

AGENDA
Regular Meeting of the Board of Trustees of the
Grande Prairie Public School Division
Tuesday, February 11, 2025 6:00 p.m.



**Grande Prairie
Public School
Division**

1. CALL TO ORDER and INTRODUCTIONS		
a.	National Anthem, Territorial Land Recognition, and Board Universal Guiding Principles	Board Chair Nellis
b.	Adoption of the Agenda	Board Chair Nellis
c.	Trustee Self-Declaration of Conflict of Interest	Trustees
d.	Approval of the Minutes <ul style="list-style-type: none"> • Regular Board Meeting Minutes 2025 01 28 	Board Chair Nellis
e.	Business Arising from Previous Minutes	
2. DELEGATIONS, PRESENTATIONS and SYSTEM LEADERSHIP REPORTS		
a.	Reading University Presentation	Director Kruse Linda Side Rhonda Side
b.	Optimum Learning Framework Implementation and Planning Companion	Director Kruse
3. COMMITTEES AND REPORTS		
a.	Board Chair Report <ul style="list-style-type: none"> • School Assurance Meetings 2025 01 30 <ul style="list-style-type: none"> ○ Derek Taylor Public School ○ GP Christian School ○ I.V. Macklin School ○ Riverstone Public School ○ Alexander Forbes/The Academy ○ Crystal Park School • School Assurance Meetings 2025 02 04 <ul style="list-style-type: none"> ○ Aspen Grove Public School ○ Parkside Montessori ○ Swanavon School ○ Roy Bickell Public School ○ Hillside Community School ○ Avondale School 	Board Chair Nellis
b.	Public School Boards' Council <ul style="list-style-type: none"> • Meeting 2025 02 06 - 07 	Vice Chair Koch
c.	Professional Development Committee <ul style="list-style-type: none"> • Meeting 2025 02 06 	Trustee Ouellette

d.	Board Policy Committee <ul style="list-style-type: none"> Board Policy 2, The Role of the Board 	Vice Chair Koch
e.	Advocacy and Engagement Committee <ul style="list-style-type: none"> Meeting 2025 02 11 	Trustee Martin
f.	Trustee Student Advisory Committee <ul style="list-style-type: none"> Meeting 2025 01 31 	Vice Chair Koch Trustee Martin Trustee Ouellette
g.	Individual Trustee Reports (round table)	Trustees
h.	Superintendent's Report Items for Information <ul style="list-style-type: none"> AERR Review Meeting Employee Appreciation Week Division Wellness Day 2025 02 28 Northwestern Polytechnic Teacher Recruitment Communication and Contingency Planning Alberta School Business Officials Association (ASBOA) Training City of Grande Prairie Election Planning Items for Future Action <ul style="list-style-type: none"> ASBA Friends of Education Award March 11 Committee of the Whole 	Superintendent McDonald
i.	Associate Superintendent of Business Services Report <ul style="list-style-type: none"> Academy Fees Proposed Increase 2024/25 School Fees Impact Transportation Update 	Associate Superintendent Oladele
4. NEW BUSINESS		
a.	<ul style="list-style-type: none"> Alberta School Boards Association Virtual Presentation – AI & Career & Technical Education 	Trustees
b.	Upcoming Dates and Events <ul style="list-style-type: none"> Board Workplan School Assurance Meetings 2025 02 21 Council of School Councils Meeting 2025 02 27 	Trustees
c.	Correspondence	Board Chair Nellis
d.	In-Camera	Board Chair Nellis
e.	Actions Arising from In-Camera Discussion	Board Chair Nellis
f.	Actions Arising from Presentations or Delegations	Board Chair Nellis
g.	Next Meeting and Adjournment	Board Chair Nellis



DATE: February 11, 2025

TO: Board of Trustees

FROM: Corinne Kruse, Director of Teaching and Learning

SUBJECT: Optimum Learning Framework Report

REFERENCE: Board Policy 1, Optimum Learning Framework

PURPOSE

The purpose of this report is to provide an update on the implementation of the division's Optimum Learning Framework (OLF) for the 2024-2025 school year.

BACKGROUND

As per last year's report, in 2018 Alberta Education released three professional practice standards that identify the competency requirements for members of the teaching profession. In 2020 the standards became Ministerial Orders, making all teaching professionals accountable for their application. There is intentional alignment within the three standards intended to develop assurance that Alberta students are immersed in optimum learning environments.

The three standards each describe the responsibility of optimum learning for all students that communicate a progressive connection to each other.

- **The Teaching Quality Standard (TQS):** Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply, result in **optimum learning** for all students.
- **The Leadership Quality Standard (LQS):** Quality leadership occurs when the leader's ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and **optimum learning** for all school students.
- **The Superintendent Leadership Quality Standard (SLQS):** Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and **optimum learning** for all students in the school authority.

In the spring of 2021, system leadership in the division began the process to develop an Optimum Learning Framework (OLF) that communicates shared expectations of quality teaching within all schools. In collaboration, a committee of school leaders and the director of teaching and learning completed sections 1 and 2 in the spring of 2023 and implementation was effective August 2023. From August 2023 to December 2023, the Director of Teaching and Learning developed section 3 (Leadership) in collaboration with system leadership, seeking feedback from school leadership. Since February 2024, the Optimum Learning Framework has been implemented in all schools and continues to evolve based on on-going feedback from leaders and teacher groups.

PURPOSE OF OPTIMUM LEARNING FRAMEWORK

The purpose of an Optimum Learning Framework (OLF) for GPPSD identifies and establishes collective commitments to practices of quality teaching across the division. This supports optimum learning for

students in all schools. The specific components of quality teaching, as defined in GPPSD are planning, assessment, and instruction, through the curriculum.

A framework supports the development of a shared understanding of complex topics such as quality teaching. Having a division-wide learning framework provides the basis by which each teacher, leader, and superintendent have a clear understanding of their commitment to optimum learning as communicated in each of the standards. The framework provides the platform by which critical foundational provincial and division documents can be aligned in a single document. These include Universal Guiding Principles, Professional Standards, Alberta Education Business Plan, and GPPSD 3-Year Education Plan. For a teacher, leader, or superintendent, the framework brings more clarity to the autonomy of practice.

A critical component of the framework is the establishment of common foundational language. Common language provides a pathway for consistent expectations through the division. Common language provides all teachers, leaders, and superintendents with a clear understanding of language in its' context.

OPTIMUM LEARNING FRAMEWORK CONTENT

Section 1: Foundation

It is important to establish the foundational understanding for the OLF, ensuring that key documents within Alberta Education and the division are woven together. Teachers and leaders will pull the knowledge they need to understand system coherence, professional growth, and programming for all students as three key concepts in their application of the OLF.

Section 2: Quality Teaching

The framework defines planning, instruction, and assessment through curriculum. A teacher or leader can identify the effectiveness of the components of quality teaching and the instructional core will continue to flourish. More importantly, a teacher, school and the system will be more responsive to student growth and achievement.

Section 3: Leadership

The role of the school and system leader supports the work of the teacher within the division. It is crucial that leaders are intentional in their communication and implementation of visionary and instructional leadership. Leaders are responsible for ensuring that beliefs are authentic (being), capabilities and skills are developed (knowing) before there are effective actions and behaviours (doing).

NEXT STEPS

System leadership learned that the evidence of impact and influence of the OLF is best gathered through opportunities like school team inquiry meetings, director meetings with individual principals, annual assurance meetings, school 3-Year Education Plan and Annual Results Report collaborations, and other opportunities to talk directly about teaching and learning in our division. Garnering evidence through these occasions is more organic and authentic and provides meaningful feedback into ongoing improvements with the Optimum Learning Framework.

Teacher feedback on the OLF remains an important part of implementation within the system and school leaders are expected to work closely with their instructional staff to provide ongoing, in-time feedback to the director of teaching and learning.

SUMMARY

The first 2 years of implementation have resulted in significant learning.

- The OLF provides an overarching organization for other division work to develop including the literacy and numeracy frameworks, elementary report card, and the Planning Companion Document.
- The OLF supports school leaders with a pathway to lead their 3-Year Education Plan 2024-2027.
- The OLF provides an opportunity to further develop an already collaborative culture.
- System leadership has gathered evidence from school leaders that OLF supports the alignment of teacher understanding and practice resulting in more consistent practice to support student achievement
- Teachers in support roles (coordinators, program leads, education programmers) use the OLF as an anchor to guide and support conversations with teachers or leaders around quality teaching.
- Fifteen of eighteen school leadership teams are focused on 'teacher planning' for their inquiry work. The framework provides the common framework to lead that work
- System leaders identified the need to be explicit with language and modeling when collaborating with school leadership teams, explicitness communications expectation of practice at the school level
- School and system leaders have identified that the structure of embedded time at monthly All Administration Professional Learning is a key collaborative opportunity for all leaders to continue to strengthen knowledge and leadership of planning, assessment, instruction through the curriculum.
- Evidence validates the need for a framework that consolidates key provincial and divisional documents, standardizes language, establishes a shared understanding of quality teaching and supports critical engagement in the practice of leading learning to benefit teachers and learners in the division.



DATE: February 11, 2025

TO: Board of Trustees

FROM: Sandy McDonald, Superintendent of Schools

SUBJECT: Superintendent's Report

REFERENCE: Board Policy 2 – The Role of the Board, Board Policy 18 – Superintendent of Schools/CEO Roles and Responsibilities. Superintendent Leadership Quality Standard. Education Act, Section 33

ITEMS FOR INFORMATION

AERR Review Meeting

On Monday, January 27, the system educational leadership team met with the division's Alberta Education Field Services manager. These annual meetings are part of Alberta Education's approach to supporting public assurance. Field Services managers meet with school authorities to review their education plans and AERRs, and to support their improvement process. Through the education plan and AERR, school divisions are expected to demonstrate that they have:

- Collected, analyzed and evaluated their performance data
- Used the results as the basis for their education plan priorities and strategies
- Engaged stakeholders for setting priorities and sharing progress on them
- Developed outcomes, measures, and strategies in their education plan to address local goals and system priorities
- Aligned their budget with their goals and priorities

The review consisted of a review of the required elements in the AERR and a discussion re: 14 questions related to the bullet points listed above. More information on school authority planning and results reporting is available online in Section K of the [Funding Manual for school authorities](#).

EMPLOYEE APPRECIATION WEEK

The Human Resources department is leading the acknowledgement of appreciation for all staff and honouring the dedication and commitment of all employees to the students, by celebrating Employee Appreciation week from **February 24-28th**. This is the second year of the new format for Employee Appreciation Week.

The purpose is to ensure all staff are celebrated for their efforts. Some staff groups have public 'weeks' set aside for them, and our communications officer shares those out as they occur, not all employee groups do and feedback from previous years was that some groups felt left out. The current employee appreciation plan was developed to ensure all staff are acknowledged for their contributions to helping every student to succeed. Throughout the week staff will be recognized, and tokens of division appreciation will be delivered to staffrooms across the division. Students are also making thank you cards that will be distributed to all employees.

Feedback collected from staff last year via the division wellness committee and the non-instructional employee liaison committee was positive. The structure was recognized as being inclusive of all employee groups and allowed for recognition of all employee groups.

DIVISION WELLNESS DAY

The culmination of Employee Appreciation Week is the division Wellness Day, on Friday February 28th. Employee Wellness Day is to provide employees with the opportunity to develop new understandings of ways to support their personal well-being, as supporting the emotional and physical well-being and mental health of staff is a priority of our Division.

We are grateful to the many community organizations and businesses who make this day possible. The day will not begin with a keynote address this year, based on feedback from the division Wellness Committee membership that staff appreciate the opportunity to both engage with their colleagues from other schools and to attend 3 sessions and have a flexible lunch during the day. The morning will start with all staff assembling at The Grande Prairie Composite High School for breakfast and socializing, followed by three sessions for staff to participate in wellness sessions related to the nine elements of wellness: community, creative or intellectual, emotional, environment, financial, physical, social, and spiritual.

Appreciation is extended to Carla McLeod, the division's Wellness Coordinator, as well as HR staff and the division Wellness Committee members, for their planning and organizing to make this day a successful one for over 1000 employees.

NORTHWESTERN POLYTECHNIC TEACHER RECRUITMENT

On Thursday January 30th, Deputy Superintendent James Robinson, Director of Teaching and Learning Corinne Kruse, and Wellness Coordinator Carla McLeod attended the Northwestern Polytechnic recruitment fair, held at Center 2000 in Grande Prairie. Student interest in the division was high, with many of the students identifying a desire to work on full-time contracts locally next year. Appreciation is extended to the Human Resources department for their approach to supporting all students to make a successful transition from student to teacher, and to help anyone who requires it with the paperwork required to obtain their interim teacher certification.

COMMUNICATION AND CONTINGENCY PLANNING

The Provincial Bargaining Coordination Office provided an update on the status of collective bargaining for non-instructional staff across the province on Friday, January 31st. In addition to the status updates from across the province, the session provided general training on effective communication contingency planning during collective bargaining. The session was not directly relevant to the situation in our division, as an agreement has been reached for the 2024-2028 period, but the general training was relevant and informative.

ALBERTA SCHOOL BUSINESS OFFICIALS ASSOCIATION (ASBOA) TRAINING

The Superintendent and Associate Superintendent of Business Services participated in training provided by the Alberta School Board's Association titled *So There's Been an Election, Now What?* On Thursday, February 6. The purpose of the session is to prepare for supporting the election process and onboarding of the Board to be elected in October of 2025.

CITY OF GRANDE PRAIRIE ELECTION PLANNING

Senior leadership met with the Director of Legislative and Executive Services for the City of Grande Prairie on Friday, February 7. The meeting occurred after this report was submitted, but the agenda included a review of the nomination and notice of intent process for candidates, a discussion of the projected budget for the October 2025 municipal election, a review of security requirements and initial

communications planning. A verbal update will be provided at the meeting to share any specific relevant details discussed.

ITEMS FOR FUTURE ACTION

ASBA FRIENDS OF EDUCATION AWARD

The Board’s nomination for the Alberta School Boards Association Friends of Education award is due for submission on March 28. The Friends of Education Award recognizes individuals or organizations that have shown a commitment to improving education in the community and/or made contributions to education in an ASBA member school board.

Previous nominees from the division include:

ASBA FRIENDS OF EDUCATION NOMINATIONS – 20014/15 TO 2023/34	
2023/24	United Way of Northwestern Alberta
2022/23	Sean Sargent and the Sargent Family Foundation
2021/22	International Paper
2020/21	Nan Swanston, Image Design
2019/20	3D Children’s Society – Tri-District Submission
2018/19	Grande Prairie Firefighter’s Charity Foundation
2017/18	Kim Verbecky – Administrative Assistant at Aspen Grove Public School
2016/17	Serge and Tracy Allard – Tim Hortons, Allard Group
2015/16	Canadian Tire/JumpStart Program
2014/15	Grande Prairie Centre for Newcomers

System Leadership will be meeting with school administrators to identify individuals or organizations who are currently making an impact in their schools. Trustees are asked to think of examples from their experience over the past year and come prepared to the March 11 Committee of the Whole to discuss.

MARCH 11 COMMITTEE OF THE WHOLE

The Board workplan includes a Committee of the Whole meeting on March 11 to discuss the draft capital plan. Additionally, trustees have earlier this year asked to review the review of trustee compensation conducted by the public members of the Division Audit Committee, and to review the analysis of Board Meeting practices prepared by administration. March 11 seems an appropriate time to attend to those additional topics.

To afford more time for discussion, Administration is recommending beginning the Committee of the Whole meeting at 3:30, to allow adequate time for discussion of the 3 agenda topics.