey will be shared at the June 11 meeting.

Board consideration is requested for a potential consideration for change in practice for this year: Would value be added to the process of reviewing each survey in August if the ad hoc committee reviewing the Superintendent Performance Evaluation, and the Board Evaluation Committee were to meet prior to the end of June to review the results of each survey. Having Trustees conduct an initial review of each survey may facilitate the review of each survey by the entire Board in August and support preparation of the annual summary reports.

06.2 Board Workplan

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

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

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



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

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

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

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

2024 10 26 Board Social Planning

Board of Trustees Regular Board Meeting

Tuesday, May 28, 2024

Prepared by Sandy Fredland, Executive Assistant Secretary to the Board



PURPOSE

This report provides the Board with an overview of the planning and projected costs for the October 26, 2024, Board Social, to be held again at Evergreen Park. The summary report, and staff survey results, provided in the December 12 Regular Board meeting will provide additional details to supplement this report.

Note: The 2025 Board Social is currently booked for October 4, 2025, due to the Municipal Election later in October.

The Tara Centre at Evergreen Park is booked, with one year left in the 3-year letter of agreement after this year. The rental price has increased \$300.00 over last year. Catering costs have increased approximately \$1.00 per person per plate over the last year. The DJ and photobooth are booked with an increase of \$120.00 from last year.

ATTENDANCE FOR THE LAST 3 YEARS IS SHOWN IN THE CHART BELOW:

Table with 10 columns: Year, Attendees, Recipients, %, Staff, %, Guests, %, Retirees, %. Rows for 2019, 2022, and 2023.

- The average number of total award recipients (long service, retirees and exemplary) is approximately 130 staff per year.
• Approximately 230 invitations are sent out to past and present retirees.
• Approximately 300 staff attend.

HISTORICAL EXPENSES ARE SHOWN IN THE CHART BELOW:

Table with 4 columns: Year, Staff Recognition, Event, Total. Rows for 2017, 2018, 2019*, 2020, 2021, 2022, and 2023.

*2019 was the first year that staff were charged \$10.00 per ticket for their ticket and their guest's ticket.
*Retirees are not charged for guest tickets.
*Ticket sales generate approximately \$4,000.00 per year.

2023 STAFF SURVEY SUMMARY

149 staff completed the survey distributed across the division following the 2023 Board Social, 108 of whom attended the event. Satisfaction levels, calculated based on the number of respondents for each question, are:

- Venue: 100% (107 respondents)
- Parking: 97% (108 respondents)
- Catering: 90% (107 respondents)
- Awards Presentation: 96% (108 respondents)
- Music: 79% (107 respondents)
- Photo Booth: 82% (108 respondents)
- Overall Satisfaction: 98% (106 respondents)

In the comments section, staff who completed the survey but did not attend indicated the most common reasons for not attending were conflicts with the date, the costs associated with attending, and general disinterest in the event. Comments from staff who attended the event were largely positive, and consistent with the satisfaction results above, however some indicated a preference to engage more with Trustees as they enter and a desire to see the ticket cost be removed.

ESTIMATED COSTS FOR OCTOBER 26, 2024

calculations based on similar attendance to Oct. 2023

Category	Cost
Total Venue	5570.00
Estimated Food @ 562 ppl - \$51.00/plate (43.50 & 7.50 vegan)	28662.00
Pop Charge	200.00
Catering Charge	4800.00
Photographer	525.00
DJ Service + Photo Booth	3480.00
Decorations	4500.00
Coat Check	200.00
Program Printing	800.00
Certificates	950.00
Long Service Awards	15130.36
Retiree Recognition	2662.96
Exemplary Staff Recognition	1350.00
Invitations and Tickets	245.58
Engraving	250
Ticket Sales	-4075.00
Total Expenses	65350.90

NEXT STEPS

To support further planning, organizers are looking for direction from the Board regarding plans as presented, confirmation of the budget and details such as whether to charge for guest tickets.



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

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

This plan identifies the priorities our staff will focus on to drive student growth and achievement for the next three years. The priorities in this plan are very similar to those in our previous 3-year plan and have been identified through the analysis of student achievement data and through engagement with students, parents and staff in a variety of different surveys. This plan extends and goes deeper than our prior 3-Year Education Plan, however. Included are the strategies we will use to achieve our goals for students and the measures we will use to track our progress. If you are interested in learning more, I encourage you to speak to your school's principal to learn more about the specific details of what you can expect to see in our schools as we all work to realize the priority outcomes included in this plan. Thank you for reading this plan and your support for our mission!

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.

Joan Nellis
Chair, Board of Trustees

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

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.

What's New in The First Year of This Plan

This new 3-Year Education Plan, approved May 28, 2024, continues the work described in the previous plan and reported on in the division's Annual Education Results Report. No evidence has been found in student achievement results, staff, student, and parent survey results, nor in any of the individual school plans to suggest our 3 priority areas need to change. There are however a few small changes from the previous plan worth noting:

- The three priority areas in this plan remain the same.
- Priority Area 2, Belonging, has been renamed from Inclusion. Supporting inclusion is not a priority that stands on its own, it must be embedded in all areas of our operations. Providing a continuum of supports and services to meet the learning needs of students is a strategy now embedded in all three priorities: Teaching and Learning, Belonging, and Leading.
- Responsive planning for individual students, to ensure they receive personalized support that aligns with their needs, is a new strategy in Teaching and Learning that illustrates how the concept of inclusion is embedded.
- Alberta Education expects division plans to include provincial and local measures. The local measures in this plan were identified by GPPSD staff to represent the evidence we are collecting and reviewing to track our progress.
- This plan includes an implementation plan, on pages 8-10, that describes how key actions across the division will support the strategies described in this plan.

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: Belonging

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
- Indigenous sense of belonging in schools

Priority 3: Leading

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

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

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.

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

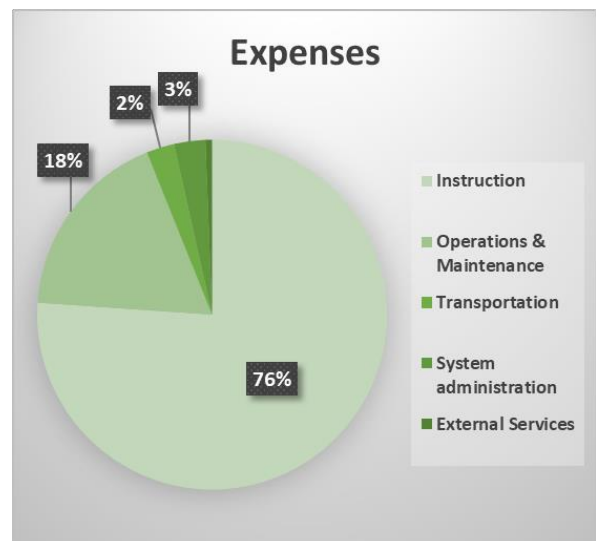
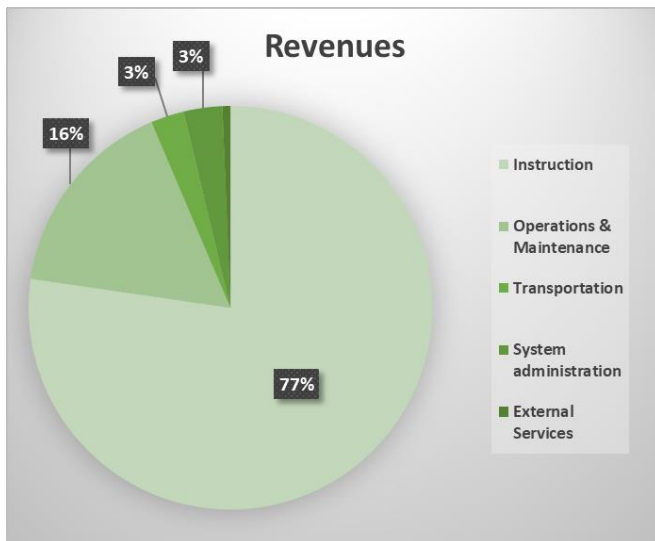
Meaningful engagement is evident in our work. Informing, collaborating, seeking feedback and engaging in structured activities with stakeholders enhances decision making. The work of principals with their School Councils and the information collected from staff, student, and parent Assurance Surveys, 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, Belonging and Leading.
- 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
Total	\$ 114,308,302	\$ 118,282,194

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 near 9000 students. 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	Replacement school	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	Various schools
Wall repairs	Various schools
School garage repairs	Maude Clifford School
School garage repairs	Composite High School
Pool repairs	Crystal Park 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
Heating line repairs	I.V. Macklin Public School
Pool mechanical systems project	Crystal Park School
Boiler replacement	Roy Bickell School

GPPSD Board of Trustees Report

Locally Developed Course Approval Summary

Tuesday, May 28, 2024

Prepared by: Corinne Kruse, Director of Teaching and Learning


**Grande Prairie
Public School
Division**
BACKGROUND and RATIONALE

The Locally Developed Courses (LDC) listed below have been developed by Alberta school divisions (the originating division) and are approved by Alberta Education for other school divisions to acquire and use in their schools. More information about Locally Developed Courses is available online: [Locally developed courses | Alberta.ca](#). Copies of the curriculum for the courses that follow are not included in this package, however they can be made available by email in advance of the Board meeting through request of the Secretary to the Board.

RENEWED COURSES FOR WHICH RE-AUTHORIZATION IS BEING SOUGHT

Previous Boards have authorized support for each course on the list below to be offered by schools in the Grande Prairie Public School Division. A Board motion is requested at this time to support administration to engage in the process of renewing our division's ability to acquire each of the courses for the effective dates shown in the table and to apply for those courses that are new. The intent is to have access to the following courses available so they may be offered contingent upon student interest.

Course Name	School Requesting	Course Summary	Effective Dates	
COURSE RENEWALS				
Broadcast Video 15-5	GPCHS	Students in this course will learn to support a professional level of broadcast production, operation of professional-quality video equipment and they will also learn to write for the broadcast industry in both a creative and news/ documentary environment.	2024-09-03	2028-06-30
Broadcast Video 25-5	GPCHS	Students will use various forms of communication and expression to represent and interpret our understandings of the world in multiple ways, develop professionalism through understanding the roles, economic practices, and ethics within the broadcast production industry, and understand the relationship of broadcast production and various techniques to the broadcast industry.	2024-09-03	2028-06-30
Broadcast Video 35-5	GPCHS	Students will use various forms of communication and expression to represent and interpret our understandings of the world in multiple ways, develop professionalism through understanding the roles, economic practices, and ethics within the broadcast production industry, and understand the relationship of broadcast production and various techniques to the broadcast industry.	2024-09-03	2028-06-30
English Literature 35-3	GPCHS	Students will apply conceptual and theoretical understanding, exploring knowledge and engaging with critical literacies across geographical locations and historical moments and engage in close and critical reading, writing, and speaking through an examination of the following conceptual understandings.	2024-09-03	2028-06-30

English Literature 35-5	GPCHS	Students will apply conceptual and theoretical understanding, exploring knowledge and engaging with critical literacies across geographical locations and historical moments and engage in close and critical reading, writing, and speaking through an examination of the following conceptual understandings.	2024-09-03	2028-06-30
Fantasy and Science Fiction Appreciation 15-5	GPCHS/CS	Students will gain a better understanding of society, community, family, and self by examining diverse worldviews on significant issues explored in fantasy and science fiction texts. Students will also learn about historical, technological, religious, economic, scientific, social, and cultural influences on the creation of fantasy and science fiction text in hopes to gain more understanding of how these factors affect themselves and others.	2024-09-03	Renewal Date not given @ time of report- will submit Approval Summary in September.
Fantasy and Science Fiction Appreciation 25-5	GPCHS/CS	Students will gain a better understanding of society, community, family, and self by examining diverse worldviews on significant issues explored in fantasy and science fiction texts. Students will also learn about historical, technological, religious, economic, scientific, social, and cultural influences on the creation of fantasy and science fiction text in hopes to gain more understanding of how these factors affect themselves and others.	2024-09-03	Renewal Date not given @ time of report- will submit Approval Summary in September.
Reading 15-3	GPCHS	Students will participate in literacy learning meant to strengthen and refine their language comprehension and word recognition skills while continuing to build positive reading identities. Students will learn and apply reading strategies with an emphasis on synthesizing and evaluating while reading increasingly complex and connected texts.	2024-09-03	2028-06-30
Reading 15-5	GPCHS	Students will participate in literacy learning meant to strengthen and refine their language comprehension and word recognition skills while continuing to build positive reading identities. Students will learn and apply reading strategies with an emphasis on synthesizing and evaluating while reading increasingly complex and connected texts.	2024-09-03	2028-06-30
Reading 25-3	GPCHS	Students will strengthen language comprehension, which includes background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge, as well as word recognition, which includes phonological awareness, decoding, and sight recognition skills so that they can experience success in academic and social contexts. Students will learn specific reading strategies and apply these to a variety of diverse and increasingly complex texts with an emphasis	2024-09-03	2028-06-30

		on predicting, inferring, making connections, and summarizing.		
Reading 25-5	GPCHS	Students will strengthen language comprehension, which includes background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge, as well as word recognition, which includes phonological awareness, decoding, and sight recognition skills so that they can experience success in academic and social contexts. Students will learn specific reading strategies and apply these to a variety of diverse and increasingly complex texts with an emphasis on predicting, inferring, making connections, and summarizing.	2024-09-03	2028-06-30
Biology (Higher) 25-3	GPCHS	Students have the opportunity to further enhance their understanding of biology through the study of content from the IB Biology (HL) program that is Students in Biology (Higher) 25 engage in scientific investigation, critical thinking, problem solving and analysis as they examine the following themes: unity and diversity, form and function, interaction and interdependence, continuity and change.	2024-09-03	2028-06-30
Biology (Higher) 25-5		Students have the opportunity to further enhance their understanding of biology through the study of content from the IB Biology (HL) program that is Students in Biology (Higher) 25 engage in scientific investigation, critical thinking, problem solving and analysis as they examine the following themes: unity and diversity, form and function, interaction and interdependence, continuity and change.	2024-09-03	2028-06-30
Military Studies 15-3	GPCHS/CS	Students in will think critically to examine role of the military in shaping collective identity in historical and contemporary societies, through examination of multiple perspectives, factors, and resources.	2024-09-03	2028-06-30
Military Studies 15-5	GPCHS/CS	Students in will think critically to examine role of the military in shaping collective identity in historical and contemporary societies, through examination of multiple perspectives, factors, and resources.	2024-09-03	2028-06-30
Military Studies 25-3	GPCHS/CS	Students will think critically to assess justifications for war and military action in historical and contemporary contexts, through examination of multiple perspectives, factors, and resources.	2024-09-03	2028-06-30
Military Studies 25-5	GPCHS/CS	Students will think critically to assess justifications for war and military action in historical and contemporary contexts, through examination of multiple perspectives, factors, and resources.	2024-09-03	2028-06-30
Military Studies 35-3	GPCHS/CS	Students will think critically to evaluate the ethics of military action and structures, and their effects on local and Indigenous	2024-09-03	2028-06-30

		populations in both historical and contemporary international societies, Through examination of multiple perspectives, factors, and resources.		
Military Studies 35-5	GPCHS/CS	Students will think critically to evaluate the ethics of military action and structures, and their effects on local and Indigenous populations in both historical and contemporary international societies, Through examination of multiple perspectives, factors, and resources.	2024-09-03	2028-06-30
NEW COURSE REQUESTS				
Traditional Land Based Learning 25-5	GPCHS	Students will address, traditional food gathering and preparation in an outdoor environment, development of environmental stewardship through an Indigenous lens, and knowledge and skill acquisition of wildlife, forestry, and construction.	2024-09-03	2028-06-30
Traditional Land Based Learning 35-5	GPCHS	Students will address, traditional food gathering and preparation in an outdoor environment, development of environmental stewardship through an Indigenous lens, and knowledge and skill acquisition of wildlife, forestry, and construction.	2024-09-03	2028-06-30
Leadership, Character & Social Responsibility 15-3	GPCHS	Students will demonstrate their understanding of the critical values and attitudes needed to become a leader. Students will actively engage in the delivery and scope of this class by leading various in-class and out of class activities, events, and projects. Students will also define their leadership style; including their personal interests, passions, and an understanding of their social responsibilities.	2024-09-03	2025-06-30
Leadership, Character & Social Responsibility 25-3	GPCHS	Students will demonstrate their understanding of the critical values and attitudes needed to become a leader. Students will actively engage in the delivery and scope of this class by leading various in-class and out of class activities, events, and projects. Students will also define their leadership style; including their personal interests, passions, and an understanding of their social responsibilities.	2024-09-03	2025-06-30
Leadership, Character & Social Responsibility 35-3	GPCHS	Students will demonstrate their understanding of the critical values and attitudes needed to become a leader. Students will actively engage in the delivery and scope of this class by leading various in-class and out of class activities, events, and projects. Students will also define their leadership style; including their personal interests, passions, and an understanding of their social responsibilities.	2024-09-03	2025-06-30

Competencies in Math 15-3	GPCHS	Students will cover topics including number sense, logical reasoning, measurement, algebra, graphical reasoning, statistics, and probability.	2024-09-03	2026-06-30
ESL Introduction to Science 15-5	GPCHS	Students will benefit from explicit instruction, scaffolded learning opportunities and additional time to acquire English language competencies and science content and processes. These courses support English as Additional language learners who are attempting to catch up to a moving target, namely, native speakers of English whose academic language and literacy skills are increasing significantly.	2024-09-03	2027-06-30
ESL Introduction to Science 25-5	GPCHS	Students will benefit from explicit instruction, scaffolded learning opportunities and additional time to acquire English language competencies and science content and processes. These courses support English as Additional language learners who are attempting to catch up to a moving target, namely, native speakers of English whose academic language and literacy skills are increasing significantly. *For English as and Additional Language (EAL) students whose needs are better met through the 25-level course may be placed in the 25-level course.	2024-09-03	2027-06-30

RECOMMENDATION

Administration is recommending Board approval for the requested Locally Developed Courses using the following omnibus motion:

Trustee X moved the Board approve Administration’s request to seek Alberta Education approval to renew or apply for the acquisition of the Locally Developed Courses, levels and credits as presented, for the term identified.