



Grande Yellowhead Public School Division

BOARD OF TRUSTEES

A G E N D A

March 26, 2025

Meeting Number 8

OUR VISION

Our Division endeavours to provide each Grande Yellowhead Public School Division (GYPSD) student with the opportunity to fulfill their potential and pursue their dreams.

OUR MISSION

Every GYPSD student will graduate with the knowledge and skills to pursue their post-secondary goals.

OUR PRIORITIES

Student Learning
Teacher, Support Staff, and Leader Excellence
Community Engagement
System Health and Wellness

Public Session: 10:00 AM

Livestream GYPSD Public Board Meetings at:

https://www.youtube.com/channel/UC0YSXQleW7cJiFz_rY2ioQA/featured

For information regarding the Public Board meeting, please contact Dr. Kelly Harding at 780-225-8949 or by email at: kellhard@gypsd.ca.

BOARD OF TRUSTEES REGULAR MEETING

March 26, 2025

Meeting #8, 10 am

A G E N D A

1. CALL TO ORDER

- 1.1. National Anthem
- 1.2. Land Acknowledgement
- 1.3. Announcements
- 1.4. Changes to the Agenda
- 1.5. Approval of the Agenda

2. APPROVAL OF MINUTES

- 2.1. Minutes of Regular Board Meeting of February 26, 2025 ([click here](#))

3. BUSINESS ARISING FROM THE MINUTES

4. DELEGATION / PRESENTATION

- 4.1. ATA Local - None
- 4.2. CUPE Local - None

5. SPOTLIGHT ON STUDENTS – Fulham Students Presentation from *The Mystery of the Missing Medallion!*

6. PUBLIC COMMENT PERIOD

7. ACTION ITEMS

- 7.1. Old
- 7.2. New
 - 7.2.1. Superintendent Announcement for July 1, 2025 ([click here](#))
 - 7.2.2. Temporary Assistant Superintendent for May and June, 2025 ([click here](#))
 - 7.2.3. Chair Contract Authority ([click here](#))
 - 7.2.4. 3-Year Capital Plan Submission and 10-Year Facilities Plan ([click here](#))
 - 7.2.5. Letter of Congratulations: MLA Long's Ministry Appointment ([click here](#))
 - 7.2.6. Trustee Attendance at the Canadian School Board Association Summer Conference ([click here](#))

8. BOARD CHAIR REPORT

- 8.1. Correspondence and Information
 - 8.1.1. Minister Response Regarding School Nutrition Advocacy Letter

- 8.1.2. Minister Response Regarding the use of Public Funds for Public Schools
- 8.1.3. Minister Response Regarding Funding for Full Time Kindergarten
- 8.1.4. Follow-up Letter to Minister of Climate Change Regarding Jasper Wildfire Deductible
- 8.1.5. Success Stories in GYPSD
- 8.1.6. Upcoming Yellowhead County Meeting
- 8.1.7. Meeting with Evergreen Catholic Separate School Board

9. SUPERINTENDENT REPORT

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

RECESS BREAK

10. ADMINISTRATION REPORTS

- 10.1. Division Departments' Report ([click here](#))
- 10.2. Annual Technology Department Report ([click here](#))
- 10.3. Annual Inclusive Learning Report ([click here](#))

11. TRUSTEE/COMMITTEE REPORTS

- 11.1. Trustee Connections to Board Governance Work Plan Calendar
- 11.2. Board Policy Committee
- 11.3. Recognition of Employees Committee
- 11.4. Board Planning Seminar Committee
- 11.5. Board Negotiations Committee
- 11.6. Board Finance/Budget Committee
- 11.7. Board Representatives:
 - 11.7.1. PSBAA
 - 11.7.2. ASBA Zone 2/3

12. FUTURE BUSINESS

- 12.1. Meeting Dates
 - Open to Public:*
 - April 16, 2025, Public Board Meeting (10 am)
 - Closed to the Public:*
 - April 16, 2025, Committee of The Whole Meeting (9 am)
- 12.2. Notice of Motion
- 12.3. Future Agenda Items

- 13. CLOSED SESSION (Land, Legal, Labour)**
- 14. ACTION IN RESPONSE TO CLOSED SESSION**
- 15. ADJOURNMENT**

Minutes of the Regular Board of Trustees Meeting of
Grande Yellowhead Public School Division

Meeting Number 7

February 26, 2025 – 10:00 a.m.

Grand Trunk School, Evansburg, AB

<https://www.youtube.com/@grandeyellowheadpublicscho2377>

TRUSTEE ATTENDANCE:

| | |
|-----------------------|---------|
| M. Bobilek | Present |
| S. Caputo, Vice-Chair | Present |
| F. Fowler | Present |
| D. Karpluk, Chair | Present |
| J. Mines | Present |
| J. Pettitt | Present |

ADMINISTRATION ATTENDANCE:

Dr. Parsons, Superintendent of Schools
Dr. Harding, Assistant Superintendent – Division Services and Supports
C. Aschenmeier, Assistant Superintendent – Division Services and Supports
M. Auriat, Assistant Superintendent – Human Resources
J. Lin, Secretary-Treasurer
C. Van Neck, Director of Transportation
N. Gilks, Director of Communications and Special Projects (Virtual)
B. Orge, Director of Facilities
T. Roberts, Manager of OH&S
K. Gilks, Teacher Supervisor, Educational Technology
K. Brook, Senior Executive Assistant
L. Lee, Director of Information Technology
A. Corser, Teacher Consultant

DELEGATIONS PRESENT:

School Administration/Staff: Principal Zadderey, Mrs. Schatz

CALL TO ORDER

Chair Karpluk called the meeting to order at 1010 hours.

NATIONAL ANTHEM

LAND ACKNOWLEDGEMENT

ANNOUNCEMENTS

- February is Black History Month, Random Acts of Kindness events, 100 Days of Learning, and Annual Pink Shirt Day
- Trustees will be attending the Alberta Rural Education Symposium next week

CHANGES TO THE AGENDA

Addition of 8.1.2 – Letter from Grande Prairie Public School Division
and 8.1.3 – AMA Section of Pediatrics Advocacy Effort

2025-011

APPROVAL OF THE AGENDA

Trustee Mines moved that the Board approve the agenda, as amended.

Carried Unanimously

2025-012

APPROVAL OF THE MINUTES

Trustee Karpluk moved that the Board approve the minutes of the Public Board Meeting of January 29, 2025.

Carried Unanimously

BUSINESS ARISING FROM THE MINUTES

None.

DELEGATION / PRESENTATION

None.

SPOTLIGHT ON STUDENTS

Grand Trunk High School Foods Program

PUBLIC QUESTION PERIOD

None.

ACTION ITEMS

2025-013

Policy 7, Board Operations Update

Trustee Bobilek moved that the Board of Trustees approve the update to Policy 07, *Board Operations*.

Carried Unanimously

2025-014

Policy 8, Committee of the Boards Update

Trustee Bobilek moved that the Board of Trustees approve the update to Policy 8, *Committees of the Board*.

Carried Unanimously

2025-015

Creation of Financial Committee

Trustee Bobilek moved that the Board of Trustees identify the trustees that will serve on the newly established Budget Financial Committee. The members will be Trustees Bobilek and Trustee Mines with Trustee Caputo as an alternate.

Carried Unanimously

BOARD CHAIR REPORT

Chair Karpluk Shared:

- Thank You to ATA Evergreen Local for Luncheon During Teachers' Convention
- Letter from Grande Prairie Public School Division

- AMA Section of Pediatrics Advocacy Efforts

2025-016

Advocacy Letter

Trustee Caputo moved that the Board of Trustees have the Board Chair send a letter to Dr. Sam Wong that we are in support of his letter, ask if they would like for us to be a co-signer on their letter, and for it to be sent to the Minister of Education.

Carried Unanimously

SUPERINTENDENT'S REPORT

Superintendent Parsons reported on all the activities she has been leading since the last Public Board meeting on January 29, 2025.

ADMINISTRATION REPORTS

Division Operations: Department Updates

The Board received a presentation from all department heads on the work that was carried out since the last Public Board Meeting on January 29, 2025.

Annual OH&S Report

The Board received their annual report regarding the OH&S program for Grande Yellowhead Public School Division.

Alberta School Boards Association Honouring Spirit: Indigenous Student Award Report

The Board received a report regarding the students nominated for the Honouring Spirit: Indigenous Student Award.

Critical Incident Response Team Report

The Board received a report regarding the work being done by our Critical Incident Response Team in preparation and planning for the 2025 Wildfire Season.

TRUSTEE REPORTS

Connections to Board Governance Work Plan Calendar

None.

Board Policy Committee

Trustee Bobilek informed the Board that the Policy Committee met yesterday, February 25th, 2025 to work on developing Policy 22 to reflect the practice of AP 305, School Attendance Areas, which will be coming forward at the March 26th, 2025 Public Board Meeting.

Recognition of Employees Committee

Trustee Pettitt informed the Board that the Recognition of Employees Committee met on February 12th, 2025.

Board Planning Seminar Committee

No Report.

Board Negotiations Committee

No Report.

Board Representatives

- **PSBAA – Work Plan Update**
 - February 6th and 7th was the PSBC Meeting
- **ASBA Zone 2/3**
 - ASBA Zone 2/3 met on Friday, February 21, 2025

FUTURE BUSINESS

Meeting Dates

Board – Open to Public

March 26, 2025 Public Board Meeting (10:00 a.m.)

Committees – Closed to Public

March 26, 2025 Committee of the Whole Meeting (9:00 a.m.)

Notice of Motion

None.

Future Agenda Items

None.

2025-017

ADJOURNMENT

Trustee Mines moved for adjournment at 1326 hours.

Carried Unanimously

X

Dale Karpluk
Board Chair

X

Jun Lin
Secretary-Treasurer

7.2.1

**Action Item
March 26, 2025**

To: The Board of Trustees

From: The Board of Trustees

Subject: New Superintendent Commencing July 1, 2025

Originator: D. Karpluk, Board Chair and Trustee for Jasper

RECOMMENDATION

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

Governance:

As per Section 33(1), of *The Education Act*, the school board, “as a partner in education, had the responsibility to... (j): recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent.

Context:

After an extensive consultation process that included parents, students, and staff, the Board of Trustees identified a preferred candidate profile. The recruitment and hiring process focused on locating the individual who prioritized student learning and relationships.

Mr. Scobie has a strong track record in GYPSD serving as the Learning Services Supervisor of Technology, the Alberta Initiative for School Improvement Coordinator, and as Principal in three of our schools. The Board is confident in his leadership, and warmly welcome him as the new GYPSD CEO/Superintendent of Schools.

Conclusion:

That the Board of Trustees for GYPSD appoints Kurt Scobie to the position of Superintendent of Schools and CEO for the Grande Yellowhead Public School Division commencing July 1st, 2025.

7.2.2

Action Item

March 26, 2025

To: The Board of Trustees
From: The Board of Trustees
Subject: Appointment of Temporary Assistant Superintendent
Originator: D. Karpluk, Board Chair and Trustee for Jasper

RECOMMENDATION

The Grande Yellowhead Public School Board hereby appoints Kurt Scobie to the temporary position of Assistant Superintendent of Schools for Grande Yellowhead Public School Division for May and June 2025.

Governance:

As per Board Policy 2, Role of the Board, in addition to selecting the Superintendent, it is the Board's role to "demonstrate support" in their commitment to the 'first team' - the Board and the Superintendent.

Context:

Mr. Scobie is currently the principal of Harry Collinge High School in Hinton. This temporary assignment as an assistant superintendent will provide a supported transition and orientation space in preparation for his new role as CEO/Superintendent, commencing July 1.

Conclusion:

That the Board of Trustees for GYPSD appoints Kurt Scobie to the temporary position of Assistant Superintendent of Schools for Grande Yellowhead Public School Division for May and June 2025.

7.2.3

Action Item
March 26, 2025

To: The Board of Trustees

From: The Board of Trustees

Subject: Chair Contract Authority

Originator: D. Karpluk, Board Chair and Trustee for Jasper

RECOMMENDATION

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

Governance:

As per *The Education Act* and Board Policy 2, a key school board role is to appoint the CEO/Superintendent of Schools. The superintendent/CEO is the only employee of the board, and is responsible for supervision of Supervision succession planning, when required.

Context:

The new superintendent appointment commences July 1, 2025. As such the Board will manage the employment contract for the Division's current superintendent, Dr. Dennis Parsons, until June 30th, 2025.

Conclusion:

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

7.2.4

Action Item

March 26, 2025

To: Board of Trustees
From: Dr. Parsons, CEO/Superintendent of Schools
Subject: Three-Year Capital Plan Submission and Ten-Year Facility Plan
Originator: B. Orge, Director of Facility Services

RECOMMENDATION

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

REPORT

Governance Implications:

As per Board Policy 2, *Role of the Board*, it is the responsibility of the Board to annually approve the Three-Year Capital Plan and Ten-Year Facilities Plan for submission to Alberta Education by the date due.

Context:

School boards are required to approve and submit their Three-Year Capital Plan and Ten-Year Facilities Plan (**attached**). The submission date for the Three-Year Capital Plan is April 1, 2025.

Alberta Education and Alberta Infrastructure have distinct roles and responsibilities. Alberta Education is responsible for the capital planning process and project scope. Alberta Infrastructure is responsible for implementing assigned school projects, providing oversight for jurisdiction-managed projects, procuring modular classrooms, and communicating project performance and reporting.

The Three-Year Capital Plan identifies the Division's highest priority school facility/infrastructure needs for the next three years.

Conclusion:

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

Grande Yellowhead Public School Division



Three-Year

Capital Plan

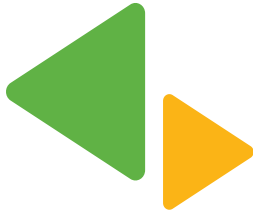
2025-2028



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Preface



The Grande Yellowhead Public School Division is pleased to present its Three-Year Capital Plan for 2025 to 2028. This document outlines our priorities for capital projects over the next three years.

Each year, school divisions in Alberta submit a Three-Year Capital Plan and a ten-year forecast to Alberta Education. These plans prioritize our capital needs, communicating them to the provincial government for consideration during the infrastructure planning process.

KEY CONSIDERATIONS

Capital Priorities

Our Capital Plan lists essential projects, including modernizations, infrastructure upgrades, and new constructions. These priorities are submitted to the provincial government, which decides on funding and timelines.

Funding Constraints

The Division does not receive annual capital funding for new constructions or major renovations and relies on provincial government approvals. Without government funding, projects cannot proceed.

Timeline Flexibility

The three- and ten-year plans do not guarantee project approval or completion within these time frames. Approval processes can be lengthy, with priority projects often waiting several years for funding.

Project Ranking

Projects are ranked by priority, but execution orders can change due to factors like cost and emergent issues. Modernization projects, for example, might proceed ahead of new constructions based on urgency.

OUR PRIORITIES FOR 2025-28 INCLUDE:

- Niton Central School
Full modernization for contemporary standards and energy efficiency.
- Sheldon Coates Elementary School
Modernization to update ventilation, boilers, and interiors.
- École Jasper Elementary School
Comprehensive modernization to upgrade heating and ventilation.
- Summitview School
Thorough modernization of the aging facility.

Long-term priorities include gym modernizations, portable replacements, and additional classroom spaces to support our growing school communities.

We are committed to advocating for the necessary investments in our schools to create safe, innovative, and inspiring learning environments for our students.

Thank you for your interest in the Grande Yellowhead Public School Division's Capital Plan for 2025-28. We appreciate your support as we advance these crucial projects.



01

NITON CENTRAL SCHOOL

Full Modernization

PROJECT OVERVIEW

We are excited to share our plans for modernizing Niton Central School, aimed at creating a more vibrant and efficient environment for our students, teachers, and the entire community.

*NOTE: All project costs are estimated at 2024 pricing.



KEY GOALS

Upgrade Learning Spaces

- We aim to transform Niton Central School into a state-of-the-art facility that supports 21st-century teaching and learning.

Enhance Energy Efficiency

- Our plan includes replacing and upgrading heating, ventilation, and vapor barriers to ensure the school operates more efficiently and sustainably.

Cost-Effective Operations

- By modernizing these systems, we expect to reduce the school's operational and maintenance costs, leading to significant savings year after year.



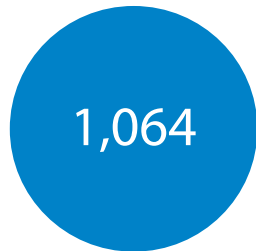
Why is this modernization important?

The school was originally built in 1952 with multiple additions over the years. It incorporates a community-based library and a community outdoor pool, which are integral parts of the community. This modernization ensures that these valuable resources remain accessible and well-maintained for everyone.

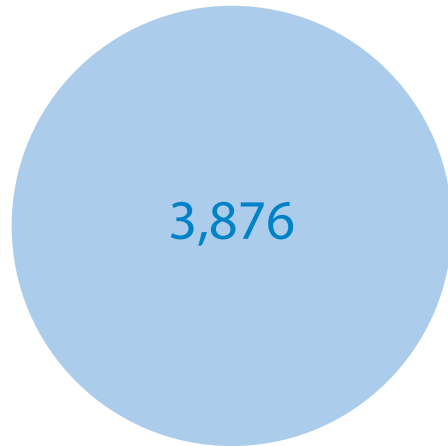


PROJECT BUDGET: \$20,640,885*

AREA=m²



CURRENT
INSTRUCTIONAL AREA

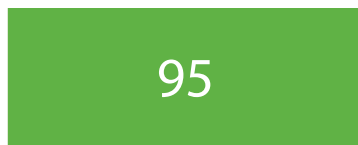


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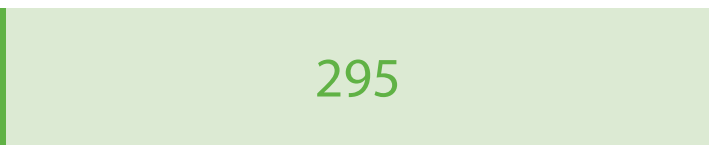
CAPACITY



UTILIZATION
RATE



ENROLLMENT
NUMBERS



CURRENT
CAPACITY



02

SHELDON COATES ELEMENTARY SCHOOL

Complete Ventilation / Boiler & Interior Modernization

PROJECT OVERVIEW

We are excited to share our comprehensive plan for modernizing our school, which aims to enhance the learning environment and improve operational efficiency.

*NOTE: All project costs are estimated at 2024 pricing.

KEY DRIVER
**INFRASTRUCTURE
CONDITION**

KEY GOALS

Expand Classroom Space

- We plan to modernize the school to provide adequate classroom space, enabling the removal of temporary portables.

Upgrade Heating and Ventilation

- The outdated heating and ventilation systems will be completely replaced to ensure a comfortable and healthy environment.

Improve Natural Lighting

- We will replace and add windows to bring more natural light into the school, creating a more welcoming atmosphere.

KEY CONSIDERATIONS

- There are significant costs associated with replacing all heating and ventilation equipment, which is essential for long-term sustainability and efficiency.



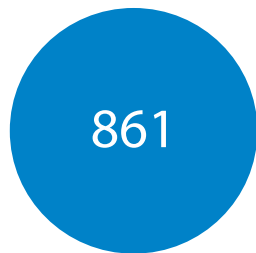
Why is this modernization important?

This school was originally constructed in 1976, with modulars added in 2007 and 2008. A full modernization will bring the learning and teaching environment up to today's standards, potentially eliminating the need for existing modular classrooms.

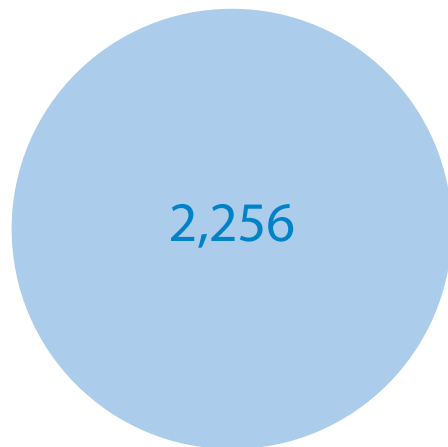


PROJECT BUDGET: \$12,594,684*

AREA=m²

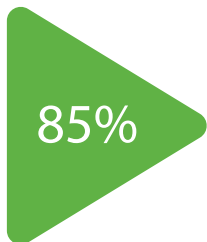


CURRENT
INSTRUCTIONAL AREA

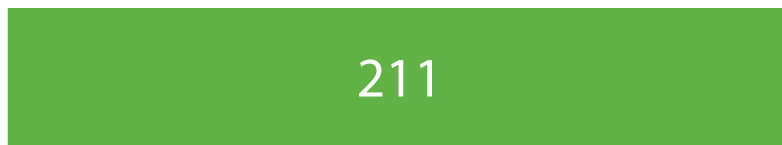


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GROSS AREA

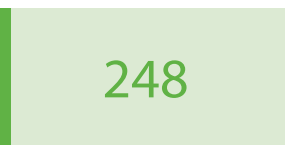
CAPACITY



UTILIZATION
RATE



ENROLLMENT
NUMBERS



CURRENT
CAPACITY



03

ÉCOLE JASPER ELEMENTARY SCHOOL

Full Modernization

PROJECT OVERVIEW

We are excited to present our plan for a comprehensive modernization of our school, focusing on upgrading essential systems to enhance the learning environment.

*NOTE: All project costs are estimated at 2024 pricing.

KEY DRIVER
**INFRASTRUCTURE
CONDITION**

KEY GOALS

Upgrade Heating and Ventilation

- We will modernize the entire school by replacing outdated heating and ventilation systems.

Replace End-of-Life Components

- All windows and vapor barriers that have reached or exceeded their lifespan will be replaced to ensure the building's integrity and efficiency.

KEY CONSIDERATIONS

- All ventilation and heating components are at or past their end-of-life cycle, necessitating immediate replacement to maintain a safe and effective environment.

* NOTE: Enrollment significantly decreased due to wildfires in summer of 2024.



Why is this modernization important?

A full modernization is needed to bring the teaching and learning environment up to today's standards, ensuring a modern and conducive atmosphere for students and staff. The original building was constructed in 1964 with a modernization in 1998.

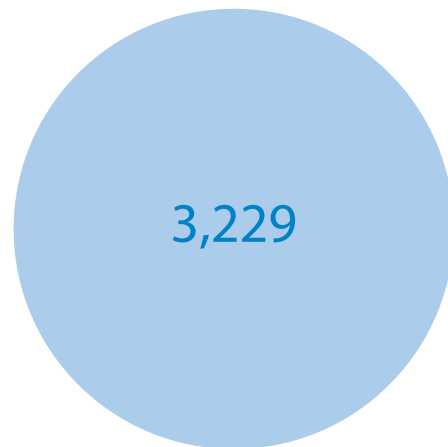


PROJECT BUDGET: \$17,456,124*

AREA=m²

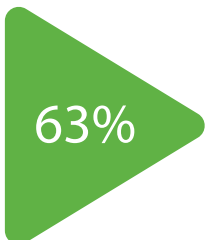


CURRENT
INSTRUCTIONAL AREA



CURRENT
GROSS AREA

CAPACITY



UTILIZATION
RATE



ENROLLMENT
NUMBERS

CURRENT
CAPACITY



04

SUMMITVIEW SCHOOL

Full Modernization

PROJECT OVERVIEW

We are excited to share our ambitious plan for a complete modernization of our school, aimed at creating a modern and welcoming environment for everyone.

*NOTE: All project costs are estimated at 2024 pricing.

KEY DRIVER
**INFRASTRUCTURE
CONDITION**

KEY GOALS

Full Modernization

- We plan to update all areas of the school to ensure a modern, efficient, and pleasant learning environment.

KEY CONSIDERATIONS

- Significant costs are associated with upgrading the aging structure, but these are essential investments for the long-term benefits of the school community.



Why is this modernization important?

The school building is aging as it was originally built in 1970 with an addition in 1981. All interior finishes at the end of their life span and rooms that lack natural light. Modernization will address these critical issues, ensuring a better environment for students and staff.

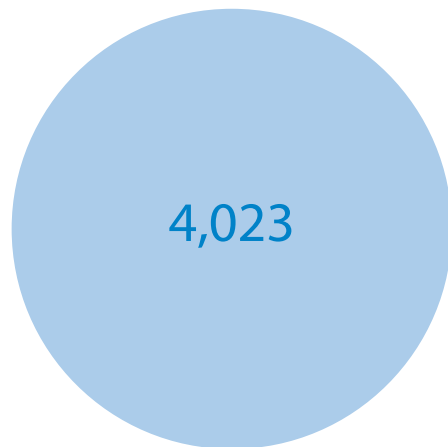


PROJECT BUDGET: \$24,150,135*

AREA=m²



CURRENT
INSTRUCTIONAL AREA

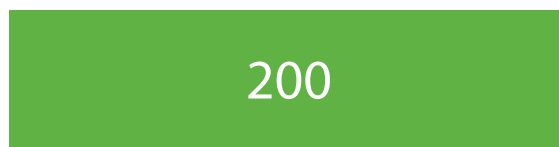


CURRENT
GROSS AREA

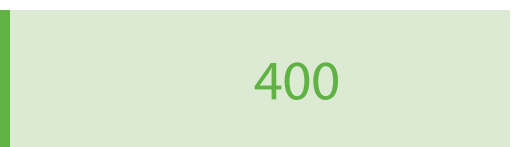
CAPACITY



UTILIZATION
RATE



ENROLLMENT
NUMBERS



CURRENT
CAPACITY



To learn more visit
gypsd.ca/departments-services/facility-services

Grande Yellowhead Public School Division



Ten-Year

Facility Plan

2025-2036

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FULHAM

FULHAM SCHOOL

Modulars Removal

PROJECT OVERVIEW

Removal of four aging modulars.

*NOTE: All project costs are estimated at 2024 pricing.

KEY DRIVER:
**INFRASTRUCTURE
CONDITION**

KEY FACTS

- The original building was constructed in 1956.
- An addition was built in 1959.
- The current library space and the four modulars were added in 2000.
- By 2029, all windows will need to be replaced.



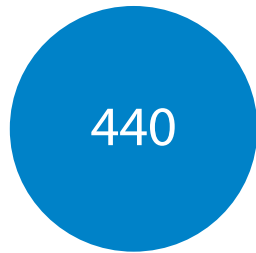
Why is this project important?

Improved utilization rate will directly improve the facility funding envelope provided for the school's maintenance and overall operational efficiency.

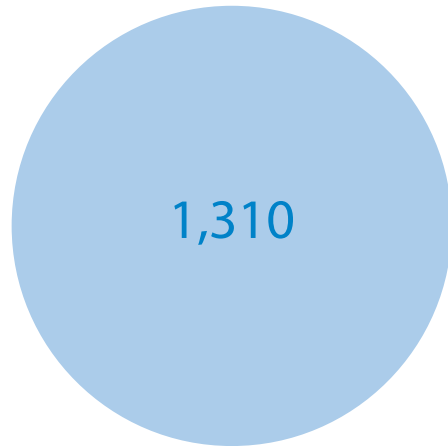


PROJECT BUDGET: \$100,000*

AREA=m²

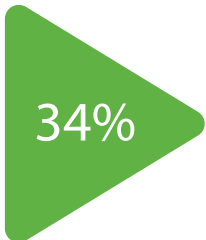


CURRENT
INSTRUCTIONAL AREA

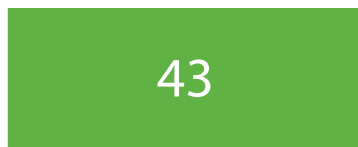


CURRENT
GROSS AREA

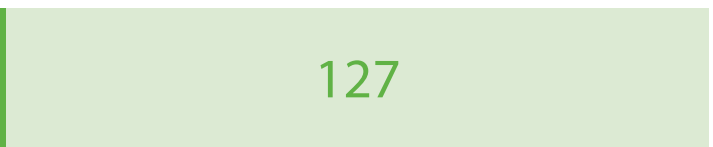
CAPACITY



UTILIZATION
RATE



ENROLLMENT
NUMBERS



CURRENT
CAPACITY



EDSON

ÉCOLE PINE GROVE SCHOOL

Gym Replacement/Addition

PROJECT OVERVIEW

Demolition current gymnasium space to increase square metres that align with current facility area for gymnasiums as per Alberta Education guidelines.

*NOTE: All project costs are estimated at 2024 pricing.

KEY DRIVER:
**LOCAL BOARD
TRUSTEE**

KEY FACTS

- The original building was constructed in 1968.
- Classroom addition and partial modernization completed in 2005.
- By 2028, all windows will need to be replaced.
- Addition of current gymnasium in 1994.



Why is this project important?

When this school was constructed, the space allocated to the gymnasium is less than current facility standards as per Alberta Education's School Capital Plans.

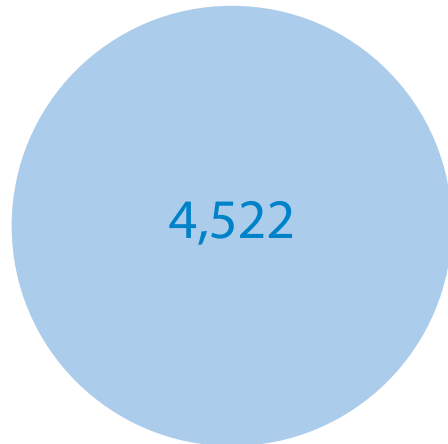


PROJECT BUDGET: \$1,892,000*

AREA=m²

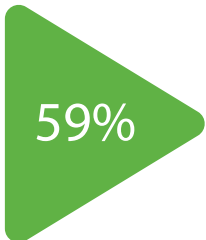


CURRENT INSTRUCTIONAL
AREA

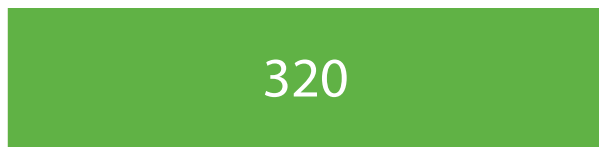


CURRENT
GROSS AREA

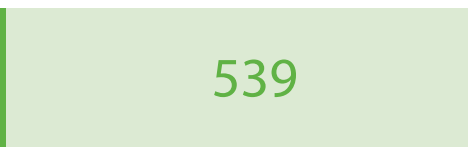
CAPACITY



UTILIZATION
RATE



ENROLLMENT NUMBERS



CURRENT CAPACITY



EDSON

ÉCOLE WESTHAVEN SCHOOL

Modulars Replacement

PROJECT OVERVIEW

Replacement of five aging modulars.

*NOTE: All project costs are estimated at 2024 pricing.

KEY DRIVER:
**INFRASTRUCTURE
CONDITION**

KEY FACTS

- The original building was constructed in 1982.
- In 2003, used portables from other schools were moved to Westhaven to address capacity concerns: two (2) that were surplus from the Catholic Board in Edson and three (3) that were surplus from the Catholic Board in Hinton.



Why is this project important?

The current portables were added to the school over twenty-one (21) years ago and have outlived their life span. Replacement with newer modulars will provide a more ergonomic space as well as a better flow or corridor access in the building between classrooms.



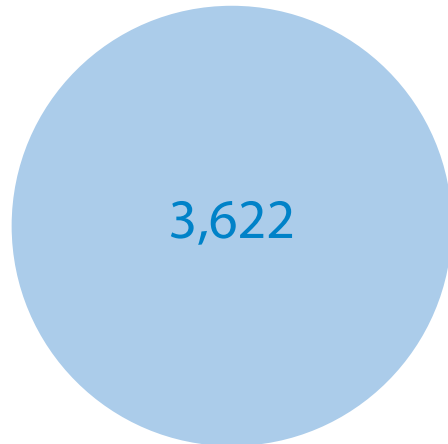
PROJECT BUDGET: \$400,000*

AREA=m²



1,320

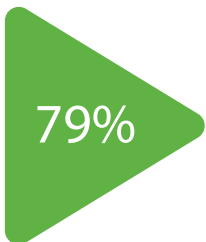
CURRENT INSTRUCTIONAL
AREA



3,622

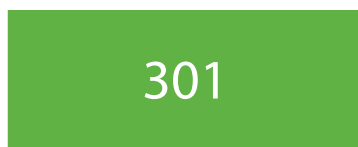
CURRENT
GROSS AREA

CAPACITY



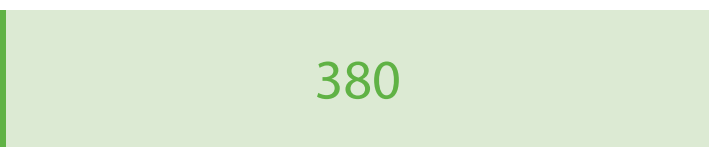
79%

UTILIZATION
RATE



301

ENROLLMENT NUMBERS



380

CURRENT CAPACITY



MARY BERGERON ELEMENTARY SCHOOL

No needs identified as a priority at this time.

PROJECT OVERVIEW

N/A



KEY FACTS

- The school was a new build in 2017 to amalgamate A.H. Dakin Elementary and Evergreen School.
- School is currently at 86% utilization rate thus may need to apply for more modularity if enrollment continues to increase in future years.



Why is this project important?

N/A as new build in last eight (8) years.

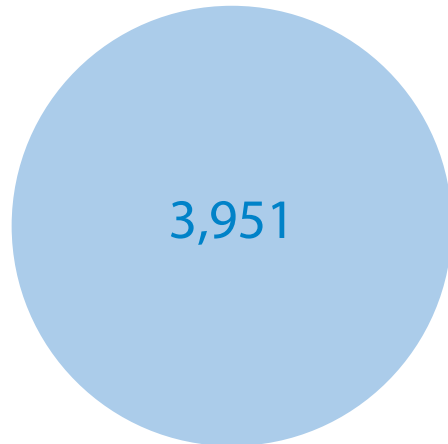


PROJECT BUDGET: \$N/A

AREA=m²

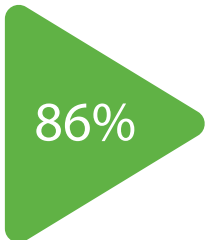


CURRENT INSTRUCTIONAL
AREA

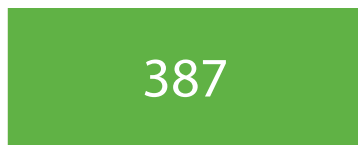


CURRENT
GROSS AREA

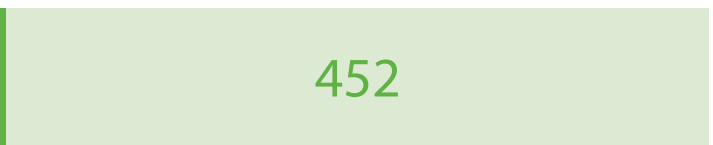
CAPACITY



UTILIZATION
RATE



ENROLLMENT NUMBERS



CURRENT CAPACITY



EDSON

PARKLAND COMPOSITE HIGH SCHOOL

No needs identified as a priority at this time.

PROJECT OVERVIEW

Replace all exterior windows and repair/replace front office brick exterior.

*NOTE: All project costs are estimated at 2024 pricing.

KEY DRIVER:
AGE

KEY FACTS

- The school was originally built in 1968.
- The gymnasium was added in 1994.
- An addition and modernization were completed in 2004 and 2005.
- In 2008, four modulares were added to address space concerns.
- By 2026, all windows will need to be replaced.



Why is this project important?

Energy efficiency and age of structure.

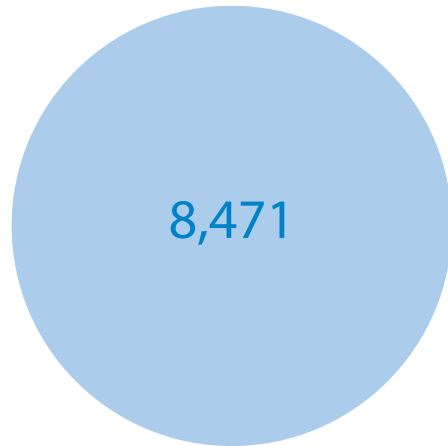


PROJECT BUDGET: \$200,000*

AREA=m²



CURRENT INSTRUCTIONAL
AREA

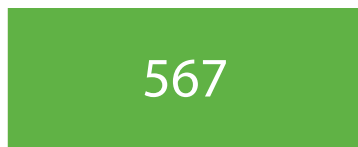


CURRENT
GROSS AREA

CAPACITY



UTILIZATION
RATE



ENROLLMENT NUMBERS



CURRENT CAPACITY



JASPER

JASPER JR./SR. HIGH SCHOOL

No needs identified as a priority at this time.

PROJECT OVERVIEW

N/A

KEY DRIVER:
N/A

KEY FACTS

- The school was a new build to replace the prior aging facility in 2014.
- * NOTE: Enrollment significantly decreased due to wildfires in summer of 2024.



Why is this project important?

N/A as new build in last ten (10) years.

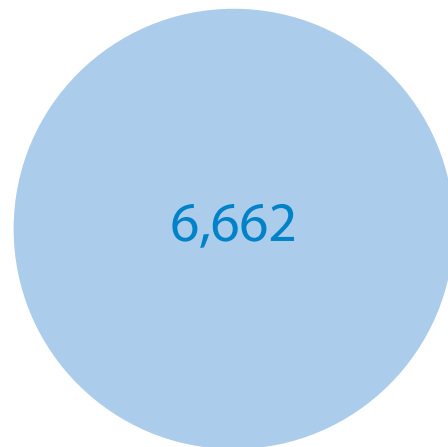


PROJECT BUDGET: \$N/A

AREA=m²

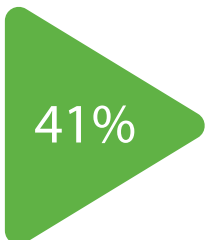


CURRENT
INSTRUCTIONAL AREA



CURRENT
GROSS AREA

CAPACITY



UTILIZATION
RATE



ENROLLMENT
NUMBERS

CURRENT
CAPACITY



LOBSTICK

GRAND TRUNK HIGH SCHOOL

Undergoing full modernization and amalgamation of three schools in Evansburg and Wildwood.

PROJECT OVERVIEW

On March 10, 2021, the province announced that Grande Yellowhead Public School Division's number one priority on the Three-Year Capital Plan was approved for design funding to support the consolidation of three schools - Grand Trunk High School, Evansview School in Evansburg, and Wildwood School in Wildwood - into one K - 12 school with a 500-student capacity at the current Grand Trunk High School site in Evansburg.

KEY DRIVER:
AMAGAMATION &
NEWER FACILITY

KEY FACTS

- The school is originally built in 1972.
- In 2021, the Board approved an additional \$1.5 million to the construction of a second gym, bringing the Board's contribution to the project to \$3,000,000.
- Construction began in 2023, with a completion date scheduled for all amalgamated students in their new school for the start of the 2026/2027 school year.
- The new school will be named Grand Trunk School with students from kindergarten to Grade 12.
- More information on this project can be found on the Division's [website](#).



Why is this modernization important?

GYPsD is working with Alberta Education and Alberta Infrastructure in constructing a modern facility whose design ensures that it meets the future learning needs of the communities of Wildwood and Evansburg.

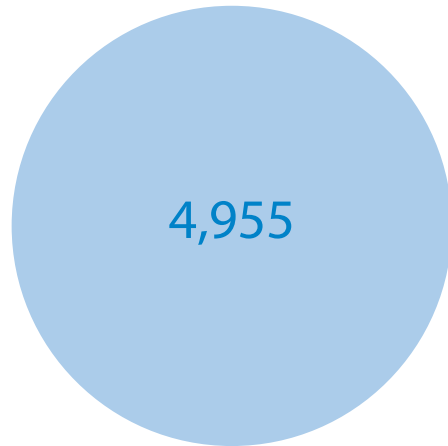


PROJECT BUDGET: \$TBD

AREA=m²

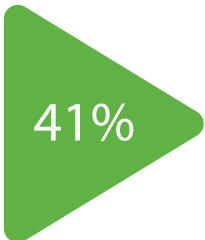


CURRENT
INSTRUCTIONAL AREA



CURRENT
GROSS AREA

CAPACITY



UTILIZATION
RATE



ENROLLMENT
NUMBERS

515

CURRENT
CAPACITY



LOBSTICK

EVANSVIEW SCHOOL

Due to be demolished as part of the GTHS modernization and amalgamation project.

PROJECT OVERVIEW

N/A.

KEY DRIVER:
AMAGAMATION &
NEWER FACILITY

KEY FACTS

- The school was originally built in 1961.
- The north section addition was added in 1963.
- The south addition was built in 1982.



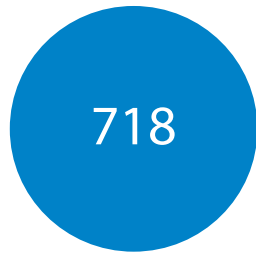
Why is this project important?

Please review information on Grand Trunk High School (GTHS) page.
Scheduled demolish in summer/fall of 2026.

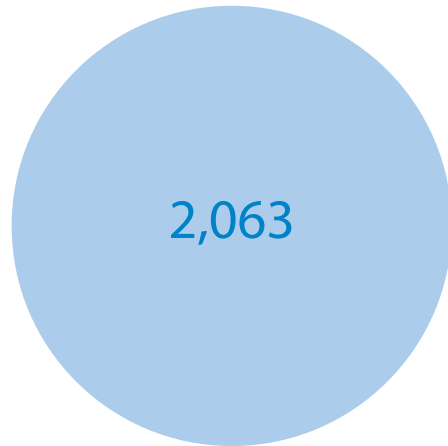


PROJECT BUDGET: \$N/A

AREA=m²



CURRENT INSTRUCTIONAL
AREA

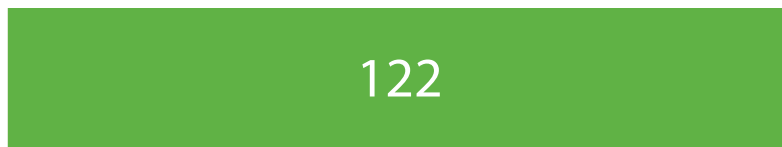


CURRENT
GROSS AREA

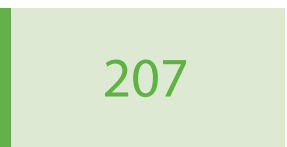
CAPACITY



UTILIZATION
RATE



ENROLLMENT NUMBERS



CURRENT CAPACITY



LOBSTICK

WILDWOOD SCHOOL

Due to be demolished as part of the GTHS modernization and amalgamation project.

PROJECT OVERVIEW

N/A

KEY DRIVER:
AMAGAMATION &
NEWER FACILITY

KEY FACTS

- The school was originally built in 1956.
- A section to the school was added in 1963.
- In 1985, the school was modernized as well as a gymnasium was added.



Why is this project important?

Please review information on Grand Trunk High School (GTHS) page.
Scheduled demolish in summer/fall of 2026.

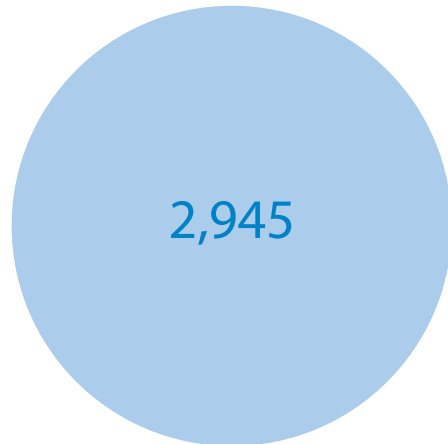


PROJECT BUDGET: \$N/A

AREA=m²



CURRENT INSTRUCTIONAL
AREA



CURRENT
GROSS AREA

CAPACITY



UTILIZATION
RATE



ENROLLMENT NUMBERS

CURRENT CAPACITY



GRANDE
CACHE

GRANDE CACHE COMMUNITY HIGH SCHOOL

No needs identified as a priority at this time.

PROJECT OVERVIEW

N/A

KEY DRIVER:
N/A

KEY FACTS

- The school was fully modernized in 2017 including the community library which is housed in the facility.



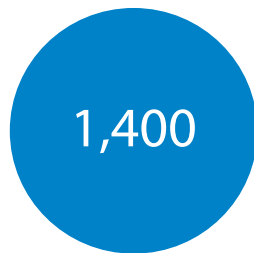
Why is this project important?

N/A as full modernization in last seven (7) years.

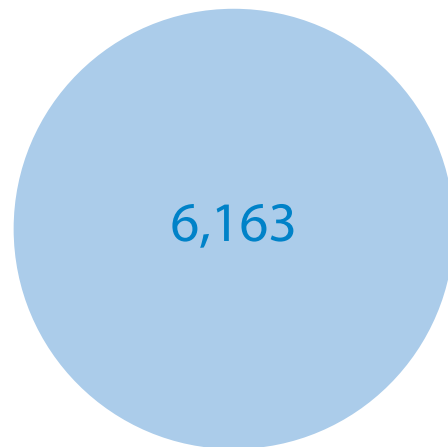


PROJECT BUDGET: \$ N/A

AREA=m²

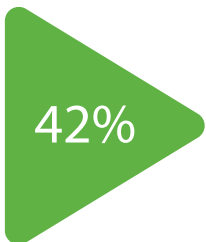


CURRENT INSTRUCTIONAL
AREA

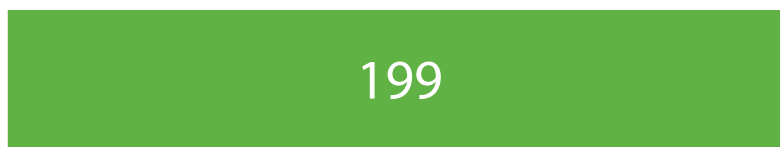


CURRENT
GROSS AREA

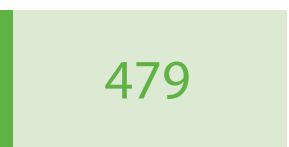
CAPACITY



UTILIZATION
RATE



ENROLLMENT NUMBERS



CURRENT CAPACITY



HINTON

CRESCENT VALLEY SCHOOL

Gymnasium Replacement.

PROJECT OVERVIEW

Aging infrastructure and is undersized based on current facility standards.

*NOTE: All project costs are estimated at 2024 pricing.

KEY DRIVER:
**INFRASTRUCTURE
CONDITION**

KEY FACTS

- The school was originally built in 1958.
- A two-storey addition and renovation of the school was completed in 1966.
- It was modernized in 2001.
- An office renovation was completed in 2023.



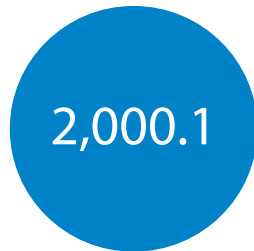
Why is this project important?

Does not meet current facility size standards as per Alberta Education and Alberta Infrastructure.

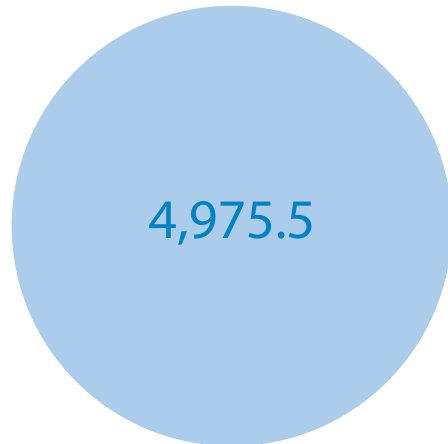


PROJECT BUDGET: \$2,100,000*

AREA=m²



CURRENT INSTRUCTIONAL
AREA

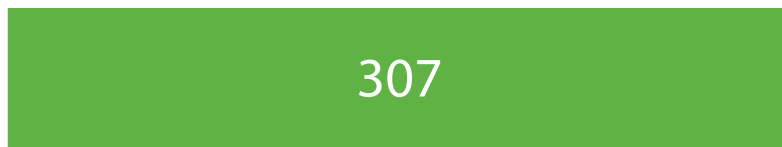


CURRENT
GROSS AREA

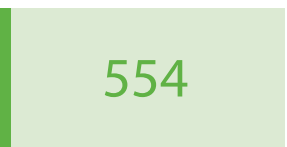
CAPACITY



UTILIZATION
RATE



ENROLLMENT NUMBERS



CURRENT CAPACITY



HINTON

ÉCOLE MOUNTAIN VIEW SCHOOL

No needs identified as a priority at this time.

PROJECT OVERVIEW

Replace roof top heating units.

*NOTE: All project costs are estimated at 2024 pricing.

KEY DRIVER:
AGE

KEY FACTS

- The school was originally built in 1957.
- Additions were added in 1958, 1962 and 1967.
- It was fully modernized in 2004 which included the addition of a two-storey section and gymnasium.
- In 2007, two modulares were added to accommodate increasing enrollment.
- School is currently at 86% utilization rate thus may need to apply for more modulares if enrollment

continues to increase in future years.



Why is this project important?

Energy efficiency and age of system.

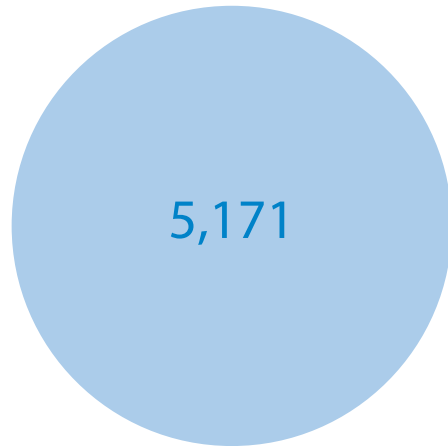


PROJECT BUDGET: \$150,000*

AREA=m²

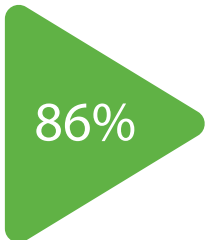


CURRENT INSTRUCTIONAL
AREA

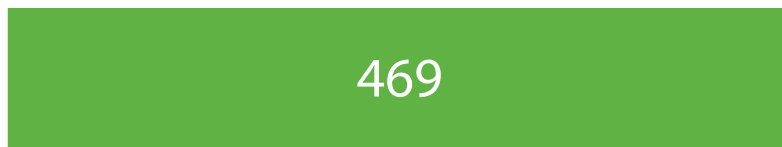


CURRENT
GROSS AREA

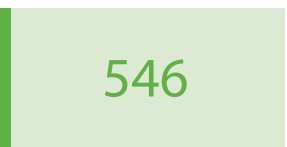
CAPACITY



UTILIZATION
RATE



ENROLLMENT NUMBERS



CURRENT CAPACITY



HINTON

HARRY COLLINGE HIGH SCHOOL

HVAC Upgrade

PROJECT OVERVIEW

Require completion of the second phase to the upgrade to the aging heating and ventilation infrastructure for the main floor and second storey of the facility.

*NOTE: All project costs are estimated at 2024 pricing.

KEY DRIVER

Aging HVAC

KEY FACTS

- The school was originally built in 1958.
- Additions were added in 1960, 1963 and 1969.
- The gymnasium was added in 1988.
- Modernization of the facility occurred from 1989 to 1992.
- A partial modernization and the first phase of the HVAC upgrade was in 2009.



Why is this project important?

To ensure efficiency of operations and expenses.

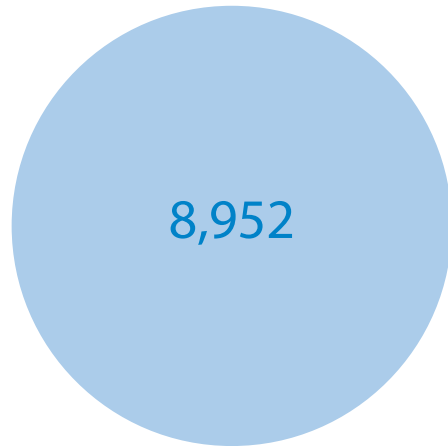


PROJECT BUDGET: \$400,000*

AREA=m²

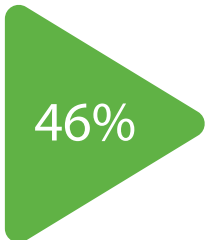


CURRENT INSTRUCTIONAL
AREA

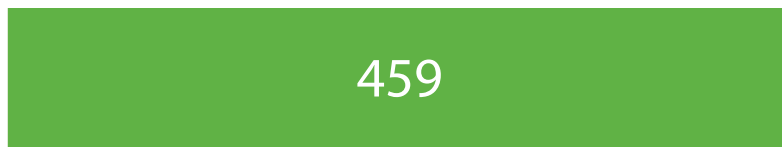


CURRENT
GROSS AREA

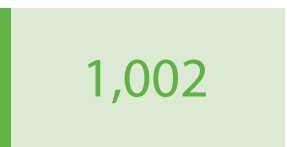
CAPACITY



UTILIZATION
RATE



ENROLLMENT NUMBERS



CURRENT CAPACITY



To learn more visit
gypsd.ca/departments-services/facility-services

7.2.5

Action Item March 26, 2025

To: Board of Trustees
From: Dr. Parsons, CEO/ Superintendent of Schools
Subject: Letter of Congratulations to Minister Long
Originator: D. Karpluk, Board Chair (Jasper)

RECOMMENDATION

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

REPORT

Governance Implication:

As per Board Policy 2, *Roles of the Board*, political advocacy, identifying issues, and communicating with elected provincial officials is a Board role.

Conclusion:

That the Board of Trustees moves to direct administration to send a letter of congratulations to West Yellowhead MLA Martin Long on behalf of the Board recognizing his February 27, 2025, appointment as Minister of Infrastructure.

7.2.6

Action Item

March 26, 2025

To: Board of Trustees
From: Dr. Parsons, CEO/ Superintendent of Schools
Subject: The Canadian School Boards Association Annual Congress
Originator: D. Karpluk, Board Chair and Trustee for Jasper

RECOMMENDATION

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

REPORT

Governance Implication:

As per Board Policy 7 - Board Operations - the Board will provide the opportunity for trustees to participate in school board conferences, workshops, and conventions held by provincial, national, and international school board associations. As noted in section 11.11.4, a trustee may with prior approval of the Board, attend out-of-province meetings, conferences, conventions, seminars, or workshops, or visit other school systems.

Context:

The CSBA Annual Congress is a yearly professional development event that takes place in early July. Approximately 350 school trustees or commissioners gather for Professional Development and to share best practices, compare experiences and learn new ways of better serving Canadian students.

Conclusion:

To approve interested Trustees' attendance at the Canadian School Boards Association (CSBA) [Annual Congress and National Trustee Gathering on Indigenous Education](#), to be hosted by the Manitoba School Boards Association, from July 2-5th, 2025. If for any reason a trustee is unable to attend an approved conference, they need to inform the Board to rescind their approval.

Item # 9

**Superintendent Report
March 26, 2025**

To: Board of Trustees, Grande Yellowhead Public School Division
From: Dr. Dennis Parsons, Superintendent of Schools/CEO
Subject: **Superintendent Report - February/March 2025**

RECOMMENDATION

That the Board of Trustees receive the Superintendent's Report as information.

REPORT

Governance Connection:

As per **Board Policy 12, Role of the Superintendent**, and the *Education Act*, the superintendent of schools is the chief executive officer of the board and chief education officer of the school authority.

Background:

The superintendent provides the board with information, advice, and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in Policy 12, legislation, and the competencies outlined in the *Superintendent Leadership Quality Standard (SLQS)*. Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching, and optimum learning for all students in the school authority.

Key Information:

Since arriving in the division on September 15, 2024, and since assuming the position of Superintendent of Schools/CEO on October 1st, 2024, I have engaged with staff members in numerous engagements and activities on behalf of GYPSD. In an effort to bring some semblance of order to my diverse GYPSD activities and work engagements, I will report on my work through the competencies as stipulated within the Superintendent Leadership Quality Standards (SLQS).

Leadership Quality Standard 1 - Building Effective Relationships

As stated in my previous report, knowing the importance of building effective relationships, I have continued to give priority to this SLQS competency.

Last month, I spoke of building effective relationships through our direct and indirect interactions with individuals, groups, and our greater education community. I reported on how I had utilized part of our central office leadership meetings, over these past few months, to dialogue with staff regarding our Central Office setup and changes we might like to see in the spirit of service to our education community and the general public. I reported these discussions revolved around:

- parking spaces marked private,
- no designated spaces for visitor parking,
- all doors are locked,
- lack of a receptionist to greet visitors or the public,
- limited clerical support for senior staff

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

In a similar manner, there have been ongoing direct efforts to build effective relationships with members of our staff, parents, and with our greater education community. Since my last report to this Board in February, the staff and I have engaged in multiple ways to maintain and build effective relationships.

One area that demanded an inordinate amount of time was preparing for a possible CUPE strike. As we all know, GYPSD has been trying to reach a new collective agreement with our CUPE support staff for quite some time. Unfortunately, we have not yet been able to arrive at a settlement. This forced the central office and schools to prepare contingency plans to be utilized in the event of a strike. This was incredibly time-consuming. However, in preparation for a possible CUPE withdrawal of services, we convened several central leadership team meetings and several contingency plan meetings with principals and staff across GYPSD. No one wants a strike, all staff are valuable in service to our students and their

learning. However, in the event of a strike, we will do our best to continue serving our students in their classrooms.

Since my last report, our CUPE local rejected our latest offer and conducted a strike vote, which received 82% approval from the membership. This rejection vote happened on the same day we were bargaining and presented a package offering a 26.7% compounded increase to Education Assistants and between 15.4% to 21.1% compounded increases for other encumbered classifications.

Recently, across this province, CUPE locals and various school boards have negotiated settlement packages. Many CUPE employees have or are in the process of returning to work. We have asked to return to the bargaining table on April 8 - 10. We are most hopeful that we will be able to arrive at a settlement with our CUPE Local 1357 and thus keep our valuable CUPE employees in our schools, and engaged in the important work of learning.

On February 27, through the work of our staff, especially Nikki Gilks, Director of Communications, and Brian Orge Director of Facilities, GYPSD held a meeting with various community organizations and agencies in preparation for 2025 wildfire planning in our region. The main focus of the meeting was to bring together community stakeholders in the interest of future collaboration in the event of a crisis/emergency in our region.



We were pleased with the number of organizations in attendance and with those who reached out, but unfortunately could not attend. The meeting provided space and time for the various organizations and agencies to get to know each other and plan how we can better work together. The day also featured Caroline Charbonneau, Alberta Wildfire Information Officer for the Edson Forest Area, who provided information on the 2025 wildfire season's anticipated risks and the planning that is underway. By all accounts the day was a great success and focused attention on how together we can help keep our community safe.

With respect to building and maintaining relationships, we have also tried to be as transparent as possible regarding the Power School Data Breach that occurred on December 28, 2024. The PowerSchool incident involved unauthorized exfiltration of personal information from certain PowerSchool

Student Information System (SIS) environments through one of their community-focused customer support portals, PowerSource. Since the data breach occurred, GYPSD staff and in particular our Director of Technology (Lyle Lee) have made every effort to keep our education community and the public informed. Please see our GYPSD website for more detailed information on this unfortunate situation.

Currently, we are working with the Office of the Privacy Commissioner to help further investigate this unfortunate situation. We are providing the Commissioner's Office with all requested information and will assist their investigation in any way we can. This is an evolving situation, we will do our best to keep the Board of Trustees and staff fully informed.

Since our last board meeting, staff and I have worked to operationalize a new process with respect to school attendance areas. School attendance areas are utilized in school divisions to manage space and resources in order to provide quality learning opportunities for all students. Within GYPSD, schools have a defined Attendance Area Boundary, and students residing inside this boundary will attend that school, which is their designated school. They will attend this school unless there are specific and unique educational needs that cannot be met at their designated school.

As of the writing of this report, we have had a total of 29 applications utilizing [Form 305-01](#)

Of these 29 applications, the following represents the numbers received for each school:

- Fulham - 4
- Niton - 1
- Westhaven - 16
- Mary Bergeron - 0
- Crescent Valley - 7
- Mountain View - 1

We will continue with our work to carry out the Board's will with respect to school attendance areas. (See attachment for more details.)

Leadership Quality Standard 2 - Modeling Commitment to Professional Learning

Living out this competency can mean different things depending on one's context. However, from my perspective, it means engaging in career-long professional learning, being critically reflective, and acting on research-informed opportunities for enhancing leadership, teaching, and learning. Modeling these beliefs through conversations and through actions conveys to others our commitment to professional learning.

I am pleased to report that, with the work of Assistant Superintendent Aschenmeier, the GYPSD Aspiring Leaders initiative has resumed. The cohort reconvened on January 30th to continue building out their understanding of leadership and how their leadership can positively impact student learning. The next meeting was scheduled for late February or early March but had to be postponed due to the overarching possibility of a support staff strike and workload concerns. Through our Aspiring Leaders Program, we hope to nurture and prepare current teachers for future leadership roles within schools or districts. This type of program helps provide teachers with the knowledge, skills, and experiences they need to transition from the classroom into leadership positions.

On March 7th, 2025 the district held a divisional PD day where, in the spirit of



professional learning, staff had opportunities to engage in multiple professional development opportunities. Some of the available PD on that day included but was not limited to: Generative AI for Educators, Google Tools for In-Person Learning, Outcome Based Assessment, Alberta Education Vretta Resources, etc.

The staff did a great job in organizing and delivering needs-based professional development. I want to publicly thank them for their work and dedication. On March 10th, 2025, the Technology Department gave the

same PD regarding Generative AI for Educators to the entire Central Office staff at our monthly staff meeting.

Leadership Quality Standard 3 - Visionary Leadership

Under the competency of Visionary Leadership, a superintendent is expected to, *“engage with the school community in implementing a vision of a preferred future for student success based on common values and beliefs.”*

In my short time with GYPSD, I have spent the majority of my time engaged, as detailed in my previous reports, engaging people with the goal of seeking to understand the work they do and their vision for student success. In the process, I

have used the opportunity to promote across our division a shared understanding of and support for our GYPSD goals, priorities, and strategic initiatives. While there is a desired state, as articulated in the GYPSD Education Plan, we also know, based on our AERR, that work is needed to realize the level of student success we want for our students. To this end, I have given time and space to focus on “learning is the work,” on our processes that support learning, on building trust, empowering staff, and on building common understandings across our leadership team. In reality, a strong and vibrant school division is not a group of schools going in multiple directions, but rather a group of schools with a shared vision collectively working together on behalf of students. Thus, we must be clear on our vision, know our course, and be steadfast in committing our time, energy, and resources to achieving our goals.

Leadership Quality Standard 4 - Leading Learning

Under this competency, “A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practices, shared responsibilities for student success and continuous improvement.”

In terms of leading learning, a number of steps have been taken that will help with



leading learning in our division and with keeping our focus on continuous improvement. One such step, while it was slowed down by the real possibility of a CUPE support staff strike, had me continue meetings with members of my senior team to review their work assignments, look at our structure, review work goals along with what staff might need in terms of support, and see how our current staff assignments align with system needs and our learning goals.

These meetings are not completed.

The discussions will continue to move forward. While they are somewhat difficult at times, they have also been enlightening. I hope to report further on these continuing discussions in subsequent meetings with the Board of Trustees.

In this report, I want to again highlight how every year, Alberta Education surveys students, their parents, and all teachers in public schools through the Alberta Education Assurance Survey. The feedback tells the school team what is working well and where there is room for improvement. The survey asks students in grades 4, 7, and 10, and their parents, about their thoughts, feelings, and experiences in school. Questions cover a variety of topics such as welcoming, caring, respectful, and safe learning environments, learning engagement, and parental involvement.

The survey is anonymous and voluntary. Feedback is crucial to the school's School Continuous Improvement Plans. The annual survey identifies areas each school is doing well in and areas they need to improve in comparison to the rest of the province, Division, and past years.

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

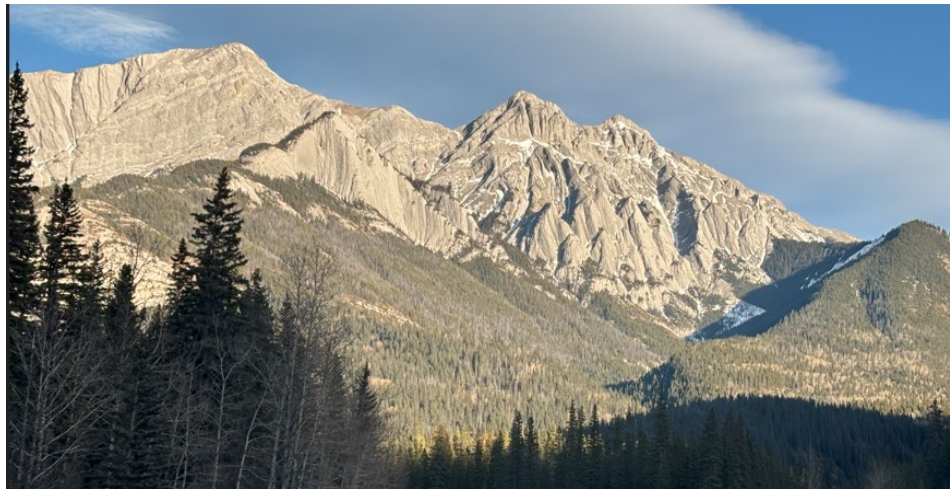
Leadership Quality Standard 5 - Ensuring First Nations, Métis, and Inuit Education for All Students.

Under this competency, a superintendent, *"establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Metis, and Inuit for the benefit of all students."*

In my short tenure with GYPSD, I have witnessed that structures are in place to support building out this competency within our staff and within our division. To this point, I

provided several examples in a previous report illustrating how we are living out this competency within GYPSD.

Additionally, we can look to our PATs,



DIP, and local measures to see areas of improvement for our First Nation, Metis, and Inuit students. While we are making progress, much work remains to be done to ensure all students acquire the requisite skills needed to achieve their goals and become contributing members of their communities.

Recently, the Board Chair and I received some very exciting news indicative of progress under this competency! While I cannot announce this news today, it is most welcome and reflects well on GYPsD and the work underway in our division. There will be an announcement at a later date.

Leadership Quality Standard 6 - School Authority Operations and Resources

Under this competency, “a superintendent directs school authority operations and strategically allocates resources in the interest of all students and in alignment with the school authority’s goals and priorities.”

As stated in previous reports, I have placed priority on getting to know our division. With a greater understanding of our strengths and challenges, I have shared examples of how I have strategically allocated resources in the interest of all students and in alignment with our school authority’s goals and priorities. In this report, I will once again provide several examples of our ongoing work in this area.

I shared details, in my previous report, regarding work pertaining to Operations and Resources in our Finance area. This work is still ongoing. Over the past weeks, this work has continued with our Secretary/Treasurer, Jun Lin, and members of his staff working with our Human Resources Assistant Superintendent, Meghan Auriat, to identify and capture needed work in the finance area. Subsequently, we have advertised to increase our capacity to respond to these identified work demands. This work is still ongoing, but in time it should lead to a stronger and deeper finance department.

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

As mentioned above, we have a new process involving Form 305-01. From an operations perspective, implementation is taking time. Time for the principals involved to work through the process, and time for my office to work through the appeals process. At the writing of this report, I am working my way through a few more appeals. At each stage of the process, the conversations are heartfelt, passionate, and sometimes difficult. Change is never easy.

Leadership Quality Standard 7 - Supporting Effective Governance

In previous reports to the Board, I have detailed my work and the work of senior staff in support of effective board governance. I have spoken of policy work,

working with the corporate board through the Committee of the Whole (COTW), and through our Public Board Meetings (PBM). I have also detailed how governance work sometimes involves supporting Chair Karpluk and the corporate board in provincial governance structures and gatherings like ASBA and PSBAA where there is an opportunity to interact with the Minister and his staff in the hope of enriching the learning experience for students in GYPSD.

Since our last meeting, the work of supporting effective governance has continued. The Board of Trustees and I attended the 2025 Alberta Rural Education Symposium, an enriching three-day event that took place from March 2nd to March 4th in Edmonton. Under the guiding theme of **"Ensuring Equitable Outcomes for Rural Students,"** the symposium aimed to explore the critical facets of governance and leadership within the context of rural education.

Additionally, this month was busy preparing for a Finance Committee Meeting, a Policy Committee meeting, a Committee of the Whole meeting, and a public board meeting.

Finally, we have school Board elections next fall. Our Secretary-Treasurer, Jun Lin, is our Chief Returning Officer and is working with staff and a contractor to ensure we are ready.



Form 305-01 Boundary Exemption Data

As of March 21, 2025

Total Boundary Exemption Forms - 29

Fulham – 4 Total

| Not Processed | Principal Denied | Principal Approved | Not Appealed | In Appeal Process | Re-appealing | Superintendent Denied | Superintendent Approved |
|---------------|------------------|--------------------|--------------|-------------------|--------------|-----------------------|-------------------------|
| 0 | 4 | 0 | 4 | 0 | 0 | 0 | 0 |

2 not appealed have moved to Living Waters

Niton – 1 Total

| Not Processed | Principal Denied | Principal Approved | Not Appealed | In Appeal Process | Re-appealing | Superintendent Denied | Superintendent Approved |
|---------------|------------------|--------------------|--------------|-------------------|--------------|-----------------------|-------------------------|
| 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |

Westhaven – 16 Total

| Not Processed | Principal Denied | Principal Approved | Not Appealed | In Appeal Process | Re-appealing | Superintendent Denied | Superintendent Approved |
|---------------|------------------|--------------------|--------------|-------------------|--------------|-----------------------|-------------------------|
| 0 | 16 | 0 | 6 | 3 | 2 | 3 | 2 |

1 not appealed have moved to Living Waters

Mary Bergeron – 0 Total

| Not Processed | Principal Denied | Principal Approved | Not Appealed | In Appeal Process | Re-appealing | Superintendent Denied | Superintendent Approved |
|---------------|------------------|--------------------|--------------|-------------------|--------------|-----------------------|-------------------------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Crescent Valley - 7

| Not Processed | Principal Denied | Principal Approved | Not Appealed | In Appeal Process | Re-appealing | Superintendent Denied | Superintendent Approved |
|---------------|------------------|--------------------|--------------|-------------------|--------------|-----------------------|-------------------------|
| 0 | 7 | 0 | 3 | 2 | 0 | 1 | 1 |

The 1 approved by the superintendent – the parent decided to enroll their child in French Immersion, making Mountain View their designated school.

Mountain View - 1

| Not Processed | Principal Denied | Principal Approved | Not Appealed | In Appeal Process | Re-appealing | Superintendent Denied | Superintendent Approved |
|---------------|------------------|--------------------|--------------|-------------------|--------------|-----------------------|-------------------------|
| 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |

The 1 approved by the principal is educational. The child is currently in the Headstart program at the Hinton Friendship center and the parent would like for the student to receive Indigenous Language and Culture programming, which Crescent Valley offers.

**Administrative Report
March 26, 2025**

To: Board of Trustees

From: Dr. Parsons, Interim Superintendent of Schools

Subject: Division Departments' Report

Originator(s): Department Heads

RECOMMENDATION

That the Board of Trustees receives a report on projects, processes, and/or programs conducted by the many Central Office Departments since the last Public Board Meeting as information.

REPORT

Governance Implications:

As per the *Education Act*, school boards delegate the operation of school divisions to superintendents. As part of the assurance process, the Board receives monthly reports on the work conducted in the Division's departments to meet the Division's Strategic Plan, legislative requirements, the goals of the Education Plan, and in support of the Board's four priorities.

Context:

The following is an overview and summary of the work conducted since February 26, 2025, to provide up-to-date information to the Board of Trustees, and identify the anticipated work each department has scheduled in the time leading up to the next Public Board Meeting. The monthly information ensures Trustees can assure stakeholders by acknowledging the ongoing and emergent work of the Division's departments following each Public Board Meeting.

| Department | Big Rocks Completed February 27 – March 25, 2025 | Anticipated Big Rocks To April 16, 2025 |
|--------------------------|---|---|
| Finance J. Lin/L. Liu | <ul style="list-style-type: none"> • New funding model from Alberta Education • Prepare for 2025/26 Spring budget • Affordable Grant Reporting • CUPE situation | <ul style="list-style-type: none"> • Finalize budgeting principles allocation model 2025/26 • Start 2025/26 Spring budget preparation once new funding manual released • Finalize Government |

| | | |
|-----------------------|---|---|
| | <ul style="list-style-type: none"> • Personnel additions in Finance Department • Insurance and Wildfire claim settlement | <p>Reporting Entity(GRE) report</p> <ul style="list-style-type: none"> • CUPE negotiation • Finish Q2 budget review and open Q3 budget |
| Facilities B. Orge | <ul style="list-style-type: none"> • Close RFP for Harry Collinge and award a contract. • make wall repairs and adjustments to CV gym • Acoustic panel installation over the spring break • Wildfire meeting with stakeholders • Completed card access at GT • GT modernization ongoing | <ul style="list-style-type: none"> • Award Contract for RTU replacement at HC and start up meeting • Acoustic panel installation and gym painting • LED lighting upgrade continuation at SV, CV and Niton • Change Room flooring replacement/upgrade at Niton Central • GT modernization |
| Technology L. Lee | <ul style="list-style-type: none"> • Returning Student Registration Launched • Term 2 K-6 DRC on March 21 HCHS and SV pilot schools • Vretta school administrative team meetings • March 7th Division-wide PD on Outcome-Based Assessment and AI - Partnered with Inclusion for the day • DLL resource development • Fulham VoIP migration completed • ESC Cell Booster installed • Planning GTHS & WHS Technology builds | <ul style="list-style-type: none"> • Annual Technology Board Report Presentation • PowerSchool SIS Major version upgrade during Spring Break • Server room and cable cleanup • 7-9 DRC 1:1 support sessions with all 7-9 schools • April 10th EdTech Lead Meeting #4 • April 17th LST + EdTech PD • April 28th Secondary Numeracy Lead Meeting #2 • April 28th Secondary Numeracy Lead Meeting #2 • April 28th Secondary Numeracy Lead Meeting #2 • ATLE Emerge Symposium April 23-24 - GYPSD Presenting • Vretta Online Assessment - 13 schools will deliver either Grade 6-9 PATs or Part A English or Social Studies Diploma Exams as part of the ongoing provincial pilot. |

| | | |
|--|--|--|
| <p>Learning Services C. Aschenmeier</p> | <ul style="list-style-type: none"> Aspiring Leaders PI CASS Webinar: Accommodation of Students with Complex Needs Legalities Principal Assessment PL *postponed SYC Meeting #3 Principal and Teacher Making Thinking Visible PI *postponed Annual Indigenous Education Event preparation AP 305-1 support Supporting Beginning Teachers Odyssey French Language Monitor application | <ul style="list-style-type: none"> CASS FNMI Conference uLead Conference SYC Meeting #4 Jasper Annual Indigenous Education Event Supporting Beginning Teachers Principal and Teacher Making Thinking Visible PI Principal Assessment PL Locally Developed Course renewals PAT Marker Nominations APOP Feedback |
| <p>Board Relations, Communications, Transportation Dr. Harding</p> | <ul style="list-style-type: none"> CASS Webinar: Accommodation of Students with Complex Needs Legalities Review and summarize feedback from School Calendar Survey Policy Committee Support Board Support Professional Development – Trauma Impact on Brains CASS Zone 2/3 305-01 Appeal Process | <ul style="list-style-type: none"> Prep for PBM April 16th 305-01 Appeal Process School support Principal and Teacher Making Thinking Visible PI Principal Assessment PL Support Inclusion Team |
| <p>Human Resources M. Auriat</p> | <ul style="list-style-type: none"> CUPE Negotiations King's University Career Fair Teaching evaluations for continuous contract and permanent professional certificate recommendations Review and organize Letter of Intent data Prepare staffing sheets for spring staffing | <ul style="list-style-type: none"> CUPE negotiations ASEBP annual spring meeting Review staffing with Principals Prepare upcoming leave of absences and follow up with staff on leave. Request final evaluations for probationary teachers |
| <p>Inclusion Services A. Corser</p> | <ul style="list-style-type: none"> Plan and organize Educational Assistant PD- March 7th PD day Non Violent Crisis | <ul style="list-style-type: none"> Spring Break Programming for BEST and Wellness Navigators Starting speech screens for |

| | | |
|--|---|---|
| | <p>Intervention training is available in March to any GYPSD staff member who wants to take it</p> <ul style="list-style-type: none"> • BEST and Wellness Navigators are planning for their Spring Break programming • Preparing for speech screenings for our new Junior Kindergarten and Kindergarten students | <p>our newly registered Kindergarten and Junior Kindergarten students</p> <ul style="list-style-type: none"> • Crystal Virtanen (our Divisional Psychologist) is completing many Education Psychology Assessments this spring for schools. |
| <p>Transportation Services C. Van Neck</p> | <ul style="list-style-type: none"> • Bus Route Optimization • Spring wildfire preparedness • Analysis of implications from funding criteria changes • Review and renew Transportation Agreements with other school divisions | <ul style="list-style-type: none"> • 2526 Bus Registrations • Bus Route Optimization • Update Bus Driver Handbook • Driver PD: Student Behavior through a Trauma-Informed Lens |
| <p>Communications Special Projects N.Gilks</p> | <ul style="list-style-type: none"> • Community Stakeholder Meeting: Spring wildfire preparedness • Bus Driver Wildfire Planning • March ESC Staff Meeting and PD | <ul style="list-style-type: none"> • Principal/Assistant Profiles • Annual School Website Reviews • Policy 19 Planning - Retirement/Long Service Begins |

Conclusion:

Division central staff focus on short, mid, and long-range goals as per the Division's Strategic Plan while also addressing emergent issues. GYPSD department heads are committed to ensuring the Division is well-run, maintained, and innovative. Departments are strategic and responsive to GYPSD stakeholders to provide optimal environments, infrastructures, supports, programs, and services.

10.2

Administrative Report March 26, 2025

To: Board of Trustees

From: Dr. Parsons, Superintendent of Schools

Subject: Annual Technology Department Report

Originator: L. Lee, Director of Information Technology

Resource: K. Gilks, Supervising Teacher Consultant, Educational Technology

RECOMMENDATION

That the Board of Trustees receive the annual Technology Department report as information.

REPORT

Governance Implications:

Grande Yellowhead Public School Division (GYPSD) supports a focus on professional development and infrastructure to ensure students have access to a world-class education. Such efforts support the Board's priorities of Student Learning, Teacher, Support Staff, and Leadership Excellence, Community Engagement, and System Health and Wellness.

Background:

The Technology Team for GYPSD serves all students, teachers, and departments within the Division. The Information Technology (infrastructure) and the Education Technology (pedagogy) teams collaborate to ensure that schools have robust, uninterrupted services to support research-based and innovative teaching practices.

Context:

With the ever-increasing demands of technology use in schools, the team continues to demonstrate timely assistance to staff and students in response to the changes in systems and pedagogy, thus providing excellent service to the Division.

12-Month Overview of Services Provided:

The Technology Team works to support the Division in many areas, including:

- Professional development design and implementation;
- Project management;
- IT infrastructure maintenance and upgrades;
- Management and support of *Atrieve, Rycor, PowerSchool SIS, Online Registration, Dossier, Google Workspace, Hāpara, Clever, BusPlanner, and Sharepoint*;
- Resolving Service Desk tickets;
- Maintaining Cybersecurity best practices for Divisional data;
- Management and procurement of software platforms, including purchases, renewals, and troubleshooting supports;
- Educating staff on best digital practices, including cybersecurity awareness;
- Facilitating school, office, and network infrastructure hardware upgrades;
- Managing the Digital Lending Library;
- Supporting all departments in achieving their goals using various technological tools;
- Providing technology set up/take down for events such as community engagements and school performances;
- Development of GYPSD Artificial Intelligence (AI) Guidelines;
- Oversight and refinement of Technology Administrative Procedures.

Board Priority #1: Student Learning

The Technology Team supports *Student Learning* by providing and maintaining the digital tools and infrastructure necessary for a modern educational experience. This includes ensuring reliable internet access, providing devices for student use, and supporting educational software and platforms. The Technology Team works to integrate technology effectively into the curriculum by collaborating with educators and providing professional development on digital pedagogy. By ensuring access to these resources and promoting their effective use, the Team empowers students to develop essential digital literacy skills and engage in innovative learning experiences that prepare them for success in the 21st century.

Digital Lending Library (DLL):

The Technology Team manages and supports a Digital Lending Library (DLL) that allows educators to borrow digital devices to support classroom curricular outcomes. During the May 2024 EdTech Leads meeting, leads were walked through a procurement exercise where they had the opportunity to investigate and evaluate various EdTech devices that could be added to our DLL. From there, the Technology Team used the EdTech Lead findings to impact our DLL order in June 2024. The Technology Team has streamlined the booking system by integrating it within Service Desk.

DLL items can be viewed on the *GYPSD Tech Website*, where staff can find more specifics about device compatibility, what comes with each DLL kit, and the recommended grade levels. Coming soon, links to more resources on how each item connects to specific learning outcomes and lesson plans will be added to the site. To date, there have been 25 DLL bookings, with each item being requested for

approximately three weeks at a time. DLL items provide excellent educational value and digital literacy skills for our students K-12. This is an ongoing project.

Digital Reporting Project K-9:

The Technology Team continues to support implementing and using the K-9 Digital Report Card using *PowerTeacher Pro*. During the May 2024 PD, the Technology Team hosted all 7-9 educators and worked through developing the 7-9 GYPSD reporting outcomes that were added to *PowerSchool* for the 24-25 school year. The implementation and rollout have been similar to the K-6 Digital Report Card process, with accommodations being addressed to support the 7-9 context. The projected timeline has a remaining year and a half to ensure we can provide all stakeholders with the necessary training and support.

GYPSD Reporting Outcome Alignment Guides K-9:

In June 2024, the Technology Team rolled out ten GYPSD Reporting Outcome Alignment Guides for K-9. These documents comprehensively connect the Alberta learning outcomes to the GYPSD reporting outcomes found in *PowerSchool*. Feedback has been positive from internal stakeholders and numerous other stakeholders who have asked us to share our processes and documents.

Account Automation and Rostering:

The Technology Team continues to use *Clever* to manage rostering and ensure GYPSD user data privacy when used with third-party applications/platforms. *Clever* can work as a landing page for staff and students to access various third-party applications, removing the barrier of numerous logins to access digital tools. Furthermore, K-3 educators have the option to use *Clever Badges* to access Chromebooks and various third-party applications with their students. To log in, students simply hold their QR code (badge) to the Chromebook's camera and will be let into their account.

Recently, we have implemented account creation automation. This streamlines account creation processes, reduces human error, and prevents school-based staff from having to complete this task. Account creation automation ensures a more seamless start and access to technology for students.

Board Priority #2: Teacher, Support Staff, and Leader Excellence

The Technology Team empowers *Teacher, Support Staff, and Leader Excellence* by providing robust and reliable technology infrastructure and comprehensive training and support. The Team equips educators with the tools and skills to effectively integrate technology into instruction, enhancing student engagement and learning outcomes. For support staff, technology departments streamline administrative tasks and improve communication through efficient systems and readily available technical assistance. By providing data-driven insights and secure platforms, the Technology Team enables leaders to make informed decisions and manage resources effectively.

Cybersecurity Awareness Training:

Approximately 92 percent of Division staff have completed all assigned training. The phishing simulations have shown that click-throughs on phishing attempts have dropped by over 50 percent. Training has been particularly successful, with a marked increase in cybersecurity awareness among staff, increased interest, and requests about password management options.

Staff Professional Development:

One of the Technology Team's primary focus is staff competency when using digital technologies. The Team regularly provides ongoing professional development to all staff members regarding the digital tools and platforms the Division currently subscribes to.

Other professional development opportunities for all staff can be found on the *EdTech Event Google Calendar*, which all staff can access. Events vary in content to target the needs of staff throughout the Division, not just teaching staff. Differentiated training is also provided as schools and staff members can request professional development sessions tailored to meet the needs of those individuals involved. Training areas and topics include:

- *PowerSchool* Student Information System (SIS);
- *PASI*;
- *SharePoint*;
- *Dossier*;
- Digital Report Card;
- Outcome-based Reporting;
- *Vretta*;
- Artificial Intelligence (AI);
- Incorporating technology with curriculum;
- *Google Workspace for Education Plus*;
- Best practices regarding the procurement of technology.

Technology Team members participate in various professional development experiences such as webinars, conferences, courses, and platform-specific training. These professional development opportunities are integral to ensuring that our Division is current with the ever-evolving world of technology. The Technology Team has significantly increased their cross-training efforts to support staff and students better and improve capacity planning.

Lead Educators:

Each school across the Division has various Lead educators, including Literacy Leads, Numeracy Leads, and EdTech Leads. These educators are responsible for facilitating, leading, and encouraging pedagogical practices within their school community.

We have increased our professional development offerings to include the three Lead educator committees mentioned above. These committees focus on incorporating technology to meet curricular outcomes and provide a collaborative space to engage in professional learning. In the 24-25 school year, we will be/have hosted the following PD sessions with Lead educator groups:

- Five EdTech Lead meetings
- Four Numeracy Lead meetings
- One Literacy Lead meeting

GYPSED Artificial Intelligence (AI) Guidelines:

In May 2024, we released the GYPSED Artificial Intelligence (AI) Guidelines for staff. This document was one of four guidelines/procedures/policies in Alberta at the time. The development of the document was done in collaboration with EdTech Leads, using current best practices and research and listening to the needs of stakeholders.

***Get Techy With It* Newsletter:**

The *Get Techy With It* newsletter has continued into its third year, providing all staff with engaging educational technology content that is designed to communicate digital best practices, increase competency with digital skills, provide resources to be used across workspaces, and keep staff current with platforms and supports available to them through the Division. The Technology Team as a whole contributes to the content provided in the bi-monthly newsletter.

GYPSED Tech Website:

The Technology Team launched a dedicated internal website to serve as a central hub for staff to access a wealth of technology resources. This website houses curated collections of resources, videos, tutorials, and any other applicable updates to technology. By providing easy access to this information, the website empowers staff to explore new technologies, enhance their digital skills, and effectively integrate technology into their teaching practices, ultimately improving student learning outcomes.

Board Priority #3: Community Engagement

Active participation in the technology community is crucial for technology departments in educational organizations. By engaging with other professionals, vendors, and divisions, the Technology Team stays current with emerging trends, best practices, and innovative solutions. This involvement fosters valuable networking opportunities, allowing for exchanging knowledge and experience. The Technology Team supports the Board's third priority through the following:

- Lead the formation of a provincial roundtable group regarding ERP/SIS logistics and experiences;
- Provides division-wide ATLE memberships for all staff;
- ATLE Zone 2 Board Member;
- Presented at ATLE Convergence Conference 2024 on the synergy between ET and IT;
- Spoke on AI and Personal-Mobile Devices panels at ATLE Convergence Conference 2024;
- Team members are a part of various PLN groups such as AI, PIA, Cybersecurity (Armiche/ATLE Joint Cybersecurity committee), robotics, etc.;
- Collaborated with Learning Services in a parent information session hosted in June 2024 on outcome-based reporting;

- Working with Communications with the upcoming April 2025 Edson Trade Show;
- Bringing in various vendors to do presentations for staff during PD sessions.

Board Priority #4: System Health and Wellness

The Technology Team is vital in supporting system health and wellness within GYPSD as we remove hurdles and barriers to accessing technology. This includes proactively monitoring network infrastructure, servers, and devices to prevent outages and ensure reliable access to critical systems. The Team provides timely technical support to staff and students, troubleshooting issues and resolving problems efficiently. Furthermore, the Technology Team implements robust security measures to protect sensitive data and maintain the integrity of systems. By ensuring smooth and secure technology operations, the Technology Team contributes to a positive and productive learning environment for the entire school community.

Service Desk Statistics:

The hub for the Technology Team's day-to-day support work is the GYPSD Service Desk, which enables all employees to report technology problems to the Technology Team.

Support ticket volume has risen significantly. Since February 2024, we've resolved over 5,200 tickets. This follows a trend of increasing volume, from 3,000 tickets in 2022-2023 to 4,400 in 2023-2024. Contributing factors include our broader project scope(s), increased demand for support and technology training, and the rising complexity of our cybersecurity requirements.

Infrastructure and Technology Updates and Maintenance:

The Technology Team continuously reviews and assesses the technology needs across the Division. The Team works diligently to ensure the Division's technology infrastructure is up to date and being replaced when appropriate to ensure no interruptions in service to staff and students. Some highlights are:

- Desktop computer upgrades for GTHS and WHS have been purchased to be installed in April and May 2025;
- ESC Server evergreening;
- Additional vape detectors at requested schools (GTHS, PCHS, PGMS);
- The continued upgrade and optimization of *PowerSchool* Student Information System (**SIS**) servers;
- Four cell boosters throughout ESC;
- Our adoption of VOIP as an alternative for phone service to replace legacy analog phone systems has increased (PCHS, PGMS, FS) ;
- Additional installation of *Verkada* security cameras (PCHS, CVS, SV PGMS);
- Support and maintenance of *Verkada* security cameras division-wide;
- Maintenance and management of all Wi-Fi access points (within buildings and busses) across the Division to provide better coverage, speed, and reliability;
- Supporting Transportation with the use of *Busplanner*, *Gatekeeper*, and *Cal/Amp GPS*;
- Automated student account creation;

- Addressing password complexity compliance;
- Implemented *Rally Mapping* module to identify designated schools;
- Phased numeracy pilot division-wide;
- Piloting new provincial assessment platform, *Vretta*;
- Manage accounts and cellular devices;
- Implementation and management of *Dossier*, including providing professional development for staff;
- Collaborated with central leadership on aligning *AP-145 Use of Personal Mobile Devices* and *AP-146 Responsible Use of Social Media* with *Ministerial Order 014/2024*;
- Reviewed and updated *AP-140 Responsible Use of Technology*, *AP-142 Citizenship in a Digital Age*, *AP-544 - Appendix B Technology Maintenance Requests*;
- Introduced *AP 143 - Procurement and Maintenance of Technology*
- Piloting the 7-9 Digital Reporting Project;
- Worked with all 7-9 educators on developing the reporting outcomes for 7-9 in May 2024;
- Surveyed K-6 educators on reporting outcomes and adjusted appropriately in June 2024;
- Upgraded staff and students to *Google Workplace for Education Plus*;
- Hosted Welcome Back in August 2024.

Procurement of Technology:

The Technology Team supports each department and school community with procuring and maintaining technology. From inquiring about products, arranging purchases, and implementing and offering support/training, the Technology Team acts in an advisory capacity to ensure compatibility with existing systems.

The newest Administrative Procedure 143 - Procurement and Maintenance of Technology, outlines best practices and Divisional standards for acquiring technology. This AP supports transparency for all stakeholders in our processes and ensures the interoperability and security of existing and newly acquired technology.

Privacy Impact Assessments (PIAs) are essential in technology to protect the sensitive data of students and staff. Digital tools often collect and process personal information, making it crucial to evaluate potential privacy risks. PIAs help identify vulnerabilities, ensure compliance with cybersecurity standards, and promote responsible data handling practices. The Technology Team educates staff about PIAs through professional development sessions, the *Get Techy With It* newsletter, and by requiring them to submit a filled-out checklist as outlined by *AP-143-Appendix B Privacy Impact Assessments: School-Level Checklist* before the use of any technology. We are also a part of a provincial PIA committee with ATLE working towards streamlining Divisional use of PIAs.

Conclusion:

The Technology Team has consistently demonstrated their dedication to providing exceptional support to all staff and students over the past year, going above and

beyond in the Team's efforts to meet the Board's priorities of Student Learning, Teacher, Support Staff and Leadership Excellence, Community Engagement, and System Health and Wellness. Learning and innovation is at the core of the Technology Team's work, and we are excited to continue serving the GYPSD community.

Glossary:

Artificial Intelligence (AI): the science and engineering of making machines able to think in a human-like manner.

Cloud Hosted Server: A virtual server hosted by a third-party data center.

Cybersecurity: Cybersecurity is the practice of defending computers, servers, mobile devices, electronic systems, networks, and data from malicious attacks.

Digital Lending Library (DLL): Digital tools managed by the Technology Department that support teachers in teaching curricular outcomes in an engaging and 21st-century learning way.

Dossier: A powerful education management system that provides insight into student performance to help better inform strategies to meet each student's unique needs.

On-Site Server: A physical server or hardware device located on GYPSD property.

Phishing: The practice of tricking internet users into providing personal or information that can be used maliciously or unlawfully.

PowerSchool: This is the parent company for many Division platforms such as (SIS) Student Information System, Atrieve SRB, and Student Online Registration.

Privacy Impact Assessment (PIA): a process used to determine how a platform or application could impact the privacy of people, in this case, our staff and students.

Provincial Approach to Student Information (PASI): A student information repository that allows student data to be passed between Divisions, stakeholders, and Alberta Education.

Technology: Encompasses all network and device-related items, including, but not limited to:

- Computers (desktops, laptops, Chromebooks, etc.)
- Tablets and mobile devices
- Multi-function devices (printers, copiers, etc.)
- Network infrastructure (servers, routers, switches, etc.)
- Software applications (operating systems, educational software, productivity tools, web platforms, Chrome extensions, etc.)
- Interactive whiteboards and displays
- Audio-visual equipment.

Viewboard: An interactive whiteboard similar to SMARTboards.

VoIP: Voice over IP – Telephone landline services using secured computer networks and the internet instead of underground copper lines.

Vretta: Alberta Education's new digital assessment platform for PATs and Diplomas to be written online.

Wi-Fi Access Points: Ceiling-mounted devices that provide Wi-Fi access throughout all GYPSD buildings and buses.

10.3

Administrative Report March 26, 2025

To: Board of Trustees

From: Dr. Parsons, Superintendent of Schools

**Subject: Inclusive Learning, Mental Health, and Wellness
Supports in GYPSD**

Originator: A. Corser, Director of Inclusive Learning

Resource Person(s): C. Virtanen, Divisional Psychologist
E. Wallace, Wellness Navigator Supervisor
C. Bostrom, BEST Program Manager
E. Bezzolla, Behaviour Support Specialist

RECOMMENDATION

That the Board of Trustees receives a comprehensive report outlining the programs and supports for students requiring specialized services; this report also addresses the resources and programming provided across the Division, as information.

REPORTS

Governance Implications:

The Division supports the board priority of *Student Learning* by providing comprehensive, whole-school programs for health and wellness, targeted supports for struggling students, and specialized learning supports for students with complex learning needs.

Teaching and Leading Excellence is supported through targeted professional development to build staff capacity to meet students' needs.

Community Engagement is strengthened by partnering with other service providers and experts to offer virtual learning opportunities for parents and community members.

System Health and Wellness is addressed through the physical, emotional, psychological, and spiritual needs of staff and students to thrive in learning and work.

Background:

The Inclusive Learning Team benefits from the insights and perspectives of a wide range of professionals who come together under this umbrella. The team works with every school's leader and staff to ensure students receive the help, resources, support, and information they need to thrive; they ensure staff get the advice, resources, support, and information they need to provide optimal learning environments for GYPSD's students.

Context:**Wellness Navigators**

The Wellness Navigators report to the Wellness Navigator Supervisor and provide mental health and well-being promotion and prevention to youth and families. There are five Wellness Navigators and one available opening. The Wellness Navigators are filling positions within eight schools in GYPSD. We are covering all the high schools as well as two elementary and one middle school. Working as part of a team, this position delivers developmentally appropriate, evidence-based programming that meets the objectives of the granting authority and the Division's initiatives. Delivery of programming involves large and small group work in schools and community settings and focuses on increasing knowledge, building skills, and fostering abilities that enable others to better their mental health and wellness.

Using evidence-based programming, the Wellness Navigators provide students with skills and knowledge to create the healthiest versions of themselves. Healthy students are better learners. Navigators create a foundation for students to practice promoting their own health and wellness. This gives youth a sense of control in their lives, as well as lifelong coping mechanisms.

Navigators can offer support in the following, but not limited to, areas:

- Leadership;
- Advocacy;
- Health and Wellness;
- Hygiene/self-care;
- Social Emotional Learning;
- Healthy Relationships;
- Boundaries & Consent;
- Online safety;
- Mindfulness;
- Substance abuse and Addiction prevention;
- Grief and loss support;
- Group creation (GSA, In-school Council, leadership groups, etc);
- Bullying and Cyberbullying prevention;
- Mental Health stigma breaking;
- Bring in motivational speakers; and

- School-wide initiatives (Health & Wellness Fairs, hygiene closet, etc)

All programs can be condensed and curated to specific needs that any school may require. As well as any topics not listed can be created in addition, depending on the relevancy to the mental health scope and ability to blend within curriculum as needed. These can be weekly, biweekly, or in line with any classroom needs.

The work of Wellness Navigators also includes:

- Targeted circle facilitation, such as *One Circle Girls Group* or *Boys Council* and *Rainbows Grief Facilitation*.
- Responsible for creating, maintaining, and enhancing relationships with community partners and stakeholders where applicable (partnering for out-of-school programming/resource gathering).
- Planning, creation, and implementation of non-school day programming available to students over breaks and summer leave.
- Connecting school staff with appropriate community resources.
- Collaborating with FLSCs and BEST success coaches around emerging trends to determine next steps in providing universal and targeted interventions; and
- Providing learning sessions on Division PD days upon request.

Family School Liaison Counsellor (FSLC)

FSLCs provide a valuable link between home, school, and other community agencies in supporting safe and caring schools. Each GYPSD school has access to FSLC time, with Community Outreach Services (COS) contracted to support the Jasper schools. Each school's needs are assessed, and targeted programming is developed and delivered based on emerging needs and trends, while taking into consideration current restrictions.

Identified trends for this school year include at-home challenges, anxiety, grief, loss, and suicide, which will be the focus for support. The primary role of FSLCs is to provide individual or small group counselling sessions with students, including:

- Emotional Concerns - self-esteem, self-control, managing emotions, grief and loss, stress, changes, and coping skills;
- Social Concerns - problem-solving, social skills, communication, and relationships with friends/peers;
- Family Concerns - divorce or separation, parent-child conflict, and sibling conflict; and
- School Based Concerns - transition to a new school and classroom issues.

The work of the FSLCs also includes:

- liaison with community agencies;

- providing crisis response and support when needed in the schools, including but not limited to Violence Threat Risk Assessments (VTRA), Suicide Risk Assessments, and grief and loss support;
- connecting school personnel with appropriate community agencies' personnel;
- creating a support team for staff, students, and families during and after a crisis such as fires, deaths, and missing persons;
- collaborating with Wellness Navigators and BEST success coaches around emerging trends to determine next steps in providing universal and targeted interventions; and
- providing learning sessions Division PD days.

Recovery Alberta Mental Health Capacity Building in Schools Initiative (BEST)

The BEST program provides evidence-based universal mental health programming to all GYPSD communities. The BEST team consists of one BEST Program Manager and three Success Coaches. The BEST team strives to follow the Mental Health Capacity Building Service Intention, "That emotional well-being can be developed, nurtured, and supported through promotion and prevention efforts." The BEST team has a robust library of resources and programs to meet the needs of our various schools and communities.

The focus of support this year revolves around the emerging themes of community-building, coping and stress-management skills, personal and interpersonal problem solving skills, and parental connection to mental health resources and information through:

- Evidence-based universal classroom programming
- Special activities, presentations, and events for mental health awareness days, community-building in schools, and to reinforce classroom programming
- No-cost summer programming in several GYPSD communities
- No-cost non-school days programming (Fall break, Winter break, Teacher Convention, Spring break) in several GYPSD communities
- Crisis universal mental health support in schools as needed in response to natural disasters, traumatic events, and/or community losses
- Ongoing trauma-informed and inclusive framework for program delivery
- Division PD sessions when requested
- Digital mental health and parenting information shared with families on social media (Facebook) and via school email
- Coordination and collaboration with Wellness Navigator program
- Collaboration with community agencies to enhance and streamline services for families on non-school days and throughout the year
- Purchase of licenses, subscriptions, and program materials to meet the needs of ongoing programming and capacity-building in school staff

Inclusive Learning Specialized Supports

GYPSED ensures a continuum of strategies, supports, and structures that match students' diverse learning needs with the appropriate levels of support and remove barriers within the learning environment. Supports are responsive, meaningful, and promote high-quality learning environments that encourage the social-emotional, behavioural, and academic potential of every learner.

Universal supports are incorporated into the environment for all students, targeted strategies and interventions are for those learners who require more specialized learning opportunities, and individualized supports relate directly to the individual learning needs of students.

This school year (2024-25), our Inclusion team collaborated with the Administration in each of our zones to analyze trends across our schools. By examining the data, we identified key challenges and worked together to develop strategies to support students effectively. Some of the areas where the Inclusion team is providing both individual and universal support include anxiety, depression, and social skills development, among others.

The Inclusive Learning team consists of the following therapists and consultants who regularly visit schools to provide wrap-around services for students:

Speech Language Pathologists (SLPs) provide support to students with communication needs. GYPSED has 1.0 FTE SLP to deliver services to Lobstick and Edson. Contracts are in place for SLP services from Pineapple Speech for Jasper, Hinton, and Grande Cache schools. Supports include but are not limited to:

- articulation;
- language skills;
- speaking in full sentences;
- learning word meanings;
- listening comprehension; and
- the use of augmentative/alternative communications systems.

Occupational Therapists (OTs) provide support to students with fine and gross motor and sensory regulation needs. GYPSED has 1.0 FTE OT who delivers services throughout the entire division.

Therapy Aides work under the direction of the SLPs and OTs and soon our Behaviour Support Specialist. GYPSED has five full-time Therapy Aides to support students in all of the schools in every zone. We are currently seeking to add two more therapy aides to each of our zones to support the work and carry out the goals of our behaviour support

specialist. Therapy Aides work directly with students individually and/or in small groups to deliver activities that reinforce and advance the educational program while focusing on speech, OT, and regulation and behaviour goals.

Consultant for the Blind or Visually Impaired (BVI) provides support for learners who have low vision or are blind. The support includes:

- training and consultation on issues including access to the learning environment, assistive technology, braille literacy, and orientation and mobility.

Consultant for the Deaf or Hard of Hearing (DHH) provides support in optimizing the learning environment for students with hearing loss or who are deaf. Students may wear hearing aids or cochlear implants.

Educational Psychologist: GYPSD's educational psychologist works collaboratively with staff to support the emotional and behavioural needs of students. Other roles include:

- conducting formal and informal assessments and providing recommendations of strategies to support the well-being of students;
- supervising and providing consultation to the FSLCs, ensuring the work aligns with practice guidelines; and
- collaborating with school principals in the implementation of the VTRA protocols.

Behaviour Support Specialists supports students with behavioral needs while fostering a positive learning environment. This is accomplished by conducting Functional Behaviour Assessments (FBAs) to identify the underlying causes of challenging behaviors. Based on these assessments, individualized behavior support plans are developed using evidence-based strategies to teach self-regulation, social skills, coping mechanisms, and more.

Conclusion

GYPSD offers students a wide range of universal, targeted, and specialized support to meet their diverse learning needs. Building staff capacity and providing appropriate, effective support for continued student success remains the focus of the Inclusive Learning Team. The Inclusive Learning Team understands the need for continuous programming for student success. GYPSD partners with community agencies to provide the best support available for students, staff, and families.