

AGENDA
Regular Meeting of the Board of Trustees of the
Grande Prairie Public School Division
Tuesday, March 25, 2025 6:00 p.m.

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"> • Committee of the Whole Minutes 2025 03 11 • Regular Board Meeting Minutes 2025 03 11 	Board Chair Nellis
e.	Business Arising from Previous Minutes	
2. DELEGATIONS, PRESENTATIONS and SYSTEM LEADERSHIP REPORTS		
a.	Annual Division 3-Year Capital Plan	Superintendent McDonald and Associate Superintendent Oladele
3. COMMITTEES AND REPORTS		
a.	Board Chair Report <ul style="list-style-type: none"> • Chamber of Commerce 2025 Alberta Budget Presentation 	Board Chair Nellis
b.	Alberta School Boards Association Update <ul style="list-style-type: none"> • Zone 1 Meeting 2025 03 12 	Trustee Buziak
c.	Board Policy Committee <ul style="list-style-type: none"> • Board Policy Committee 2025 03 25 	Vice Chair Koch
d.	Advocacy and Engagement Committee <ul style="list-style-type: none"> • 2025 03 05 Minutes as Information 	Trustee Martin
f.	GPPSD Education Foundation Committee <ul style="list-style-type: none"> • Education Foundation Board Meeting – 2025 03 19 	Trustee Martin
g.	Individual Trustee Reports (round table)	Trustees
h.	Superintendent's Report Items for Information <ul style="list-style-type: none"> • All Administrator Professional Learning • Interpreting Service Trial 	Superintendent McDonald

	<ul style="list-style-type: none"> • School Three-Year Plan Updates • College of Alberta School Superintendents (CASS) Zone 1 Meeting • Spring Kindergarten Intervention • Third Year Nursing Student Presentations • APPLE Schools Update • Provincial Distribution of Information About Measles <p>Items for Discussion or Action</p> <ul style="list-style-type: none"> • ASBA Friends of Education Award Nomination • 2025-2026 School Board Social Planning 	
i.	<p>Associate Superintendent of Business Services Report</p> <ul style="list-style-type: none"> • SCORES Meeting Update • Transportation Update • GP Christian School Temporary Modular • Information Technology Updates 	Associate Superintendent Oladele
4. NEW BUSINESS		
a.	Trustee Professional Learning and Sharing	Trustees
b.	<p>Upcoming Dates and Events</p> <ul style="list-style-type: none"> • Board Workplan 	Trustees
c.	<p>Correspondence</p> <ul style="list-style-type: none"> • Correspondence from President of the AMA Section of Pediatrics to Minister of Education – re: Program Unit Funding (PUF) • 2025 03 13 Letter from Wolf Creek Public School Board Chair to Minister Hajdu – re: Advocacy for Jordan’s Principle • 2025 03 17 Letter from GPPSD Parent – re: Shortened School Year Calendar 	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

Board Chair Nellis called the Committee of the Whole meeting to order at 3:35 p.m. with the following present:

PRESENT

Trustees Buziak, Johnston, Koch, Martin, Nellis, Ouellette, Superintendent McDonald, Deputy Superintendent Robinson, Associate Superintendent Business Services Oladele, Executive Assistant, Business Services Crichton and Secretary to the Board Westwater (minutes).

Friends of Education Report

- Superintendent McDonald discussed the annual nomination of a local organization for the Friends of Education Award through ASBA. The Board reviewed previous winners and suggested recommendations. Nomination package must be completed and submitted by March 18, 2025.
The Board thanked Superintendent McDonald for the informative report.

GPPSD Board of Trustees Compensation Review and Recommendation Report

- Associate Superintendent Business Services Oladele presented to the Trustee Compensation Review Report which provided the Board with recommendations from the assigned Public members to review the school division's Board of Trustee compensation prior to the new Board starting in October 2025. The report will be added to the June 10 Regular Board Meeting agenda.

BOARD GOVERNANCE

Review of Board Meeting Practices

- Superintendent McDonald presented the review of Board Meeting Practices report for information. The purpose of the report was to share information about board meeting practices in other local divisions and in other similar-sized divisions from across the province, to inform trustee dialogue on the topic and any potential changes or recommendations for the future. The report will be added to the June 10 Regular Board Meeting agenda.

Draft Capital Plan Report

- Superintendent McDonald presented the 2025-2026 Draft Capital Plan report for information. The final version of the 2026-2029 Capital Plan that will be reviewed, discussed, and approved at the March 25th Regular Board Meeting to meet the submission deadline to Alberta Education at the start of April.

ADJOURNMENT

Chair Nellis called the Committee of the Whole Meeting closed at 5:28 p.m.

Board Chair Nellis called the Regular Meeting to order at 5:58 p.m., acknowledged that the Board is on Treaty 8 Land, and reviewed the Division's Universal Guiding Principles, with the following present:

PRESENT

Trustees Buziak, Johnston, Koch, Martin, Nellis, Ouellette, Superintendent McDonald, Deputy Superintendent Robinson, Associate Superintendent Business Services Oladele, Director of Student Services Paul Therrien, Executive Assistant Business Services SheraLea Crichton, (recorder), and Secretary to the Board Amanda Westwater (minutes).

ADOPTION OF AGENDA

Adoption of Board Agenda

The Board reviewed the Regular Meeting agenda. The Board agreed to the following additions to the agenda:

- Correction to agenda: Section 3B – Vice Chair Koch providing update.
- An in-camera session at the end of the meeting to discuss confidential correspondence and a Human Resources update.

MOTION: Trustee Martin moved that the Board adopt the Regular Meeting agenda as amended.

UNANIMOUSLY CARRIED 15728

TRUSTEE SELF-DECLARATION OF CONFLICT OF INTEREST

No conflicts.

MINUTES

Regular Board Meeting of February 25, 2025

The Board reviewed the Regular Board Meeting minutes of February 25, 2025.

MOTION: Trustee Koch moved to adopt the minutes of the Regular Board Meeting of February 25, 2025, as circulated.

UNANIMOUSLY CARRIED 15729

BUSINESS ARISING FROM THE MINUTES

No report.

**DELEGATIONS,
PRESENTATIONS
and SYSTEM
LEADERSHIP
REPORTS**

Annual Indigenous Programming Report

Deputy Superintendent Robinson introduced the report. Director of Student Supports, Paul Therrien, presented the Annual Indigenous Programming Report to the Board. The report highlighted current initiatives coordinated by the Indigenous Programming Coordinator and the eight Indigenous Liaisons within the Grande Prairie Public School Division (GPPSD).

The Board discussed:

- The process for parents to self-identify their children as Indigenous students during registration and the percentage of students that have self-identified since 2021.
- The growing demand for Elders and Knowledge Keepers to be involved in the community.
- The Indigenous Family Circles that occur in the division.
- Strategies that have been implemented to support the Holistic Learning approach.
- Next steps for the program, including the development of an Indigenous Education Companion document for targeted completion in Fall 2025.

The Board thanked Director Therrien and the Indigenous Liaison Team for the informative report and for everything they are doing to further Indigenous Programming at the Division.

**COMMITTEES AND
REPORTS**

Board Chair Report

- City of Grande Prairie Night in Edmonton
Chair Nellis commented on the event in Edmonton on February 27, 2025. Event attendance included elected officials and community leaders from the City Grande Prairie, many Provincial MLA's, Ministers, and potential investors from the Edmonton and Calgary area.

Council of School Councils

- Vice-Chair Koch reported to the Board regarding the Council of School Council's meeting held February 27, 2025. During the meeting they reviewed the workshop presentation from January 2025, discussed the April 26th 1-day conference, and provided suggestions to School Council's on managing meetings, advocacy, and review of Bylaws (or Terms of Reference).

Non-Instructional Employee Association Committee

- The minutes from the meeting held February 19, 2025, were included in the Board package as information.

Advocacy and Engagement Committee

- Trustee Martin reported to the Board regarding the Advocacy and Engagement Committee meeting held March 5, 2025. The minutes of the meeting will be included in the next Board meeting agenda package.

Individual Trustee Reports

No reports.

Superintendent's Report

Items for Information

Superintendent McDonald shared the Superintendent's Report to the Board as information, which included the following information:

- **Community Food Security Planning**
Superintendent McDonald shared an update on the Community Food Security Planning Committee, noting an initial meeting with the City of Grande Prairie and Helping Hands, the organization leading the city's food security strategy. He will represent the Division on the leadership table working to develop a coordinated community approach to enhancing food security in the city.

The Board discussed the recent announcement on Alberta's inclusion in the National School Food Program and how that could affect schools within the division.

- **All Administrators Monthly Virtual Meeting**
All school and system administration met on February 26 and discussed topics relating to the development of a secure remote printing solution for staff, changes by Alberta Education to support Chromebook use for digital exams, and the upcoming student laptop replacement, which will transition most devices to Chromebooks for improved functionality in shared learning spaces. Administrators were also introduced to the program vision, target student profile, and the practical operations of the CASA mental health classroom program that will be located at I.V. Macklin Public School in September 2025.
- **College Of Alberta School Superintendents (CASS) Annual Learning Conference**
Planning is ongoing for the system educational leadership team to attend the annual CASS Learning Conference March 19-20 in Edmonton. Superintendent McDonald will be presenting and facilitating two sessions at the annual conference.

- CASS Webinar – Accommodations for Students With Special Needs
On February 27, Superintendent McDonald, Deputy Superintendent Robinson, and Director Nancy Gorgichuk, participated in a CASS webinar on the topic of application of the duty to accommodate expectation that exists in Alberta Human Rights legislation. The webinar shared relevant legislation and explored case law on the topic related to making accommodations in schools for students with complex learning needs.
- Training For Administrative Assistants and Library Technicians
In response to feedback and requests from our administrative assistants and library techs, training sessions were organized to take place on Thursday, March 6, coinciding with the Mighty Peace Teachers' Convention and the regional Educational Assistants Convention. The Board extended appreciation to Tammie Maurer, Director of Human Resources, and Sudhesh Pillay, Director of Information Technology, and their staff for their support developing and facilitating these training opportunities.
- 2025-2026 Administrator Announcements
Congratulations to the following individuals who have signed contracts for the 2025-2026 School Year: Tracey Thiemann, principal of Avondale Elementary School, Gitte Rushton, Vice Principal of Avondale Elementary School, and to Amanda Morris, Vice Principal of Swanavon Elementary School.
- Artificial Intelligence in GPPSD
On March 5, the Directors of Schools Paul Therrien, Kim Frykas, Corinne Kruse and Nancy Gorgichuk met to refine the strategic project plan to enhance administrators' understanding of Artificial Intelligence (AI) and align AI initiatives with Board Policy 1 and the 3-year education plan.
- 2025 Election Planning
Planning for the October 2025 Board of Trustee Election is underway. Administration has begun coordinating with the City of Grande Prairie on shared resources and communication strategies. The plan includes website messaging and cross-posted social media content to engage the community, with a focus on election awareness, voter registration, and recent legislative changes. The Superintendent and Deputy Superintendent met with Trumpeter Local 26 of the ATA to discuss their plans to interview candidates, including videos, and host a community open house.

Associate Superintendent of Business Services

Associate Superintendent Oladele shared the Associate Superintendent of Business Services' Report to the Board as information, which included the following information:

- **Provincial Budget Update**
Associate Superintendent Oladele presented the Board an update on the 2025-2026 Provincial Budget that was tabled on February 27 and discussed high-level information regarding K-12 education funding and priorities. Key highlights include the government's investment in Education and the Capital Investment in School Infrastructure. The Ministry has indicated that funding profiles for the 2025/26 school year will be available in mid-March.
- **Transportation Update**
The application period for next school year's bus passes opened on March 10. Families are required to apply or reapply for a bus pass each year by June 30 of the current school year. On the first day of registration, approximately 50 applications were received, and parents are encouraged to apply as soon as possible, to support planning and organization necessary for a smooth start to the 2025-2026 school year. There are now 558 students eligible for transportation, with no expected additional costs to families.
- **Division Budget Development and Board Budget Guiding Principles**
The Board of Trustees are responsible for providing direction to school division administration and ensuring that Division funds are used in a responsible and sustainable manner. The Board reviewed the Budget Development Guiding Principles and the 2025-26 Budget Development schedule.

MOTION: Vice-Chair Koch move that the Board of Trustees adopt the Division's 2025/26 Budget Development Guiding Principles.

UNANIMOUSLY CARRIED 15730

Superintendent McDonald asked that Trustees share the process with their School Councils.

NEW BUSINESS

Trustee Professional Learning and Sharing

- **ASBA Speaker's Corner – Municipal Election Campaign Session**
Chair Nellis reported to the Board regarding the virtual Election Campaign session held March 10, 2025. It will be posted on the ASBA website for viewing.

Upcoming Dates and Events

- Board Workplan
The Board reviewed the Board workplan as information. Trustees were reminded of the following upcoming events:
 - Board Policy Committee (11:00 am) 2025 03 25
 - Approve Annual Division 3-Year Capital Plan 2025 03 25
 - Board Professional Learning Retreat 2025 03 27

IN CAMERA SESSION

MOTION: Trustee Oulette moved that the Board go in camera to discuss confidential correspondence, and a Human Resources update at 7:16 p.m.

UNANIMOUSLY CARRIED 15731

MOTION: Trustee Buziak moved that the Board come out of camera at 7:26 p.m.

UNANIMOUSLY CARRIED 15732

ACTIONS ARISING FROM IN CAMERA

No actions.

NEXT MEETING AND ADJOURNMENT

Next Board Meeting and Adjournment

The next meeting of the Board of Trustees is scheduled for Tuesday, March 25, 2025, to be held at Central Office in the Board Room.

Board Chair Nellis called the Regular Board Meeting closed at 7:27 p.m.

Chair

Secretary-Treasurer



**Grande Prairie
Public School
Division**

**2026-2029
3-Year Capital Plan**

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EXECUTIVE SUMMARY

The importance of the projects on this list is relative to the projected growth of the city. As the city grows, the division will continue to grow, and the rate of growth may inform future changes in priority.

Three of the four projects listed below are carried forward from previous capital plans. The modernization solution is included for the first time as per the school availability.

NOTE: the capital projects listed below are not listed in priority order. The priority order will be established by the Board of Trustees at the March 25 Public Board meeting.

Project Title: Permanent Addition, Charles Spencer High School

200 Student Capacity
Planning Period: 2026-2027 School Year
Opening Date: September 2028
Estimated Cost: \$6,300,000

Project Title: New School, Kensington Neighbourhood

750 Student Capacity
Planning Period: 2026-2027 School Year
Opening Date: September 2029
Estimated Cost: \$30,000,000

Project Title: Replacement School, Crystal Park School

680 Student Capacity
Planning Period: 2028-2029 School Year
Opening Date: September 2031
Estimated Cost: \$37,700,000

Project Title: Modernization Solution, Harry Balfour School

600 Student Capacity
Planning Period 2026-2027 School Year
Opening Date: September 2030
Estimated Cost: \$20,000,000*

**as part of this project, a value-scoping exercise or comprehensive cost estimate is requested*

PURPOSE OF REPORT

This report, as per Alberta Education's School Capital Manual, is to identify the top capital priorities for the Grande Prairie Public School Division, for consideration by Alberta Education staff for capital funding in Budget 2026 to Budget 2029.

This report provides background information on the provincial process used for identifying school division capital facility construction needs, describes the current context regarding growth and development in the City of Grande Prairie, and provides an overview of the current enrolment, enrolment projections, and school utilization for schools in the Grande Prairie Public School Division.

ALBERTA EDUCATION'S CAPITAL PLANNING PROCESS

Each year Alberta school divisions are required to submit a three-year capital plan that identifies the priority capital projects in the division. The School Capital Manual describes five categories of school capital projects:

- New School
- Addition to an Existing School
- Modernization of an Existing School
- Replacement School
- Solution

Additionally, the School Capital Manual identifies the priority criteria by which projects will be assessed for need by Alberta Education staff:

- **Building Condition** – These are demonstrated and documented deficiencies in the major building components; structural deficiencies; building envelope issues; deficiencies and/or issues with the interior mechanical and/or electrical components; building code and/or standards compliance issues that could not be resolved with available Infrastructure Maintenance and Renewal (IMR) funding.
- **Community Renewal** – School capital projects that contribute to the redevelopment and sustainability of a school community and/or surrounding neighbourhood. These projects will promote efficient use of space within a community or surrounding neighbourhood.
- **Efficiency Solutions** – School capital projects that provide operational efficiencies through the modernization, replacement or consolidation of existing space to provide a more optimal learning environment where the available space is more aligned with the student enrolment.
- **Enrolment Pressures** – The school jurisdiction's existing facilities are insufficient to accommodate current and future students within a specified geographical area.
- **Functionality and Programming** – Projects provide new and/or improved program space functionality through reconfiguration, relocation, or technology. Examples of issues may include the lack of functional capacity to deliver the curriculum in the intended manner, ease of supervision, lockdown capability, sound and light quality, etc.
- **Health and Safety** – Projects that address risks to the health, safety, or security of the students or staff either immediately or in the longer term; projects that address compliance issues with federal or provincial legislation or municipal bylaws.

- **Legal** – Projects are evaluated on legal rights for equity of access and assessed regarding existing legal judgement or potential legal action (e.g., Rights to francophone education under Section 23 of the Canadian Charter of Rights and Freedoms).

In the fall of 2024, the Premier of Alberta and Minister of Education announced the **School Construction Accelerator Program** which, beginning with Budget 2025, will fund up to 30 new schools and up to 8 modernizations or replacement schools each year up to and including Budget 2027.

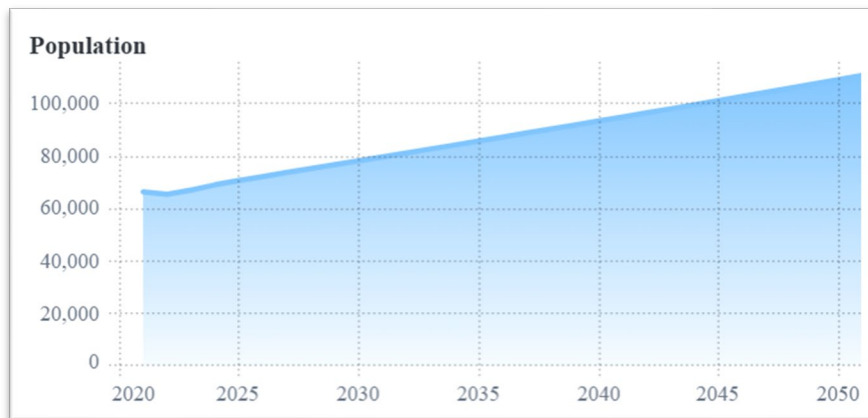
The first set of new school projects was announced in Budget 2025. Included in Budget 2025 was the announcement of design funding for the permanent addition to the Grande Prairie Composite High School.

The priority projects included in this plan are submitted for consideration by Alberta Education staff for inclusion in the 2026 provincial budget.

THE CITY OF GRANDE PRAIRIE

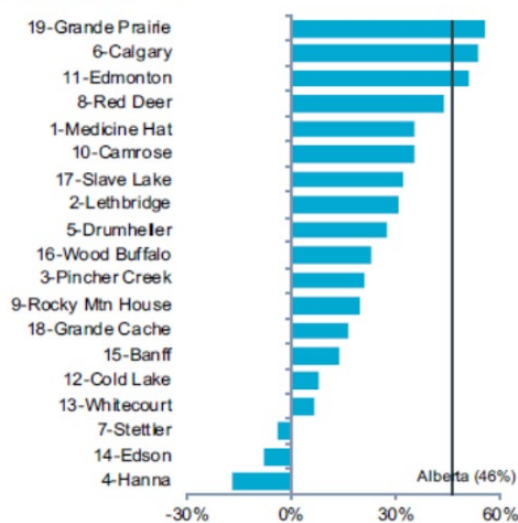
The attendance boundaries for the Grande Prairie Public School Division include the entirety of the municipal boundaries of the City of Grande Prairie. Grande Prairie has been identified as one of the fastest growing communities in the Alberta, and continues to grow. The [2024 Municipal Census Report](#) identifies a population of 70,385, up 3% from 68,350 in September of 2023. The largest distribution of residents (27.3%) are between the ages of 30 and 44, 20.8% of residents are between the ages of 0 and 14. Grande Prairie also remains a youthful city, with the average resident 35.3 years old.

Population projections by the Alberta Government for the City of Grande Prairie and the Grande Prairie Public School Division illustrate a continuous upward trend, with a City population of 78,820 projected by 2030, 85,790 by 2035, and 109,150 by 2050. ([Alberta Population Visualization by School Authority's Boundary, Public](#)).



Further to those population projections, as one of the three fastest growing regions in the province, according to a report prepared by Treasury Board and Finance in July of 2023, Grande Prairie is expected to have the highest percentage growth of 0 to 14 year-olds in the province.

FIGURE 11: PERCENT CHANGE OF 0 TO 14 YEAR OLDS
Census Divisions, 2022-2051



Sources: Statistics Canada and Alberta Treasury Board and Finance

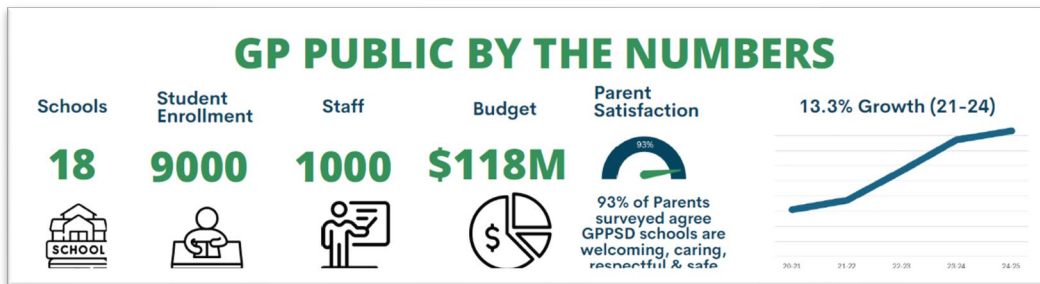
In addition to the population within the city, City of Grande Prairie statistics identify a primary trade area population over 175,000 and a regional trade area population of 300,000. In 2016 the City completed an annexation of land from the County of Grande Prairie, primarily in the northwest area of the city, to support the next 30 years of development within the city. The local economy is diverse, and relatively stable, with a balanced foundation of retail, oil and gas, forestry, agriculture and tourism.

With an average home price of \$310,024 in 2024, the residential real estate market is affordable relative to other larger centres in Alberta. Combined with the current employment opportunities and community amenities equivalent to a much larger sized city, Grande Prairie is recognized as an affordable and desirable place to live. In addition to a significant increase in the number of new single-family home starts in the city in late 2024 and early 2025, several multi-family developments are also in the planning stages or in development and have the potential to impact enrolments and utilizations in division schools.

In summary, Grande Prairie remains a strong community with high likelihood of continued growth, and could see unexpected years of significant growth, which could have the potential to impact schools with pre-existing high utilization rates.

GRANDE PRAIRIE PUBLIC SCHOOL DIVISION

The inclusion of design funding for a permanent addition to the Grande Prairie Composite High School will make a significant difference at the school. The addition of 18 classroom spaces will provide seats for an additional 450 students and bring the utilization down for several years until a third high school is required in the city.



The school division has managed a cumulative enrolment growth of 13.3% since the 2020-2021 school year. Strategic planning involves the engagement of the community, and the division's growth reflects the vision of the Board of Trustees to provide responsive programming to meet community needs. The responsive programming offered within the division, developed over the years based on community need, is illustrated by the development of the following programs and facilities within the division:

- School building lease partnership with the Grande Prairie and District Society for Christian Education. *Note: The Grande Prairie Christian School is not owned by the school division, and is consequently not included in this plan, but is currently operating at 103% utilization rate.*
- The development of Academy Athletics programming.
- The single-track P-6 Montessori School.
- Grade 5 Late Entry French Immersion.
- K-8 Science Technology Engineering and Math.
- 10-12 International Baccalaureate.
- 10-12 Senior Trades and Registered Apprenticeship programming offered in multiple trades areas by teachers with Red Seal Journeyman certification.

Recent capital projects approved by Alberta Education, and their current adjusted utilization rates, include:

- **Isabel Campbell Public School.** New 760 student K-8. Opened September 2016. 2024-2025 adjusted utilization of 97%.
- **Riverstone Public School.** New 880 student K-8. Opened September 2016. 2024-2025 adjusted utilization of 85%.
- **Roy Bickell Public School.** New 580 student K-8. Opened September 2018. 2024-2025 adjusted utilization of 82%.
- **Grande Prairie Composite High School.** Replacement School for 1580 students. Opened September 2022. 2024-2025 adjusted utilization of 101%.

Note: no approvals for modular classroom requests have been received during this period.

ENROLMENT, UTILIZATION, AND PROJECTIONS

Division Enrolments

Using the enrolment totals from Alberta Education, funded student enrolment in the division has grown a total of 13.1% since the 2020-2021 school year, and the division has continued to grow throughout the current school year.

	Funded Enrolments - Division	Division Growth
2024-2025	8840	1.4%
2023-2024	8718	4.7%
2022-2023	8329	4.8%
2021-2022	7944	1.6%
2020-2021	7818	
cumulative growth %		<u>13.1%</u>

Division Utilization

The 2024-2025 Area Capacity Utilization Report identifies the 7 schools below as having the highest adjusted utilization rates in the division:

School Name	Grade Configuration	Net Capacity	Adjusted Total Enrolment	Utilization %
Grande Prairie Christian School	K-9	439	450.5	103%
Grande Prairie Composite High School	9-12	1582	1601	101%
Isabel Campbell Public School	K-8	760	740	97%
Charles Spencer High School	9-12	1252	1116	89%
Riverstone Public School	K-8	880	749.5	85%
Roy Bickell Public School	K-8	584	480	82%
Crystal Park School	K-8	816	660	81%
DIVISION TOTAL	ECS-12	11,408	9176	80.4%

**note 1: The adjusted total enrolment uses a Student Allowance Factor to account for the additional space required by some students with special needs for the effective and safe delivery of programs.*

**note 2: The Grande Prairie Christian School is owned by the Grande Prairie and District Society for Christian Education and is leased to the division since September 2007 through a tripartite arrangement between the division, the Society, and Alberta Education.*

Division Projections

Estimating student enrolment projections accurately has proven challenging in the community of Grande Prairie. Birthrate data has proven inaccurate in recent years, as the unexpected net influx of new families to the division has exceeded any birthrate trends resulting in population growth in the

city and in the division. The potential risk for significant and unexpected enrolment growth compared to projections is moderate and, in spite of comprehensive data use to calculate projections, has happened several times in recent years.

Division administration has submitted conservative student population estimates to Alberta Education since the onset of the 3-year Weighted Moving Average (WMA) funding model, to minimize the risk to revenues of overestimating the enrolment growth. In each of the 2022-2023 and 2023-2024 school years, the division submitted estimated enrolment growth of 1.5%, and actual growth was 4.8% and 4.7% respectively for those years.

For the 2025-2026 school year, the division has submitted to Alberta Education an estimated increase to student enrolment of 1.4% (125 students).

For the purposes of this report, 3 estimates have been developed to illustrate the potential enrolment growth of the division. The table below shows projected growth over the next 5 years of 1%, 3% and 5% annually. These numbers have been chosen using the range of growth in recent years, and to align approximately with Alberta Education’s estimates for growth in the City of Grande Prairie.

	Annual Division Growth 1%	Annual Division Growth 3%	Annual Division Growth 5%
2028-2029	9199	9949	10745
2027-2028	9108	9660	10233
2026-2027	9018	9378	9746
2025-2026	8928	9105	9282
2024-2025	8840	8840	8840
cumulative growth %	4.1%	12.6%	21.6%

2026-2029 CAPITAL PRIORITIES

NOTE: the capital projects listed below are not listed in priority order. The priority order will be established by the Board of Trustees at the March 25 Public Board meeting.

Project Title: Permanent Addition, Charles Spencer High School

200 Student Capacity
 Planning Period: 2026-2027 School Year
 Opening Date: September 2028
 Estimated Cost: \$6,300,000

Charles Spencer High School opened in 2013 with capacity for 1000 students. 8 modular classrooms have been added to the school since 2013 to increase its capacity to 1200 students and the school is currently, and consistently, operating at approximately 90% of capacity. The site does not have the physical space to add any additional modular classrooms.

Charles Spencer’s attendance boundaries were adjusted to accommodate the opening of the Grande Prairie Composite High School replacement in September 2022. The adjustment to attendance boundaries provided some initial temporary relief to the school’s high utilization, but the school has since resumed an upward growth trend for the past two years. As the City of Grande Prairie continues to grow, with new development occurring in the south and west parts of the city, Charles Spencer’s utilization remains an area of concern for the division.

Further adjustments to division attendance boundaries are not likely to prove operationally beneficial for two reasons: (1) Transportation to Charles Spencer is challenging given its location in the southwest part of the city, and transporting students from the north would increase ride times significantly and break up community cohorts of students, and (2) programming changes are not possible given the nature of how programs of choice are balanced between the two high schools.

Given projected city and division growth, planning for a permanent addition to Charles Spencer High School is necessary in order to properly serve the southern city population and its public education needs. The yearly enrolments for the school based on the same projection model used for the Division above are summarized in the table below.

	CSHS Growth 1%	CSHS Growth 3%	CSHS Growth 5%
2028-2029	1131	1223	1321
2027-2028	1120	1188	1258
2026-2027	1109	1153	1198
2025-2026	1098	1120	1141
2024-2025	1087	1087	1087
cumulative growth %	4.1%	12.6%	21.6%

Assuming conservative 1% enrolment growth, Charles Spencer High School will be at 97% utilization rate in the 2028-2029 school year. The school will be at 98% utilization at 3% growth.

Project Title: New School, Kensington Neighbourhood

750 Student Capacity

Planning Period: 2026-2027 School Year

Opening Date: September 2029

Estimated Cost: \$30,000,000

Another identified area that will drive increases in enrolment is the ongoing development of a new residential subdivision, currently being developed with a high concentration of multi-family homes, in the Kensington Area Structure Plan (ASP) in the southwest corner of the city. Originally this ASP indicated 122 hectares of subdivision development, but a subsequent application made to the city has now increased this area to 190 hectares. This is a significant increase in the ASP from what we were originally planning to accommodate.

The draft ASP, and development to date, illustrates the dwellings developed in this area will trend towards families who have a higher number of children with market prices at a level that attracts young families or new families. The ASP data projects a total population at build out of 7,500 residences. The projected student population in the subdivision is shown in the table below:

Total Students	19 percent of total population of 7,500	1425
Public School Students	66 percent of total students	940
K-8	70 percent of PS students	658
9-12	30 percent of PS students	282

As shown in the table above, an additional 658 Kindergarten to Grade 8 public school students are projected to join our schools. Development in the area is consistent for the last few years and the number of students living in the area and bused out to other schools, is growing.

The closest schools to this area, Derek Taylor Public School and Isabel Campbell Public School, which are at 72% and 97% utilization, respectively. Isabel Campbell Public School is in an area that is almost completely built out, but will still experience some continued enrolment growth. The future student population in the Kensington development can be accommodated temporarily in the existing schools in the area, however, the need for a neighborhood school is growing.

Another significant factor considered as part of the request for a new school is the presence of a major arterial road separating the development from our existing schools. Kensington area students attending Derek Taylor Public School or Isabel Campbell Public School require busing from the Kensington development. Because of all these factors, our Board has identified this area as a priority for a new school in the short to medium outlook.

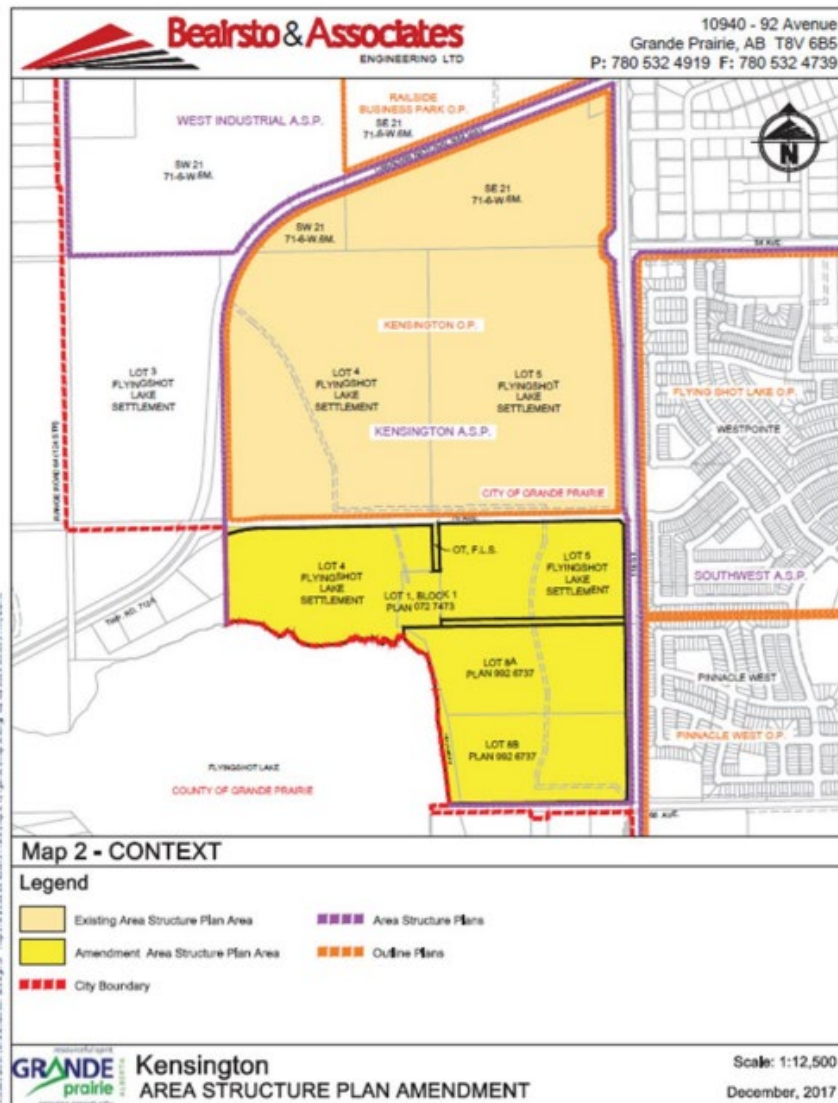
The new Kensington school also offers an opportunity for the division to address utilization concerns at Isabel Campbell Public School. The school, currently at 97% utilization, could potentially benefit from an attendance boundary adjustment to allow some students nearest the

neighbourhood to attend the new school in Kensington. Enrolment growth projections for Isabel Campbell are shown in the following table:

ISABEL CAMPBELL GROWTH

	ICPS Growth 1%	ICPS Growth 3%	ICPS Growth 5%
2028-2029	755	817	882
2027-2028	748	793	840
2026-2027	741	770	800
2025-2026	733	748	762
2024-2025	726	726	726
cumulative growth %	4.1%	12.6%	21.6%

The development area, available in the Area Structure Plan on the City of Grande Prairie Website, is shown in the image below.



Project Title: Replacement School, Crystal Park School

680 Student Capacity

Planning Period: 2028-2029 School Year

Opening Date: September 2031

Estimated Cost: \$37,700,000



Crystal Park School is over forty years old and has not undergone any significant modernization in its years of operation. The layout of the school is unique, as it was purpose built to serve as a hub for the provision of wraparound programming to support students with complex special needs in an inclusive setting. With a significant number of offices and small professional therapy spaces, its construction utilization is expected to remain high, accommodating a steady demand for professional and therapeutic services. It was also built with extra wide hallways to ensure ease of access for students who require mobility assistance.

Crystal Park is one of very few schools in Alberta with a swimming pool, designed specifically to provide therapy programming for students, but which is unfunded in the funding manual. The classrooms are organized in four pods that extend out from a common central gathering area that includes a koi pond and a large amount of greenery. The specialized therapy areas, such as the physiotherapy pod, were ideal for the specific purpose they were designed for, but are unable to be utilized as per current day programming needs. Consequently, the building is a highly inefficient use of space, with a footprint significantly larger than its student population merits.

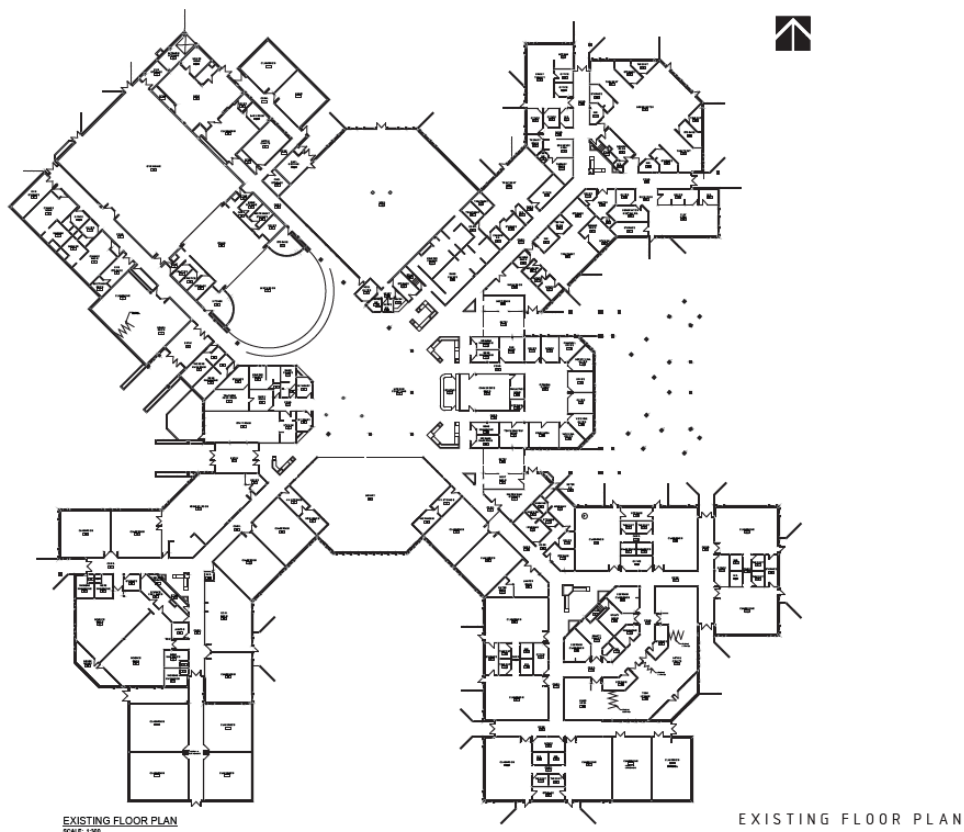
A mechanical systems assessment commissioned in October of 2017 highlights many deficiencies. The assessment was conducted eight years ago, however the systems have been maintained to ensure the safety and operation of the building. They will be unable to be maintained in the long term, which highlights the necessity of this priority.

In summary the report findings indicate:

1. The existing mechanical systems are at the end of their service life.
2. The mechanical systems are not configured to good engineering practice.
3. Significant upgrades to the mechanical systems are required to bring the systems to modern design practices, guidelines, and standards.
4. The existing mechanical systems use a disproportionate amount of energy.

The estimated cost for the upgrades required of the mechanical systems was approximately \$1.4 million at the time the assessment was completed. In addition to the mechanical systems, the school flooring, interior finishing, and cosmetics require updating to refresh the overall appearance of the school as it is showing its age. The division is continually striving to minimize school operating costs, such as switching to energy efficient light bulbs and replacing doors. Despite those efforts, Crystal Park School is the least energy efficient school in the Division with utility and energy costs being higher than the average of all other schools. This situation is also observed even in the summer months when the school is closed.

In the fall of 2023, a value scoping exercise was funded by Alberta Education to explore options to bring the school up to the current education standards. The evaluation committee considered several modernization options that would retain certain portions of the existing facility. It was evident the modernization option would be a substantial undertaking due to the sheer size and layout of the facility, shown in the school map below:



The evaluation committee reviewed four modernization iterations. Three of the modernization options were essentially a new building with some of the larger existing spaces remaining intact. These were disruptive to the existing student population and would cause issues with the proper operation of the school during the process. One modernization option retained most of existing school, however it would leave the school with some aging infrastructure that was designed for a different purpose in mind when built.

The following priorities for modernization were developed by the committee to evaluate the construction options:

- Student health and safety.
- Provide the best learning environment possible for students.
- Balance education with operational components/costs.
- Not purpose built for special needs students, but where special needs students can come and succeed.
- Long term viability of the school. It needs to be the right size for today and for the future to ensure the school is not underutilized.
- Ability to adapt and grow. Flexible grade structure.
- Improved functionality of the school.
- Meets the requirements of 21st century learning.
- Sustainability.
- Impact on community understanding about the function of Crystal Park School. The Division has transitioned from having a dedicated special needs focus at Crystal Park School to offering more inclusive teaching methods and structures in all schools across the Division.
- Infrastructure and age of the building.
- The swimming pool.

After consideration of the advantages and disadvantages of the modernization options and the replacement school option, the participants concluded the best option was to pursue a replacement school as it would eliminate the aging infrastructure concerns. This course of action does not disrupt the operation of the existing school and allows continued operation until the new school is ready for operations. A new building will be energy efficient and provide flexibility as to the floor plan and design to address the current and future educational needs. The modernization options reviewed were a significant proportion of the cost of a replacement school and demolition costs of the existing school. When the cost of the options is considered in conjunction with the impact to school operations the replacement school approach rises to the top as the preferred option.

As such, the Grande Prairie Public School Division is requesting a replacement school for Crystal Park School. The school has operated for close to forty years without any modernization therefore it is well overdue to be addressed, and we owe it to our Grande Prairie community to continue to provide quality and modern facilities where our students are supported to succeed.

Project Title: Modernization Solution, Harry Balfour School

600 Student Capacity

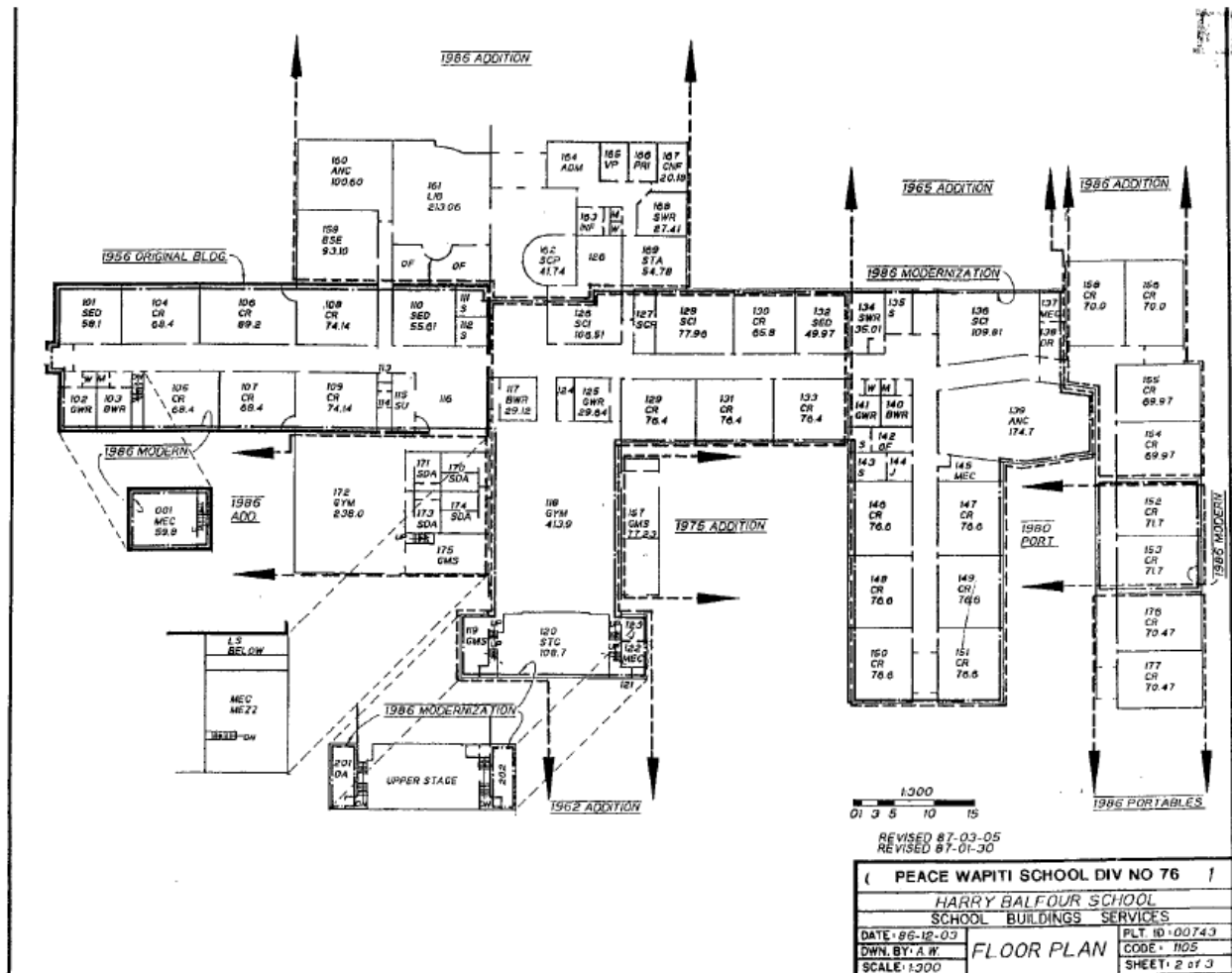
Planning Period: 2026-2027 School Year

Opening Date: September 2030

Estimated Cost: \$20,000,000

The opening of the new Harry Balfour School, in the County of Grande Prairie, leaves the old Harry Balfour School unutilized by the Peace Wapiti Public School Division (PWPSD). Division administration has spoken with PWPSD administration, Alberta Infrastructure staff, and Capital Planning staff from Alberta Education on a number of occasions about the potential for Harry Balfour School ownership to be transferred to the division.

The map of the school below shows all of the phases of construction, beginning with the initial construction in 1956, and additions and modernizations in 1962, 1965, 1975 and 1986.



Harry Balfour School is on the lot adjacent to Avondale Elementary School, and to take ownership and modernize it to function as a neighbourhood school would create a challenge for Avondale

Elementary. Taking ownership and modernizing it to house an expanded division school of choice is a desirable option and would directly address parent need and provide operational flexibility within the division.

The Solution

Parkside Montessori offers parents in the division a traditional, single-track Montessori program option for children in pre-school to grade 6. Originally designed as an ECS-3 program operating alongside the traditional elementary programming at Swanavon Elementary School, the Montessori program moved to Parkside when the Ecole Montrose solution construction was completed, and that school became a single grade ECS-8 school.

Over the years Parkside Montessori enrolments have grown, and the program is extremely popular with parents. Capacity issues at the relatively small Parkside facility have essentially capped the program and there is limited availability to add more students. The Parkside Montessori School Council has identified a strong desire for Montessori programming to be expanded to Grade 8. Doing so would mean Parkside Montessori students would not need to transition from the unique Montessori programming in grade 6 to a traditional grade 7 and 8 structure, and then finally to high school for grades 9-12.

To express their interest, a group of parents representing Parkside Montessori presented to the Board of Trustees for the division in June of 2023. Further engagement with school administration and school council continued through the 2023-2024 school year. In December and January of the current school year, all parents of the school were surveyed to explore their interest in different options for extending programming to grade 8. Approximately 70% of all parents responded, and 93% of the parents identified a preference for their children to attend a single-track ECS-8 program in one facility. In a recent school council meeting attended by the Board Chair and the Superintendent of Schools, parents spoke passionately about the potential of their students continuing to develop in the Montessori environment through to grade 8. They also identified the specific appeal of having their children remain in the same cohort with their peers and to benefit from the highly appreciated Parkside Montessori culture until their transition to high school.

The likelihood of the division being awarded a new school build to house ECS-8 Montessori programming is extremely low. No other options currently exist in the division to support moving the program. A modernization solution to support the move of Montessori programming to Harry Balfour School appears to be an excellent opportunity at just the right time.

Several options exist for the re-utilization of the current Parkside Montessori facility. No consultation has been formally initiated re: the future of Parkside Montessori, but if a value scoping exercise for the project were to be funded, or if design funding were to be awarded, formal planning will begin.

Straight-line enrolment projections for Parkside Montessori from ECS to 8 are shown in the table below. It is important to note that the projections in the table do not include any enrolment growth, the assumption shown in the table is that the same number of students in each grade will advance to the next grade, up to grade 8.

Enrolment growth is highly likely, however, and the estimated total of 403 students shown below could easily increase over the years similar to the projected growth in the division. A modernization of Harry Balfour School will provide additional space to utilize expected enrolment growth.

	ECS	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
20-21	73	35	29	27	12	15	11			202
21-22	85	39	42	28	25	11	18			248
22-23	90	39	39	39	28	21	12			268
23-24	95	38	38	34	36	24	13			278
24-25	113	42	38	34	30	28	21			306
25-26	113	42	42	38	34	30	28	21		348
26-27	113	42	42	42	38	34	30	28	21	369
27-28	113	42	42	42	42	38	34	30	28	383
28-29	113	42	42	42	42	42	38	34	30	395
29-30	113	42	42	42	42	42	42	38	34	403

In closing, a review of the current building condition, various building reports, and a thorough inspection of the mechanical infrastructure in Harry Balfour School suggests a complete modernization is warranted.

More detailed information is available for completing a value scoping exercise and/or utilization of an allocation of design funding to develop a more comprehensive estimate of the scope of the modernization solution project.

2029 AND BEYOND

The Division's 10-year capital plan will be updated in the 2025-2026 school year. Looking forward however, it is important to add other capital challenges the division will face in the coming years. By all accounts, using local and provincial information, the City of Grande Prairie is expected to continue to grow, and as such the Grande Prairie Public School Division will continue to grow as well. The unpredictability of the rate of growth is concerning, and should growth occur more quickly than the conservative 1%-3% projected, the following capital needs will become evident more quickly than they are currently identified:

- The division is expected to continue to submit Modular Classroom Requests for schools as they approach and exceed 100% adjusted utilization.
- A modernization of I.V. Macklin Public School, originally constructed in 1999, or a solution that includes other neighbouring schools may be required.
- A new High School will be required in West Grande Prairie as the recently annexed land becomes more fully developed.
- Similarly, a new K-8 School is likely to be needed in Northwest Grande Prairie as development begins in that area.



**Grande Prairie
Public School
Division**

Advocacy and Engagement Committee

Meeting Minutes

Wednesday March 5, 2025

TEAMS

PRESENT: Rob Martin – Trustee (Chair)
Joan Nellis - Trustee
Donna Koch – Trustee
Sandy McDonald - Superintendent
Amanda Westwater - Secretary to the Board (minutes)

1. Call to Order

Trustee Martin called the meeting to order at 2:00 p.m.

2. Minutes

The minutes for February 11, 2025, Advocacy and Engagement Committee were submitted to the Committee via email. The Committee accepted the minutes as circulated.

3. Pediatric Letter Review

The Committee discussed the advocacy letter sent from the Alberta Medical Association.

Recommendation: continue with current GPPSD advocacy work being done for funding for students with complex needs.

Items for next Meeting:

- Advocacy Tracker review
- Governance Framework
- Board of Trustee videos
 - Q&A on Trustee Role
 - Candidate Forum / Election Roundtable

Meeting adjourned at 2:25pm

4. Next Meeting

May 13, 2025 at 3:30 p.m., Board Room

DATE: March 25, 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.

ITEMS FOR INFORMATION

ALL ADMINISTRATOR PROFESSIONAL LEARNING

The March 12 Professional Learning meeting for all school and system administration was focused on a variety of topics, including providing an update on division support for the use of artificial intelligence, reviewing the Resource Guide for Schools to Support English as Additional Language (EAL) learners, school level professional learning planning and planning for the 2025-2026 school year.

Administrators reviewed the latest version of the EAL resource and will be following up with teachers to review at their schools. Discussion also occurred regarding effective practices for registering EAL students and families.

INTERPRETING SERVICE TRIAL

Director of Teaching and Learning, Corinne Kruse, Director of Human Resources, Tammie Maurer, and HR specialist Nythia Hojka, provided administrators with an introduction to *Language Line*, an on-demand telephone interpreting service. *Language Line* was selected after a review of three different translation services, and training has started for pilot use of the service for the remainder of this year and for the 2025-2026 school year.

The service, currently used by Alberta Health Services (AHS), will support school administrators to contact *Language Line* by telephone when booking meetings with non-English speaking parents. The service has over 30,000 translators and provides support for over 580 languages and is used effectively by AHS, the Calgary Board of Education, and other large organizations. Appreciation is extended to Alberta Health Services for supporting the division to access the service at their rates during the term of the pilot program.

SCHOOL THREE-YEAR PLAN UPDATES

School admin recently shared highlights of their school plans with the Board at Assurance Meetings. As schools begin the process of updating for the second year (2025-2026) of their 3-year education plan they will be meeting in teams of schools in the month of April to review the content and process of their plan updates.

At the March 12 all administrators meeting, system and school administrators engaged in review of potential changes to the second year of the division's 3-Year Education Plan regarding the concepts of equity and discrimination. As the incremental revisions to the plan continue to be developed, trustees

will be given the opportunity to explore and discuss them during the board planning retreat scheduled for May 1.

COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS ZONE 1 MEETING

The virtual meeting of Zone 1 CASS members occurred on Friday, March 14. Time was provided for members from the Zone to meet with colleagues in the following roles: Superintendents, Human Resources, Teaching and Learning, and Inclusive Learning. Provincial updates were received from CASS and Alberta Education, and the representatives from the various standing committees provided updates as well.

SPRING KINDERGARTEN INTERVENTION

Director of Teaching and Learning, Corinne Kruse, has submitted a request to Alberta Education for division funding to offer small group literacy and numeracy intervention to Kindergarten students, beginning after the April break to the end of June. This is the 3rd year that direct intervention is being offered to kindergarten students.

Students will be identified based on results from the January provincial literacy and numeracy screens and will receive intervention using the same structure as used for grades 1-3. While the past 2 years have focused on literacy, this year students will also receive numeracy intervention. Schools will utilize existing staff and, in some cases, based on student outcome evidence and the funding received, additional Educational Assistant support may be provided.

THIRD YEAR NURSING STUDENT PRESENTATIONS

Appreciation is extended to the 11 schools who partnered with the Bachelor of Science – Nursing program this year to welcome third year nursing students to provide classroom health promotion presentations. The presentations are an important part of the program for the young nurses and have been very well received by school administrators and teachers. The program details for next year are not yet finalized, but the division is expected to continue to be able to support presentations for elementary students on the following topics:

- Do Bugs Need Drugs (The importance of handwashing for students in gr. K-2)
- Healthy Hygiene Practices
- Body Image
- Nutrition

APPLE SCHOOLS UPDATE

The four APPLE Schools in the division (Alexander Forbes, Avondale, Roy Bickell and Crystal Park) are fully staffed and staff have completed the initial training from APPLE Schools the first week of March. Each school is currently working with staff to identify the key priorities related to nutrition, physical health and mental health that will be used to inform program delivery.

APPLE Schools staff will be working with school councils and staff to develop a vision statement for each school to guide the work over the next two years. Some schools have begun implementing activities such as exposing students to healthy foods (taste testing), sports and movement programs, and initiatives to reduce screen time.

PROVINCIAL DISTRIBUTION OF INFORMATION ABOUT MEASLES

On March 18 Superintendents received a letter from the Medical Officers of Health in the North Zone identifying the increase in the number of confirmed cases of measles. The letter identified that as of the date of writing there were no confirmed cases in our school division, but contained proactive information about the virus, symptoms, and the response expected from our division if any confirmed cases are identified that involve staff, students or volunteers. As requested in the letter, principals will be distributing the attached letter to all school parents, staff and volunteers.

ITEMS FOR FUTURE ACTION

ALBERTA SCHOOL BOARDS ASSOCIATION FRIENDS OF EDUCATION

The nomination package for the RCMP School Resource Officers Program as the division's nominee for the Friends of Education award is attached.

The following motion is requested:

Trustee X moves the Board nominate Corporal Gavin Ool, and the Grande Prairie Royal Canadian Mounted Police School Resource Officer Program, as the division's nominee for the 2025 ASBA Friends of Education Award.

2025-2026 SCHOOL BOARD SOCIAL PLANNING

In the November 26, 2024 report to the board summarizing the Board Social event, attached, it was noted that Saturday, October 4, 2025, is reserved at Evergreen Park for the 56th annual Board Social. During discussion of the report, the decision was made to seek feedback from the Teacher Trustee Liaison Committee to explore staff perceptions of the event. A summary of that feedback is also attached.

The date is early in the year, which will have an impact on staff planning as August and September are busy months for the Human Resources department, but the date has been chosen to support the current board's attendance prior to the election. No deposit is required to hold this date, and it may be changed or cancelled at no cost to the board.

Trustees are asked to engage in discussion about their goals for the event and provide direction for administration to direct and inform planning for the 2025-2026 event, scheduled for October 4, 2025.

March 17, 2025

Dear School Parents/Guardians, Staff and Volunteers;

Measles cases are increasing globally, with numerous countries and travel destinations reporting outbreaks including the United States, Europe and Canada. So far in 2025, Canada has seen a significant increase in measles cases and a number of jurisdictions have reported measles outbreaks. Cases of measles have been reported in Ontario, Quebec, British Columbia, Manitoba and most recently, Alberta.

There are no confirmed measles cases at your school at this time; however, it is important that parents are aware of the risk and are supported by Alberta Health Services (AHS) Public Health.

Measles Illness:

Measles is very contagious and is easily spread through the air. Some people who get measles can have serious health problems. In rare cases, measles can lead to death.

Measles is a viral illness. Symptoms include fever, cough, runny nose, red eyes, and a blotchy rash. Symptoms usually start 8-12 days after exposure but can take as long as 21 days to appear.

Measles may cause complications including ear infections, pneumonia, seizures, or inflammation of the brain. Complications are more common among children under five years and people who are pregnant or immunocompromised.

A person with measles symptoms should stay home, avoid contact with others, and call Health Link at 811 before visiting any healthcare facility or any healthcare provider.

Protection against Measles:

The best protection against measles is to get immunized. Measles vaccines are highly effective.

In order to be adequately protected against measles, individuals born in or after 1970 need two documented doses of measles-containing vaccine.

In Alberta, measles-containing vaccines are available free of charge for eligible individuals. The routine childhood immunization program includes two doses of measles containing vaccine.

For more information about measles-containing vaccines please go to ahs.ca/immunize or talk to your/your child's healthcare provider. Parents and guardians can check that their child has received two doses of measles vaccine by calling Health Link at 811 or by contacting their local [public health or community health center](#). Individuals who are 14 years of age and older can check their [My Health Record](#) account immunization record.

Measles Case Response:

If measles is confirmed at your school, Public Health will immediately begin working with the school to keep everyone safe and reduce the risk of measles spreading.

To reduce transmission of measles, provincial Public Health guidelines require those with infection and their contacts who are not immune to measles to stay at home and away from others until the risk of spreading the disease is over.

Further, we encourage you to keep children home when showing any signs of illness.

Two doses of measles vaccine given before a school measles exposure provides protection against measles and avoids possible exclusion.

Next Steps:

If your child is not immunized, or you are unsure about you or your child's immunization status, please call Health Link at 811.

You can also learn more from MyHealthAlberta about the risks of measles [here](#), find frequently asked questions [here](#), or text 'measles' to 88111 for more information by text message.

Thank you for your support.

Friends of Education Award Nomination Package

Nomination Deadline: March 18

Overview

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.

Nominee Eligibility Criteria

Nominees include individuals or organizations who meet the following criteria:

- Has a relationship with the education community
- Encourages and fosters education in the community
- Delivers a significant benefit to the students
- Shows leadership and competence in education in the community
- Shows Interest and support for school trusteeship

A rubric is provided in the *Nomination Package* to assist in the nomination process.

Nominators

Member school boards are eligible to nominate one individual or organization who meets the above criteria by completing the *Nomination Package*.

Nomination Package Checklist

- Nomination Form (provided in the package for completion)
- Nomination Questions (provided in the package for completion)
- At least three photos of the nominee (to be added by the nominator; image files required i.e., JPEG/PNG).

Questions? Contact us.

awards@asba.ab.ca

Nomination Category

Up to six recipients will be recognized in alignment with the below.

	Nomination Process	Submission & Selection	Celebration
Zone One recipient from each ASBA zone (two for Zone 2/3): <ul style="list-style-type: none"> • Zone 1 • Zone 2/3 • Zone 4 • Zone 5 • Zone 6 	Each board will determine the process for collecting and reviewing <i>Nomination Packages</i> as well as provide approval for their selected nominee. Boards may nominate outside of their own division but within their ASBA zone.	The <i>Nomination Package</i> for the selected nominee must be approved by the board to be sent to the applicable Zone Chair. Each zone will select one recipient (two for Zone 2/3) and send the <i>Recipient Submission Package</i> to ASBA. Up to six recipients may be selected.	Each zone will host a zone-level celebration for their nominees. Recipients will be provincially recognized at ASBA’s Fall General Meeting Awards Celebration; ASBA does not pay for recipient travel expenses.

NOMINATION FORM

Zone Representation: Zone 1

Nominator Information

Nominator First Name: Joan

Nominator Last Name: Nellis

Nominator School Board: Grande Prairie Public School Division

Nominator Title: Board of Trustees Chair

Nominator Phone Number: 780-532-4491

Nominator Email: joan.nellis@gppsd.ab.ca

Nominee Information

Organization and/or Name to appear on the award if selected: RCMP School Resource Officer Program

Nominee Contact First Name: Gavin

Nominee Contact Last Name: Ool

Nominee Contact Phone Number: 780-830-5701

Nominee Contact Email: gavin.ool@rcmp-grc.gc.ca

Nominee Contact Address: 10202 99th St

Nominee Contact City: Grande Prairie

Nominee Contact Postal Code: T8V 2H4

Nominee Eligibility Criteria Confirmation

- Has a relationship with the education community
- Encourages and fosters education in the community
- Delivers a significant benefit to the students
- Shows leadership and competence in education in the community
- Shows Interest and support for school trusteeship

A rubric is provided in the *Nomination Package* to assist in the nomination process.

NOMINATION QUESTIONS

Please provide a description of the nominee (100 words maximum). Note: this will be used in the ASBA award program should the nominee be selected as a recipient.

Since 2008, the RCMP School Resource Officer Program has been a valued partner with the Grande Prairie Public School Division. School Resource Officers play an important role in fostering safe and caring learning communities by working to support a positive relationship between youth, their school community and law enforcement through large group presentations and direct work with small groups and individuals. They also support the division as members of the Violence Threat Risk Assessment team. As the lead, Cpl. Gavin Ool exemplifies the program's commitment to having a positive impact on the entire community through engagement directly with youth.

1. Describe the relationship that the nominee has with members of the education community.

Cpl. Ool is dedicated to supporting youth in our community and prioritizes his direct relationship building with students, especially those in our high schools. Cpl. Ool is known by name in our schools because of his efforts to build a strong relationship with youth. Cpl. Ool also has developed deep relationships with school administrators and is recognized as a valuable partner and resource for supporting staff, students, and parents. Said Dennis Vobeyda, Principal of Grande Prairie Composite High School, "Gavin Ool and the SRO Program have been invaluable to Composite High School, fostering safety, trust, and strong relationships. His dedication and collaboration have made a lasting impact on our students and school community."

2. Identify how the nominee encourages and fosters education within the school community.

When Cpl. Ool is needed for specific reason at a school, his presence is immediate. Beyond this, he is very intentional about making connections with students in our schools and within the larger community. Cpl. Ool understands the importance of his role in building trust between individuals, families, the school and law enforcement. His presence at special events in schools across the division is recognized and appreciated.

3. Describe how the nominee delivers significant benefits to students in the school community.

For any number of reasons, a student might need support from law enforcement within the school or larger community. Having an officer dedicated to supporting schools and students allows for relationships that are based on trust to be formed. These trusting relationships are required to provide timely and appropriate interventions for students. Beyond specific instances of support being needed, Cpl. Ool fosters relationships with groups of students in the school community to create a positive narrative about the place of law enforcement in the larger community.

4. Describe how the nominee shows leadership and demonstrates competence in education in the school community.

Cpl. Ool understands the importance of relationship building and is committed to supporting students, their families and schools in a flexible manner that exemplifies the importance of community-based partners in education. Cpl. Ool recognizes the significant impact that an effective School Resource Officer program can have in an educational setting and invests in strengthening this work by being responsive to the needs of his schools within the larger community.

5. Give examples of how the nominee has demonstrated an interest in and support for education and trusteeship in your respective zone.

Cpl. Ool believes in his core the importance of building strong relationships with students in our schools, and that is reflected in his behaviour. It is not unusual for individuals or groups of individuals to have mistrust in law enforcement. By being intentional about supporting youth through engagement, Cpl. Ool builds trust. He is a leader in our community and has leveraged his school-based relationships to support individuals in ways that would not have been possible without his beliefs and intentional behaviours.

6. Include any additional comments regarding the nominee's commitment to students, schools, trusteeship and the community.

The School Resource Officer program, currently led by Cpl. Gavin Ool, is an essential support to students, families, and schools in the Grande Prairie Public School Division. By being intentional about fostering effective relationships, Cpl. Ool is a trusted partner. He supports students to make good choices and to also know that they have someone they can trust in law enforcement. School communities value the School Resource Officer program because it ensures that a youth and school-focused member of the RCMP is dedicated to being a member of the diverse network of professionals who make supporting young people in our community a priority.

For School Board Approval Only if Nominee Proceeds to Recipient Selection Committee

Board Chair/Designate Full Name: Joan Nellis

Board Chair/Designate Title: Board Chair

Date: Tuesday, March 18, 2025

RUBRIC

This rubric is intended to support the nomination process for the Friends of Education Award.

Criteria	Excellent	Very good	Fair	Limited
Nominee has a relationship with the education community	Consistent and meaningful engagement with school community	Predictable and thoughtful engagement with school community	Occasional and intentional engagement with school community	Minimal and unpredictable engagements with school community
Nominee encourages and fosters education in the community	Authentic educational pursuits that lead to empowerment in the community	Meaningful support for sound educational opportunities in the community	Discussions and support for educational pursuits in the community	Some connections on educational goals established with community
Nominee delivers a significant benefit to the students	Actions that lead to long-term, adaptable, and tangible positive impacts for students in the school community	Actions influence positive changes for students in response to requests by the school community	Actions show potential for influencing positive change for students in the school community	Actions show some potential for positive impacts on students in the school community
Nominee shows leadership and competence in education in the community	Takes lead and successfully implements projects or initiatives	Creates opportunities for projects or initiatives	Contributes ideas and willingness to support projects or initiatives	Expresses interest in implementing projects or initiatives
Nominee shows interest and support for school trusteeship	Embraces the value and importance of local school governance into diverse communications and through relationships	Generates dedicated advocacy for local school governance in the community in diverse ways	Makes a concerted effort to support local school governance through conventional avenues	Demonstrates some awareness of the role and importance of local school governance

DATE: March 25, 2025

TO: Board of Trustees

FROM: Sandy McDonald

SUBJECT: Board Social Feedback

REFERENCE: Board Policy 1 – GPPSD Mission and Guiding Principles

PURPOSE

A survey of all division staff was not conducted following the 55th annual Board Social event, held October 26th, at Evergreen Park, due to the generally low response rate from staff. Instead, the decision was made to engage the Teacher Trustee Liaison Committee (TTLC) to seek feedback from school staff regarding the perceptions of staff about the event. The Non-Instructional Liaison Committee was not similarly engaged and asked to bring feedback from their membership, because they do not represent sites as TTLC reps do. That liaison committee could be engaged during the planning process for next year's event.

The purpose of this report is to share a summary of the feedback collected from TTLC to inform the board's decision-making regarding potential changes to the structure or nature of the event.

TTLC FEEDBACK

TTLC reps were asked to discuss the following questions with their teaching colleagues and to come prepared to share a summary of the themes from their discussions.

1. What are the best elements of the Board Social?
2. What would you change about the Board Social?
3. What other thoughts or comments would you like to share with the Board?

The summary of the feedback shared by the TTLC reps follows. 14 of the reps were in attendance and 2 others submitted feedback electronically.

1. What are the best elements of the Board Social?

- Overall, everyone was happy with the food and the ability to support special dietary needs.
- Staff enjoy getting together as a current school staff and the ability to connect with those that have moved within the Division to other schools that they might not get to connect with regularly.
- Like the theme of coming together and recognizing the excellent achievements of others in our division. 78% of those being recognized do attend.
- Like that the speeches are short.
- Great atmosphere, great venue with all the amenities, good social setting
- The driving service was appreciated
- Love of the photo booth
- Event timing is perfect (October)
- Spouses and retirees like the evening out

2. What would you change about the Board Social?

- More non-alcoholic options and better coffee.
- An area where conversations could happen without having to compete with the DJ.
- Advertise the specifics of the designated driving service would have been valuable. Maybe team up with a company like transporters?
- The food this year was not as good as it was in the past.
- DJ have better set list for dancing
- Review the possibilities of having Substitutes attend
- Announce the date early enough so that PTI's could be scheduled to not interfere with the event.
- Supply the table with a beverage voucher or ticket
- Different entertainment options for those who aren't dancers.
- Portal/Committee/Teacher Trustee Liaison Committee Page 4 of 4
- Send out updates close to the event date if there are tickets available, to allow those who had previously been unable to commit so far in advance an opportunity to decide if they could attend
- The \$10 fee was discussed as a deterrent but explained the reason for that cost.
- Rebrand the event with a new name and build understanding that the event is one of the ways that the division recognizes dedication and hard work of their employees. Maybe offer a door prize for those in attendance. Find ways to encourage staff to attend, thus, increasing the percentage of current staff attending.

3. What other thoughts or comments would you like to share with the Board?

- Thanks for putting it on.
- Thanks for supporting this! It is always an enjoyable evening out!
- It would be fun to have a mention of each school with a little cheer to show who came from
- where?
- For 30-year employees give them a bit more time and recognition for the significant service
- years.
- Brainstorm ways to help encourage employees to attend.

SUMMARY

In addition to the feedback collected from TTLC, administration has had discussions with others in the division about the event. The Human Resources Department, who are largely responsible for the organization of the event, have also had recent discussions about the event and based on feedback from TTLC have discussed possibilities for the future.

In short, the feedback is consistent that an event is valuable, and that it would be desirable for more active staff to attend. Two choices exist re: format to celebrate long service award recipients, exemplary staff nominees, and retirees: (1) the status quo, and (2) a new format.

Trustees are asked to engage in discussion about their goals for the event and provide direction for administration to direct and inform planning for the 2025-2026 event, scheduled for October 4, 2025.

DATE: November 26, 2024
TO: Board of Trustees
FROM: Sandy McDonald, Superintendent of Schools
SUBJECT: Board Social Report
REFERENCE: Board Policy 1, Board Policy 2, Board Policy 18



PURPOSE

The purpose of this report is to provide the board with a summary update re: the 2024 GPPSD Board Social. The 2024 Board Social was the 55th annual event held to recognize and celebrate division staff. The Board Social is part of the division’s staff recognition strategy, held to honour retirees from the previous school year, recognize staff long-service, and celebrate the exemplary staff identified by peers at each site. Included in the Board Social expenses are the costs for the event itself and the total costs of the staff awards program that provide the gifts to retirees and long-service recipients.

PLANNING AND ORGANIZATION

Considerable time is involved organizing the event. The individuals identified below meet as a team to plan and prepare for the event. Their assistance in attending the event and ensuring the awards presentation functions smoothly is invaluable. Many of the following individuals have been involved in planning this event for the past decade.

Carla McLeod (Employee Wellness and Engagement Coordinator)	<ul style="list-style-type: none"> - Coordinator of event planning - Manage gift selection and donations - Program - Day-before setup - RSVP Form creation and sharing - Dietary concerns management - Decorator liaison
Nicole Paley (HR Generalist)	<ul style="list-style-type: none"> - Previous coordinator (training and advice as needed) - Compile long service/retiree/exemplary staff lists - Program support - Award presentation coordination - Day-before setup
Theresa Dussault (Receptionist)	<ul style="list-style-type: none"> - Organize and send out gifts - Make certificates - RSVP management including “ticket” sales
Shera Crichton (Executive Assistant – Business Services)	<ul style="list-style-type: none"> - Photographer (book and pay) - Insurance - Day-before setup
Sandy Fredland (Executive Assistant and Secretary to the Board)	<ul style="list-style-type: none"> - Venue & DJ (booking, liaison, payment) - Exemplary gift cards - Retiree invitations and RSVP management - Day-before setup
Shannon Stambaugh (Communications)	<ul style="list-style-type: none"> - Invitation/program design
Tammie Maurer	<ul style="list-style-type: none"> - Award presentation assistance
Mairi Collier	<ul style="list-style-type: none"> - Award presentation assistance
Nythia Hojka	<ul style="list-style-type: none"> - Award presentation assistance

ATTENDANCE

Attendees	2024	2023	2022	2019
Staff Single Tickets	86	103	93	62
Staff with Guest	368	386	348	450
Retiree Single Tickets	8	7	11	7
Retirees with Guest	68	66	66	50
TOTAL	530	562	518	569

BREAKDOWN OF ATTENDEES

For the current year, 51% of the people who attended the event were current staff, 14% of whom were award recipients, and the other 49% of attendees were guests (37%) and retirees (14%).

Year	Attendees	Recipients	%	Staff	%	Guests	%	Retirees	%
2019	569	74	13%	287	50%	151	27%	57	10%
2022	518	63	12%	267	52%	111	21%	77	15%
2023	562	73	13%	296	53%	193	34%	73	13%
2024	530	74	14%	270	51%	184	35%	76	14%

STAFF ATTENDANCE

Approximately 30% of all staff attend the event annually.

Year	Staff Invited	Staff Who Attended	% of Total Staff
2019	910	287	32%
2022	930	267	29%
2023	962	296	31%
2024	1033	270	26%

BREAKDOWN OF AWARD RECIPIENT ATTENDANCE

2019 BOARD SOCIAL

Category	Recipients	Attendees	Percent
2019 Retirees	24	12	50%
10 Years	27	13	48%
15 Years	19	10	53%
20 Years	17	7	41%
25 Years	3	2	67%
30 Years	8	3	38%
35 Years	2	1	50%
40 Years	1	1	100%
45 Years	n/a	n/a	n/a
Exemplary	28	25	89%

2023 BOARD SOCIAL

Category	Recipients	Attendees	Percent
2023 Retirees	18	5	28%
10 Years	48	19	40%
15 Years	28	17	61%
20 Years	11	3	27%
25 Years	11	5	45%
30 Years	1	1	100%
35 Years	1	1	100%
40 Years	0	0	0
45 Years	1	1	100%
Exemplary	27	21	78%

2022 BOARD SOCIAL

Category	Recipients	Attendees	Percent
2022 Retirees	20	5	25%
10 Years	39	16	41%
15 Years	32	8	25%
20 Years	21	4	19%
25 Years	12	5	42%
30 Years	9	4	44%
35 Years	n/a	n/a	n/a
40 Years	n/a	n/a	n/a
45 Years	1	0	0%
Exemplary	27	21	78%

2024 BOARD SOCIAL

Category	Recipients	Attendees	Percent
2024 Retirees	14	7	50%
10 Years	39	19	49%
15 Years	27	13	48%
20 Years	18	5	28%
25 Years	10	6	60%
30 Years	1	0	0%
35 Years	3	1	33%
40 Years	1	0	0%
45 Years	0	0	n/a
Exemplary	28	23	82%

2024 Expenses

Category	Cost
Total Venue and Food	42,800.64
Photographer	588.75
DJ Service + Photo Booth	3479.70
Decorations	4640.63
Coat Check	200
Program Printing	685.29
Certificates	678.67
Long Service Awards	13282.44
Retiree Recognition	2186.65
Exemplary Staff Recognition	1350
Invitations	183.75
Engraving	275
Ticket Sales	4380
Total Expenses	65,971.52

Historical Expenses

Year	Staff Recognition	Event	Total
2017	17,097.85	40,571.60	57,669.45
2018	12,881.76	40,326.24	53,208.90
2019	16,507.05	31,441.95	47,949.00
2020	16,448.00	0	16,448.00
2021	19,153.04	0	19,153.04
2022	20,271.69	35,023.27	55,294.27
2023	20,360.25	44,123.33	64,483.58

Note: This year approximately 10 tables were empty at the event, representing approximately 80 people who RSVP'ed and did not attend. Anecdotal evidence suggests illness and last-minute family issues were the primary reasons for unexpected absences.

SUMMARY

This report includes the information provided to inform trustee planning following each board social. This year a survey of all staff to learn about their experience at the event and their reasons for attending or not attending was not conducted. The rationale is that response rates are typically low for that survey, with only 149 staff participating in the 2023 survey, 108 of whom were attendees. This year the Teacher Trustee Liaison committee and the Non-Instructional Staff Liaison committee will be asked to engage in dialogue with trustees about the event to explore staff perceptions about the Board Social.

Saturday, October 4, 2025, is reserved at Evergreen Park for the 56th annual Board Social. The date is early in the year, which will have an impact on staff planning as August and September are busy months for the Human Resources department, but the date has been chosen to support the current board's attendance prior to the election. No deposit is required to hold this date, and it may be changed or cancelled at no cost to the board.

DATE: March 25, 2025

TO: Board of Trustees

FROM: Ola Oladele, Associate Superintendent Business Services

SUBJECT: Associate Superintendent Report

REFERENCE: Board Policy 1 – Role of the Board

PURPOSE

To update the Board on recent activities and initiatives across Business Services. The report provides updates on the SCORES agreement, relocation of modular classroom, Information Technology and Transportation updates.

SCORES UPDATE

The Technical Committees for the Standing Committee on Recreation and Education Services Agreement (SCORES) have had several meetings this year. Key items discussed during the meetings include:

- Review of the draft updated SCORES agreement
 - The agreement was updated in 2022 but was never finalized
 - Each member will review the updated agreement with their respective boards prior to final approval at the Standing Committee meeting
 - The Standing Committee meeting has been scheduled for May 12, 2025
- Tournaments
 - The City will host Gym Users meeting in April with each division participating to discuss fee changes, especially around tournament fees
 - The parties have agreed to charge users additional fees for extra items that's above and beyond the SCORES agreement.
 - Due to the frequent use of school equipment, which may lead to a higher rate of replacement, the school divisions have agreed to create an inventory of all gym equipment over the next year. The goal is to establish a replacement cycle to assess whether the current \$5 fee being charged is sufficient. All school divisions have observed increased wear and tear on the equipment.
 - Established points of contacts for each division to answer all SCORES related questions and clarifications to reduce impact on school administrators
 -
- Mobile Skateparks for Summer 2025 will be setup at:
 - Hillside rink in May-June and Alexander Fobes rink in July-August

GP CHRISTIAN MODULAR

The Maintenance Department will be relocating two modular classrooms from I.V. Macklin School to GP Christian School over the May long weekend to provide additional classroom space during the construction phase of their expansion project. These modular classrooms are currently being used for storage at I.V. Macklin School, so the move will not reduce classroom space.

The cost of the move will be shared between the division and GP Christian School, with the division's contribution coming from donated labor to minimize expenses. This relocation will ensure that GP Christian School has the necessary facilities to accommodate students during construction.

INFORMATION TECHNOLOGY UPDATE:

Cyber Security Workshop:

The Director of Information Technology, Sudhesh Pillay and two members of the IT department attended a cyber security workshop from March 12 – 14 hosted by Alberta Technology Leaders in Education(ATLE). Hank the Hacker (Hank Fordham) from X10 Technologies led attendees through a Deep Dive into the hidden threats shaping cybersecurity. He and his team provided hands on innovative strategies designed to counter these threats. The team explored the dark and deep web, learning how to navigate these platforms safely and securely and how these strategies can help protect the Division.

Key takeaways from the team include:

- knowledge on how hackers infiltrate networks, applications and hold organization ransom.
- deep dive using Mitre ATT&CK Navigator that would helps map threats to the Division and help create an action plan to help mitigate threats.
- insights into how the dark web impacts organization like GPPSD and what tools we can use to stay ahead.
- information into how cybercriminals exploit AI and practical strategies to safeguard against AI-driven threats.

Student Laptop Refresh

As part of preparations for the 2025/26 school year, all student laptops will be replaced when the current lease expires. The IT department is working with a supplier to secure a new five-year lease. This approach helps manage costs, streamline operations, and maintain consistency across the division.

This technology refresh is crucial for enhancing security, optimizing performance, and providing access to the latest software. It also supports equity by ensuring all students have the tools they need for learning.

The majority of new devices will be Chromebooks, selected for their compatibility with student needs. However, Windows laptops will be available for specialized programs, such as robotics classes. This initiative aims to equip GPPSD students with modern, reliable technology that enhances their educational experience.

By the time deployment is complete, the IT department, assisted by three summer students would have distributed nearly 4,000 laptops across 17 schools, ensuring they are ready for the first day of school on August 28, 2025.

TRANSPORTATION UPDATE:

Recruitment:

The recruitment process for a new Transportation Coordinator officially began last week, following the announcement that the current coordinator will be transitioning to the role of Communications Officer for the division. The job posting closed on March 17th, and interviews are scheduled to take place during the week of March 17th.

The transition has not affected the student registration process, as the system is fully automated. To ensure continuity, the outgoing coordinator has been working a split shift, spending her mornings at the Maintenance Office addressing transportation matters and her afternoons focused on cross-training for her new role as Communications Officer. This arrangement is ensuring a smooth handover of responsibilities without disruption to daily operations.

Transportation Committee Meeting:

The Transportation Committee met on March 18 to discuss the ongoing implementation of the new regulation. The consensus was that progress is going well, and regular meetings may no longer be necessary, as the impact of the new regulation has not been as significant as initially anticipated. The next meeting will be scheduled after the Route Optimization report is released later this spring.

Additionally, the committee had an initial discussion about potentially lowering the temperature threshold for school bus cancellations. Currently, buses are canceled when the temperature reaches -40°C or -45°C with windchill. The committee is exploring the possibility of lowering this threshold by 5°C to -35°C and -45°C. The Transportation Coordinators from the three school divisions will review data from the past two years to assess the potential impact of such a change.

Grande Prairie Public School Division

DRAFT 2024 – 2025 Board Work Plan



	PUBLIC MEETING DATES	MONTHLY GOVERNANCE ACTIONS	PROFESSIONAL LEARNING
AUGUST	<ul style="list-style-type: none"> 2024 08 20 Organizational Meeting Regular Meeting 	<ul style="list-style-type: none"> Board Self-Evaluation 2024 08 20 Board Evaluation of Superintendent 2024 08 20 Meeting with Local MLAs 2024 08 27 	2024 08 07 – 09 <ul style="list-style-type: none"> PSBC
SEPTEMBER	<ul style="list-style-type: none"> 2024 09 10 	<ul style="list-style-type: none"> TEAMS Meeting (1:00 pm) with Minister of Education 2024 09 05 Advocacy & Engagement Committee (11:00 am) 2024 09 10 	2024 09 18 <ul style="list-style-type: none"> ASBA Zone 1
	<ul style="list-style-type: none"> 2024 09 24 	<ul style="list-style-type: none"> Advocacy and Engagement Committee (3:30 pm) 2024 09 24 Review Board Self-Evaluation (Committee of the Whole) 	
OCTOBER	<ul style="list-style-type: none"> 2024 10 08 	<ul style="list-style-type: none"> Board Policy Committee (3:30 pm) 2024 10 08 Audit Committee (4:30 pm) 2024 10 08 PD Committee Meeting 2024 10 08 Review Annual Student Enrollment Summary 2024 10 08 Review Annual Exit Survey Report <i>In Camera</i> 2024 10 08 	2024 10 09 <ul style="list-style-type: none"> ASBA Zone 1 2024 10 16 – 18 <ul style="list-style-type: none"> PSBAA FGM
	<ul style="list-style-type: none"> 2024 10 22 	<ul style="list-style-type: none"> Board Policy Committee (3:30 pm) 2024 10 22 Board Social 2024 10 26 TTLIC Meeting (3:45 pm) 2024 10 29 	2024 10 21 <ul style="list-style-type: none"> ASBA Speaker's Corner
NOVEMBER	<ul style="list-style-type: none"> 2024 11 12 Committee of the Whole 	<ul style="list-style-type: none"> Advocacy & Engagement Committee (3:30 pm) 2024 11 12 Review Annual Student Attendance Report 2024 11 12 Draft Annual Education Results Report 2024 11 12 (Committee of the Whole) Non-Instructional Support Staff Committee Meeting 2024 11 13 	2024 11 13 <ul style="list-style-type: none"> ASBA Zone 1 2024 11 15 - 16 <ul style="list-style-type: none"> PSBC
	<ul style="list-style-type: none"> 2024 11 26 	<ul style="list-style-type: none"> Board Policy Committee (3:30 pm) 2024 11 26 Audit Committee (4:30 pm) 2024 11 26 Approve Annual Education Results Report 2024 11 26 	2024 11 17 – 19 <ul style="list-style-type: none"> ASBA FGM

		<ul style="list-style-type: none"> • Approve Audited Financial Statements 2024 11 26 • Fall Budget Update 2024 11 26 • Review Bi-Annual Legal and Insurance Issues Update 2024 11 26 <i>In Camera</i> • Council of School Councils (7:00 pm) 2024 11 28 	<p>2024 11 26</p> <ul style="list-style-type: none"> • ASBA PL
DECEMBER	<ul style="list-style-type: none"> • 2024 12 10 • Committee of the Whole 	<ul style="list-style-type: none"> • Board Planning Retreat 2024 12 05 (Thursday) <ul style="list-style-type: none"> ○ Presentation of Educational Director Work Plans • TTLC Meeting (3:45 pm) 2024 12 03 • Advocacy & Engagement Committee (3:30 pm) 2024 12 10 • Review Annual Class Size Report 2024 12 10 • Review draft 2025-26 School Year Calendar (Committee of the Whole) 2024 12 10 • Annual HR Report (Committee of the Whole) 2024 12 10 • Student Advisory Committee (9:00 am) 2024 12 13 	<p>2024 12 09</p> <ul style="list-style-type: none"> • ASBA Speaker's Corner – Role of Trustee Fostering Safe & Healthy... <p>2024 12 11</p> <ul style="list-style-type: none"> • ASBA Zone 1
JANUARY	<ul style="list-style-type: none"> • 2025 01 14 • Committee of the Whole 	<ul style="list-style-type: none"> • Advocacy & Engagement Committee (3:30 pm) 2025 01 14 • Review Annual Student Profile and Specialized Learning Services Report 2025 01 14 (Committee of the Whole) • Review Annual Student Transportation Update 2025 01 14 • Council of School Councils – Workshop – 2025 01 23 	<p>2025 01 08</p> <ul style="list-style-type: none"> • ASBA Zone 1
	<ul style="list-style-type: none"> • 2025 01 28 	<ul style="list-style-type: none"> • Board Policy Committee (3:30 pm) 2025 01 28 • Approve 2025 – 2026 School Year Calendar 2025 01 28 • Review Annual Information Technology Report 2025 01 28 • Review Annual Student Intervention Programming Report 2025 01 28 • Review 1st Quarter Budget Update 2025 01 28 • Student Advisory Committee (9:00 am) 2025 01 31 • School Assurance <ul style="list-style-type: none"> ○ 2025 01 30 ○ 2025 02 04 ○ 2025 02 21 • PD Committee Meeting 2025 02 06 	<p>2025 01 13</p> <ul style="list-style-type: none"> • ASBA Virtual Session ASEBP <p>2025 01 20</p> <ul style="list-style-type: none"> • ASBA Speakers' Corner

FEBRUARY	<ul style="list-style-type: none"> • 2025 02 11 	<ul style="list-style-type: none"> • Advocacy & Engagement Committee (3:30 pm) 2025 02 11 • Review OLF Framework Implementation and Planning Companion 2025 02 11 • TTLC Meeting (3:45 pm) 2025 02 18 • Non-Instructional Support Staff Committee (4:15 pm) 2025 02 19 	2025 02 6 - 7 <ul style="list-style-type: none"> • PSBC
	<ul style="list-style-type: none"> • 2025 02 25 • Committee of the Whole 	<ul style="list-style-type: none"> • Board Policy Committee (3:30 pm) 2025 02 25 • Develop Budget Process and Budget Development Principles 2025 02 25 (Committee of the Whole) • Review Annual Division Occupational Health and Safety Report 2025 02 25 • Review Annual Division Operations and Maintenance Report 2025 02 25 • Review Annual Division Wellness Report 2025 02 25 • Council of School Councils Meeting 2025 02 27 	2025 02 12 <ul style="list-style-type: none"> • ASBA Zone 1 2025 02 24 <ul style="list-style-type: none"> • ASBA Speakers' Corner
MARCH	<ul style="list-style-type: none"> • 2025 03 11 • Committee of the Whole 	<ul style="list-style-type: none"> • Student Advisory Committee Meeting (9:00 am) 2025 03 06 • Board Advocacy & Engagement Committee (3:30 pm) 2025 03 11 • Review draft 3-Year Capital Plan 2025 03 11 (Committee of the Whole) • Review Annual Indigenous Programming Report 2025 03 11 	2025 03 10 <ul style="list-style-type: none"> • ASBA Speakers' Corner
	<ul style="list-style-type: none"> • 2025 03 25 	<ul style="list-style-type: none"> • Board Policy Committee (3:30 pm) 2025 03 25 • Approve Annual Division 3-Year Capital Plan 2025 03 25 • Board Professional Learning Retreat 2025 03 27 <ul style="list-style-type: none"> ○ Learning Focus TBD 	2025 03 12 <ul style="list-style-type: none"> • ASBA Zone 1

<p style="text-align: center;">APRIL</p>	<ul style="list-style-type: none"> • 2025 04 22 	<ul style="list-style-type: none"> • Board Policy Review Committee (3:30 pm) 2025 04 22 • Review 2nd Quarter Budget Update 2025 04 22 • Review Annual Leadership Succession Planning Report <i>In Camera</i> 2025 04 22 • Review Annual Division Compensation Report <i>In Camera</i> 2025 04 22 • Review Bi-Annual Legal and Insurance Issues Update 2025 04 22 <i>In Camera</i> 	<p>2025 04 04 – 05</p> <ul style="list-style-type: none"> • NSBA (Atlanta) <p>2025 04 07</p> <ul style="list-style-type: none"> • ASBA Speakers' Corner <p>2025 04 09</p> <ul style="list-style-type: none"> • ASBA Zone 1 <p>2025 04 10 – 11</p> <ul style="list-style-type: none"> • PSBC
<p style="text-align: center;">MAY</p>	<ul style="list-style-type: none"> • 2025 05 13 • Committee of the Whole 	<ul style="list-style-type: none"> • Board Spring Governance Retreat 2025 05 01 <ul style="list-style-type: none"> ○ Review Draft 3 Year Educational Plan ○ Review Draft Division Assurance Summary ○ Review 2025-2026 Division Budget Development • Council of School Councils Meeting 2025 05 08 • TTLC Meeting (3:45 pm) 2025 05 06 • Advocacy & Engagement Committee (3:30 pm) 2025 05 13 • Review draft Division 2025-26 Budget 2025 05 14 • Student Advisory Committee Meeting (9:00 am) 2025 05 16 • Non-Instructional Support Staff Committee (4:15 pm) 2025 05 21 	<p>2025 05 05</p> <ul style="list-style-type: none"> • ASBA Speakers' Corner <p>2025 05 14</p> <ul style="list-style-type: none"> • ASBA Zone 1
	<ul style="list-style-type: none"> • 2025 05 27 	<ul style="list-style-type: none"> • Board Policy Committee (3:30 pm) 2025 05 27 • Approve Division 3-Year Education Plan 2025 05 27 • Approve Division 2025-26 Budget 2025 05 27 • Approve Locally Developed Courses 2025 05 27 • High School Graduation Celebrations 2025 TBD 	

JUNE	<ul style="list-style-type: none"> • 2025 06 10 	<ul style="list-style-type: none"> • Advocacy & Engagement Committee (11:00 am) 2025 06 10 • Review 3rd Quarter Budget Update 2025 06 10 • Review Annual Summer Operations and Maintenance Report 2025 06 10 	<p>2025 06 01 – 03</p> <ul style="list-style-type: none"> • ASBA SGM <p>2025 06 03 - 05</p> <ul style="list-style-type: none"> • PSBAA SGM <p>2025 06 11</p> <ul style="list-style-type: none"> • ASBA Zone 1
JULY			<p>2025 07 02 - 05</p> <ul style="list-style-type: none"> • CSBA Congress (Winnipeg)
AUGUST			<p>2025 08 6 – 8</p> <ul style="list-style-type: none"> • PSBC Meeting

DRAFT



The Honourable Demetrios Nicolaidis
Minister of Education
423 Legislature Building
10800 97 Avenue
Edmonton AB T5K 2B6

Dear Minister:

I am writing with respect to Program Unit Funding (PUF) provided to school authorities for children with disabilities or delays who require supports beyond those provided by regular early childhood services (ECS) programming. PUF provides early interventions that enable vulnerable children to acquire skills that are vital to their success in elementary school and mitigate the future development of more complex needs.

The Alberta Medical Association (AMA) Section of Pediatrics is writing to advocate for the restoration of PUF to levels that are equivalent or higher than those in place prior to the 2020 funding model change.

Prior to 2020, PUF provided up to three years of funding for students registered in pre-kindergarten, kindergarten and non-profit private ECS programs. Students had to be under six years old by September 1 to be eligible for funding for the respective school year. Additionally, a child who had not attended ECS and had not yet used their eligible funding could use that funding for additional supports in Grade 1. These parameters offered a flexible, individualized approach, empowering educational authorities to deliver targeted interventions to students with the highest needs. A child with a speech delay or autism, for example, could access tailored supports foundational to their social and academic success in elementary school.

The Alberta government changed this PUF model in 2020, decreasing eligibility from three years to two years per child, and decreasing the maximum age of eligibility from six years to four years and eight months. Funding also transitioned from per-student funding to a weighted moving average, resulting in a substantial reduction in PUF allocation.

Some of the funds previously used for PUF were allocated to a new grant for specialized learning supports (SLS) which educational authorities could use for resources to support all students in addition to those with disabilities. Unfortunately, the combined PUF and SLS grants represented a significant reduction of overall funding compared to the previous totals for PUF and Inclusive Education grants in 2019-2020. The kindergarten to Grade 12 (K-12) SLS grants are pooled among larger numbers of students and therefore those in greatest need are not receiving adequate supports as they would have before 2020.

The reduced number of years of eligibility has had a significantly impacted children who had been making gains in pre-kindergarten and subsequently had no access to supports when they begin the crucial transition to elementary school. These impacts have been compounded for children in rural communities, who face reduced access to imperative supports since the closure of programs in their areas following the funding changes.

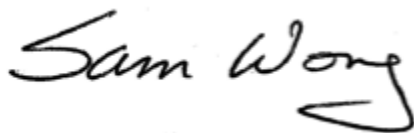
Since 2020, we have heard from countless parents, teachers and physicians who have seen firsthand the negative impacts on children who are already disadvantaged due to disabilities and developmental delays. Without adequate classroom supports, children's anxiety and school avoidance increases, as do behavioral outbursts in classrooms. These children struggle to catch up to their peers and consequently have more difficulty integrating with classrooms and communities in elementary school and beyond.

Early intervention for children with developmental delays and disabilities is essential to optimizing their educational success and potential as healthy, connected members of Alberta communities. Given the detrimental outcomes of decreased PUF funding, we request that the PUF program be revised to allow three years of eligibility for students less than six years of age. The per-student funding should also be restored and adjusted for inflation to enhance support for individual students.

These proposed revisions would advance the strategies outlined in the Premier's mandate letter to yourself, which references "reviewing and strengthening Program Unit Funding" and several other key focus areas. Revising the program in accordance with the above recommendations would ensure additional funding for educational supports is provided to children with complex needs, including autism, and enable the addition of educational assistants to classrooms, along with professionals such as speech language pathologists, occupational therapists, physical therapists and psychologists. Furthermore, the proposed revisions would remove barriers for children living in rural communities who are currently unable to access the supports they need.

Thank you for considering our position and sharing it with your caucus as you find appropriate.

Sincerely,

A handwritten signature in black ink that reads "Sam Wong". The signature is written in a cursive, flowing style.

Dr. Sam Wong, MD, FRCPC
President of the AMA Section of Pediatrics
Signed on behalf of the Executive of the AMA Section of Pediatrics

Sent via: ministresa-ministeris@sac-isc.gc.capatty.hajdu@parl.gc.ca

Wolf Creek Public Schools

March 13, 2025

The Honourable Patty Hajdu
Minister of Indigenous Services Canada

RE: Ineligible funding through Jordan's Principle for supports to school boards off-reserve

Dear Minister Hajdu,

I am writing on behalf of the Wolf Creek Public Schools Board of Trustees. We represent a rural public school division in central Alberta. We wish to express concern regarding recent changes to requirements regarding Jordan's Principle. This federal program, which originated to ensure all Indigenous students within Canada receive resources and services to meet their needs and enable them to flourish.

As a public school division, we work diligently to allocate our resources such that we maximize our support for all students to promote their success. In recent years, and in keeping with the requirements of Jordan's Principle, we have been successful in augmenting our provincial resources with support from Jordan's Principle to meet the needs of Indigenous students who attend school within Wolf Creek Public Schools. This has included a wide range of support and services based upon the students' individual needs, and it has been our honour to apply for this support on their behalf. In 2024-2025 we received \$1,350,000 to provide additional support for 127 of our 495 status First Nations students, in 12 schools across Wolf Creek Public Schools.

Recently, however, we received notification that Indigenous students who attend school off-reserve will no longer be eligible for support. To quote the communication we received:

"Funding for the following items will not be approved unless such funding is required by substantive equality - School related requests, unless linked to health, social or educational needs of the First Nations child. School boards off-reserve and private schools will be redirected to provincial school boards, or other provincial and federally funded programs."

We enjoy a very positive and collaborative working relationship with our neighboring Indigenous communities. We have an Education Service Agreement with these

Luci Henry
Board Chair, Ward A

Lana Thompson
Vice Chair, Ward B

Trudy Bratland
Ward C

Kelly Lowry
Ward D

Brent Buchanan
Ward D

Darryl Stendie
Ward E

Tim De Ruyck
Superintendent of Schools

6000 Highway 2A
Ponoka, Alberta T4J 1P6

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partners which has been in place for years, and we recently renewed this partnership.

There are many reasons why families living on-reserve may choose for their children to attend school within our public school division. There are also a variety of reasons why Indigenous families may choose to live within any number of surrounding communities, rather than the reserve to which they are affiliated. We strongly contend that these choices are the rights of these families, and should not result in a limiting of access to federal resources meant to support the needs of Indigenous students.

Jordan's Principle was created as a result of a tragedy, one where federal and provincial jurisdictions clashed and the result was a failure to support the needs of an Indigenous child. We further contend that creating this distinction, one where Indigenous students are not eligible for Jordan's Principle funding if they attend school off-reserve, is directly contradictory to the very reason Jordan's Principle was first created.

We ask for this decision to be strongly reconsidered. We will continue to do what we have always done, which is to provide all we can to support all students with the resources we have. These resources are not infinite, and we have been diligent to honour the intent of Jordan's Principle when applying for resources to augment what we already provide. Thank you for your consideration.

Sincerely,



Lucie Henry
Board Chair

cc: Minister [Demetrios Nicolaides](#), Alberta Education
Minister [Rick Wilson](#), Alberta Indigenous Relations
Premier of Alberta, [Danielle Smith](#)
Member of Parliament, [Blaine Calkin](#), Red Deer - Lacombe
Member of Parliament, [Mike Lake](#), Edmonton - Wetaskiwin
MLA [Jason Nixon](#), Rimbey-Rocky Mountain House-Sundre
MLA [Jennifer Johnson](#), Lacombe-Ponoka
ASBA President, [Marilyn Dennis](#)
PSBAA President, [Dennis MacNeil](#)
Alberta School Divisions
Premier of Manitoba, [Wab Kinew](#)



March 17th, 2025

Re: Shortened school year

Presented to: Mr.McDonald, Superintendent GPPSD

Presented by: Jillian Baldwin, Former GPPSD student, Mother of GPPSD student

To Whom it may concern:

Hello,

Thank you for meeting with me, and seeing value in our correspondence. I appreciate your time and consideration in what I'm presenting today.

My understanding is that the Board of Trustees responsibility is to consider the best interest of the Parents and Students of the GPPSD, in their planning. With this in mind, I will not attempt to speak on the benefits of an extended summer break for the staff of GPPSD, and simply speak from a mothers perspective, and as a former student of GPPSD myself.

If I can be frank, the only thing I remember about school in June is every year, writing exams on my birthday and a flurry of field trips that felt like an attempt to fill the final school days of the year. I don't remember what I learned in those June months, simply that I wished I could be outside. Because our northern summers are so short, it makes sense that myself and fellow classmates were distracted by the lure of the long awaited warm weather. Of course, I can't speak for all students but our Northern predicament has remained the same, so I simply assume much hasn't changed from the students perspective since my own school days.

Now, as a mother, I yearn to enjoy the June days with my children, having our own "field trips". I feel somewhat robbed knowing that I could be enjoying adventures with my children, but for the sake of our current academic calendar, they must remain at their 8:20-3PM required school day. As their Mother, I would love to be taking them on picnics in the park, riding our bikes, lazy days by the river, long walks through Grande Prairies beautiful trails and traveling to see our Family that is dispersed between Alberta and B.C. I desire for my girls to enjoy what I couldn't during the month of June, growing up.

For many school attending students, to make up for the summer sun that they can't experience during the school day, they stay up late with the slow setting sun, to enjoy the warm weather with their friends and family. This in turn means tired, distracted and mentally removed students in the classroom, during the month of June in particular. A frustration for GPPSD staff, I'm sure.

Taking this perspective into consideration, I would love to propose what I consider to be a hopeful, and practical, response to this situation. There are numerous benefits to extended summer breaks, and simplifying the school year to more concise days off. As you can see on the break down I've given you, adding an additional 15 minutes, even, to school days, limiting Christmas break to 5 school days instead of 10, and making the monthly national holidays linear

with GPPSD Professional Development days, could be a non-radical approach to making a 3 month summer break possible for the Staff and Families of GPPSD.

From a mother and former students perspective, I've listed what I believe to be the benefits of an extended summer break, below:

- Linear PD days and NH days would allow for families to take one long weekend mini-vacay a month. It would also simplify planning ahead for child care where needed, rather than the inconsistent Fridays and Mondays off that we experience throughout the current school year schedule.
- An 8:15-3:15/3:30 school day would allow parents a complete 8:30-3pm work day and provide the additional academic time needed for students to make up for the month utilized for the 3 month summer break.
- A 3 month Holiday could also be economical for Alberta's tourism with the hope of more families spending time together by traveling, camping and more, during the month of June.
- As stated previously, once the warm weather hits, Kids (and adults, if we're being honest) just want to be outside. Because of the long, dark, cold winters we experience in the North, it could be motivating for students of all ages to push through the cold months, knowing they will be able to really enjoy the warm months that are coming.
- Simplifies child care: For those who need it, child care is already a necessity for the two months off during the summer for their school aged children. Adding an additional month to that pre-prepared child care should not pose as a problem. If all schools engage in this practice, child care providers would be in the know and available for hire. Generally, those running non-academic child care programs take full advantage of the warm months, and the Students in their care would still experience more outside time then they would have had opportunity to in the Academic Schedule of the month of June.
- As I mentioned previously, it would allow families more time together, which is truly what developing Children need the most of.
- I'm not in the know of how the academic school year works from a college perspective but, I would also like to offer that if college students are given the months of May, June, July and August off to work or further develop in their chosen field of study, surely we can make that opportunity possible for our growing, active and adventurous children, as well.

I acknowledge that I am not a serving staff with GPPSD, but in good faith, I hope to also offer potential positives for the tireless efforts made by the Teachers, and support staff.

- To help rectify the summer E.I. issue faced by the support staff (E.A's and E.I.'s), as well as the child care shortage often faced, it would be wonderful if the schools could be utilized through the summer as "out of school child care" programs. Considering those support staff have relationship with students from their schools, and have all the necessary checks needed to provide child care, it would make sense to make this available. E.A.s can work and be paid, have the same child care hours and child care is provided.
- Teachers are often over worked, under paid and under appreciated for the efforts, in and out of the classroom, they invest into their skills and the students. Would it not be a welcomed reprieve to have an extra month off to decompress, review upcoming curriculum, get vision for and beyond the classroom, and not feel like their efforts are in vain with the summer distraction of the students in June?

I hope I have provided an adequate and considerate perspective to all, regarding my request for the reconsideration of the Academic School year calendar. I offer everything I've shared today with humility, and a recognition that I'm not a professional in your field. I'm simply offering the perspective of a mother and former student of GPPSD. I greatly appreciate your consideration in what I've shared today, and thank you for looking out for the best interest of Parents, Guardians and Students, alike.

Respectfully, Jillian Baldwin.

Current 2024-2025 School day & Calendar:

September 3rd-June 26th

8:20am-3:05PM = 6.75 hours/day (for 187 school days a year)

Current hours accomplished: 1,262 hours/year within school facility, which includes academic hours, recess, lunch breaks.

Required academic hours: 950/year average

Average days in school year: 22 days/average a month

x 10 months

-33 days (PD, Holidays, breaks)

= 187 days per school year

Proposed 2025-2026 School day & Calendar

5 Day Christmas Break, 5 day Easter Break, 9 PD days, 9 NH Days

September 3rd -June 3rd

8:15AM-3:15PM= 7 hours/day

Proposed hours accomplished: 1,190 hours/year within school facility, which includes academic hours, recess, lunch breaks.

Required academic hours: 950/year average

Average days in school year: 22 days/average a month

X 9 months

- 28 days (PDD's, Holidays, Breaks)

= 170 days per school year

I've spoken with Mr. Henry Driedger, staff at the La Crete Public school, who provided their current and future school calendars, for our reference and review. If you have any interest in getting further feedback from him regarding this, here is his email: HenryD@fvds.ab.ca

August 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	I-0/O-3					

September 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
	I-20/O-20					

October 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
	I-22/O-22					

November 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	I-19/O-19					

December 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
	I-16/O-16					

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
	I-19/O-20					

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
	I-16/O-18					

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
	I-22/O-22					

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
	I-16/O-16					

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	I-20/O-20					

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
	I-5/O-6					

July 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Semester 1 Dates: August 27, 2025 – December 22, 2025 (77 Instructional Days/ 80 Operational Days)

Semester 2 Dates: January 5, 2026 – April 30, 2026 (73 Instructional Days/ 76 Operational Days)

Semester 3 Dates: May 1, 2026 – June 8, 2026 (25 Instructional Days/ 26 Operational Days)

Summer School: June 9, 2026 – August 19, 2026 (50 Days)

K-9: Based on 330 minutes per day x 175 days = 962.5 hours

10-12: Based on 350 minutes per day x 175 days = 1021 hours

Total Instructional (I) Days 175 / Total Operational (O) Days 182

Organizational/ Professional Development	School Closed	Statutory Holidays
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