



Grande Yellowhead Public School Division

BOARD OF TRUSTEES

A G E N D A

May 21, 2025

Meeting Number 10

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

May 21, 2025

Meeting #10, 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 April 16, 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 – Superintendent Youth Council

- 5.1. Parkland Composite High School
- 5.2. Grande Cache Community High School
- 5.3. Harry Collinge High School
- 5.4. Jasper Junior Senior High School
- 5.5. Grand Trunk High School

6. PUBLIC COMMENT PERIOD

7. ACTION ITEMS

- 7.1. Old
- 7.2. New
 - 7.2.1. Education Plan Submission ([click here](#))
 - 7.2.2. Budget Submission ([click here](#))
 - 7.2.3. Policy 22, School Attendance Areas, Approval ([click here](#))
 - 7.2.4. School Bus Purchases – Evergreening ([click here](#))
 - 7.2.5. Advocacy Letter: CUPE Budget ([click here](#))

- 7.2.6. Advocacy Letter: Jasper Wildfire \$500,000 Deductible ([click here](#))
- 7.2.7. Letter of Support: École Jasper Elementary School Fund Raising Society Playground Grants ([click here](#))
- 7.2.8. Letters of Congratulations: MP William Stevenson & MP Dane Lloyd ([click here](#))

8. BOARD CHAIR REPORT

- 8.1. Correspondence and Information
 - 8.1.1. Response Letter from Minister Nixon – Holding Funds for Interim Housing in Jasper
 - 8.1.2. Upcoming Spring General Meetings – PSBAA, ASBA, Rural Caucus

9. SUPERINTENDENT REPORT

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

RECESS BREAK

10. ADMINISTRATION REPORTS

- 10.1. Division Departments Monthly Report ([click here](#))
- 10.2. Human Resources Planning and Recruiting Report ([click here](#))
- 10.3. Election Handbook ([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 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:

- June 18, 2025, Public Board Meeting (10 am)

Closed to the Public:

- June 18, 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 9

April 16, 2025 – 10:00 a.m.

Education Services Center, Edson, 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 (Virtually)

ADMINISTRATION ATTENDANCE:

Dr. Parsons, Superintendent of Schools (Virtually)
C. Aschenmeier, Assistant Superintendent – Division Services and Supports
M. Auriat, Assistant Superintendent - Human Resources
C. Van Neck, Director of Transportation
N. Gilks, Director of Communications and Special Projects
L. Lee, Director of Information Technology
A. Corser, Director of Inclusion
L. Liu, Director of Finance
B. Orge, Director of Facilities
K. Brook, Senior Executive Assistant

CALL TO ORDER

Chair Karpluk called the meeting to order at 1002 hours.

NATIONAL ANTHEM

LAND ACKNOWLEDGEMENT

ANNOUNCEMENTS

- Last week was Education Week
 - This years these was Learning Uplifts All
- The Board attended an excellent and informative Indigenous Education Event

CHANGES TO THE AGENDA

Addition – 7.2.9 – CUPE Collective Agreement 2021-2028

2025-029

APPROVAL OF THE AGENDA

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

Carried Unanimously

2025-030

APPROVAL OF THE MINUTES

Trustee Karpluk moved that the Board approve the minutes of the Public Board Meeting of March 26, 2025.

Carried Unanimously

BUSINESS ARISING FROM THE MINUTES

None.

DELEGATION / PRESENTATION

None.

SPOTLIGHT ON STUDENTS

None.

PUBLIC QUESTION PERIOD

None.

ACTION ITEMS

2025-031

Budgeting Principles Allocation Model for 2025/26

Trustee Fowler moved that the Board of Trustees for Grande Yellowhead Public School Division (GYPSD) approves the Budget Principles Allocation Model for the development of the 2025-26 school year Budget.

Carried Unanimously

2025-032

2025/26 School Calendar Approve Final

Trustee Caputo moved that the Board of Trustees approves the attached 2025/2026 School Year Calendar, as 'final'.

Carried Unanimously

2025-032

2026/27 School Calendar Approve in Principle

Trustee Bobilek moved that the Board of Trustees approve Option A 2026/2027 school year calendar 'in principle' at this Board meeting, but during the 2025/2026 school year, present Option B 2026/2027 school year calendar – which reflects feedback from the Calendar Survey – to allow stakeholders to vote on which calendar, Option A or Option B, they would like the Board to approve for the 2026/2027 school year.

Carried Unanimously

2025-033

2027/28 School Calendar Approve in Principle

Trustee Mines moved that the Board of Trustees approve 'in principle' the calendar for the 2027/2028 school year (attached).

Carried Unanimously

2025-034

Letter of Appreciation to Brian Callaghan

Trustee Bobilek moved that the Board of Trustees directs administration to send a letter of appreciation to Brian Callaghan, Education Consultant, on behalf of the Board recognizing his work on Superintendent selection process for Grande Yellowhead Public School Division.

Carried Unanimously

2025-035

Board Policy 8, Committees of the Board, Update

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

Carried Unanimously

2025-036

Board Policy 13, Appeals and Hearings Regarding Student Matters, Update

Trustee Bobilek moved that the Board of Trustees approve the update to Policy 13, *Appeals and Hearings Regarding Student Matters*.

Carried Unanimously

2025-037

Board Policy 18, School Calendar Update

Trustee Bobilek moved that the Board of Trustees approve the update to Policy 18, *School Calendars*.

Carried Unanimously

2025-038

CUPE Collective Agreement

Trustee Caputo moved that the Board of Trustees ratify the memorandum of Agreement for changes to the Collective Agreement between the Board of Trustees of the Grande Yellowhead Public School Division and the Canadian Union of Public Employees Local #1357 (CUPE).

Carried Unanimously

BOARD CHAIR REPORT

Chair Karpluk Shared:

- Board Chair and Superintendent Meeting with the Minister
- Honouring Spirit Indigenous Student Award
- GYPSD Jasper Indigenous Education Event
- Meeting with Yellowhead County – May 20th
- President and CEO of PSBAA Informal Meeting

SUPERINTENDENT'S REPORT

Superintendent Parsons reported on all the activities he has been leading since the last Public Board meeting on March 26, 2025.

The Public Board Meeting recessed at 1051 hours.

The Public Board Meeting reconvened at 1106 hours.

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 March 26, 2025.

2025-039

In Camera

Trustee Bobilek moved that the Board go in camera at 1130 hours.

Carried Unanimously

2025-040

Out of Camera

Trustee Bobilek moved that the Board come out of camera at 1212 hours.

Carried Unanimously

The Public Board Meeting recessed at 1212 hours.

The Public Board Meeting reconvened at 1328 hours.

Second Quarter Division Financial Update

The Board received an update regarding the second quarter division financials.

Career Education in GYPSD

The Board received an update regarding learning opportunities, including the Registered Apprenticeship Program (RAP), Work Experience (WE) Program, and Green Certificate Program (GC), for Grande Yellowhead Public School Division (GYPSD) high school students.

TRUSTEE REPORTS

Connections to Board Governance Work Plan Calendar

Board Policy Committee

Response to Public Delegation, we will be going back to Policy 22

Recognition of Employees Committee

Board Planning Seminar Committee

Board Negotiations Committee

Board Representatives

- **PSBAA – Work Plan Update**
 - PSBC was April 9th to 11th

- PSBAA Spring General Meeting will be June 3rd to 5th
- **ASBA Zone 2/3**
 - ASBA Budget Video

FUTURE BUSINESS

Meeting Dates

Board – Open to Public

May 21, 2025 Public Board Meeting (10:00 a.m.)

Committees – Closed to Public

May 21, 2025 Committee of the Whole Meeting (9:00 a.m.)

Notice of Motion

None.

Future Agenda Items

Board Chair Karpluk asked administration to look at dates for the final school tours, as well as information regarding charter costs.

2025-041

In Camera

Trustee Caputo moved that the Board go in camera at 1409 hours.

Carried Unanimously

2025-042

Out of Camera

Trustee Mines moved that the Board come out of camera at 1442 hours.

Carried Unanimously

2025-043

ADJOURNMENT

Trustee Caputo moved for adjournment at 1443 hours.

Carried Unanimously

X

Dale Karpluk
Board Chair

X

Jun Lin
Secretary-Treasurer

7.2.1

Action Item

May 21, 2025

To: Board of Trustees

From: Dr. Parsons, Superintendent of Schools

Subject: *2025-2028 Education Plan (Year 2) Submission to Alberta Education*

Originator: C. Aschenmeier, Assistant Superintendent

Resource(s): Nikki Gilks, Director of Communications

RECOMMENDATION

That the Board approve the *2025-2028 Education Plan (Year 2)* for submission to Alberta Education.

REPORT

Governance Implications:

As per the *Education Act*, and Policy 2, *Role of the Board*, the Board of Trustees for Grande Yellowhead Public School Division provides community assurance and accountability to the province through the *Education Plan* and the *Annual Education Results Report (AERR)* - public documents that are posted annually on the school authority's website by May 31 and November 30, respectively.

Background

School authority Education Plans identify goals, data sources, measures, and strategies to improve key areas; the AERR provides the results achieved from implementing the plan.

Through analysis of the previous year's data, the AERR highlights the schools' and school authorities' successes and identifies areas for reflection and targeted actions.

These strategies and desired outcomes are articulated in the Education Plan – which provides stakeholders information on a multi-year view as to how GYPSD will meet the needs of students and improve results in specific areas.

Context of the Recommendation

The data used to inform the [annual fall AERR](#) comes from the Alberta Education Assurance Measures (AEAMS) and Student Achievement Results from Diploma Exam, PATs, and local measures. The AERR shows the provincial testing results, student outcome data, and results from the Alberta Education Assurance Measures survey.

The AEAMS framework promotes continuous improvement in five domains:

- local and societal context;
- governance;
- learning supports;
- teaching and leading; and,
- student growth and achievement.

The framework requires school authorities to speak to these specific listed requirements, to identify the unique strengths and challenges within their jurisdictions, and to outline how the division is addressing areas for growth. The framework moves beyond the constraints of accountability and standardized testing to allow for a more comprehensive picture of a school division.

Building from the results of all the data sources GYPSD accesses – including information collected through community engagements – the annual spring *Education Plan* focuses on specific outcomes for growth, and identifies high-effect strategies staff will employ to support student achievement in the following school year.

Conclusion:

Once approved by the Board, the *2025-2028 Education Plan (Year 2)* for GYPSD will be submitted to Alberta Education and posted on the GYPSD website.

Grande Yellowhead Public School Division Education Plan Survey Questions

Parents

1. How many children do you have attending GYPSD?
If you have more than one child attending GYPSD schools, please select one of your children and respond based on that child's experience this school year. If desired, you may complete additional surveys for your other children.
2. Which GYPSD School does your child attend?
3. What grade is your child currently in?
4. Does your child self-identify as First Nations (status), First Nations (non-status), Métis, or Inuit?
(Optional)
5. The information I receive about my child's learning helps me to support my child in their learning.
6. I feel my child's learning needs are supported at their school.
7. What my child learns in school will help prepare them for graduation and their future.
8. My child's school acknowledges and respects Indigenous cultures.
9. Many diverse cultures (i.e. languages, traditions, worldviews, histories, current realities) are represented in the events, activities and environment of my child's school.
10. My child's school is safe, welcoming, caring, and respectful for all.
11. Student wellness is a priority at my child's school.
12. I feel my child has a positive relationship with one or more adults in their school.
13. The information I receive from my child's school tells me about their progress.
14. I feel that my child is prepared to enter high school.
15. My child's school has shared the school's academic goals and strategies, as captured in my school's Continuous Improvement Plan (SCIP).
16. I am engaged with my child in achieving the SCIP's learning goals.
17. I am engaged with my child in achieving the SCIP's learning goals.
18. Is there anything else you would like to share about your child's learning?

High School Students

1. Which GYPSD School are you at?
2. What grade are you in?
3. The information that my school shares with my family helps them to support my learning.
4. I feel student learning needs are supported at my school.
5. What students learn in school will help prepare them for graduation and their future.
6. My school acknowledges and respects Indigenous cultures.
7. Many diverse cultures (i.e. languages, traditions, worldviews, histories, current realities) are represented in the events, activities and environment at my school.
8. My school is safe, welcoming, caring, and respectful for all.
9. Student wellness is a priority at my school.
10. I feel students in my school have a positive relationship with one or more adults.
11. The information from my school shared with my family informs them about my progress.

12. I felt prepared to enter high school.
13. I know the learning/academic goals and strategies, as captured in my school's Continuous Improvement Plan (SCIP).
14. Is there anything else you would like to share about student learning in your school?

Staff

1. Which GYPSD School are you at?
2. What grade level do you primarily teach?
3. The information that my school shares with families about students' learning helps them to support their child.
4. I feel student learning needs are supported at my school.
5. What students learn in school will help prepare them for graduation and their future.
6. My school acknowledges and respects Indigenous cultures.
7. Many diverse cultures (i.e. languages, traditions, worldviews, histories, current realities) are represented in the events, activities and environment at my school.
8. My school is safe, welcoming, caring, and respectful for all.
9. Student wellness is a priority at my school.
10. I feel students in my school have a positive relationship with one or more adults.
11. The information I share with families informs them about their student's progress.
12. In my school, students are prepared to enter high school.
13. My school has shared the learning/academic goals and strategies with families, as captured in my school's Continuous Improvement Plan (SCIP).
14. I am involved in the development of my school's SCIP, including the learning goals and strategies.
15. Is there anything else you would like to share about student learning in your school?

7.2.2

Action Item
May 21, 2025

To: Board of Trustees

From: Dr. Parsons, Superintendent of Schools

Subject: 2025/26 School Year Budget Report

Originator: J. Lin, Secretary-Treasurer

RECOMMENDATION

That the Board of Trustees approve the 2025/26 School Year Budget Report and direct Administration to submit it to the Minister of Education.

REPORT

Governance Implications:

The Board has fulfilled its fiscal management responsibility by setting out the Division's 2025/26 Budget according to the *Education Act*. The budget reflects the Board's vision, priorities, and its responsibility in making local decisions to best meet student needs, while balancing the Board's fiscal accountability to the provincial government. This action supports the Board's 2024/25 Goals #1, 2, and 4.

Background:

According to the *Education Act*,

- the Board will prepare and submit an annual budget to the Minister for the school year beginning the following September.
- the Budget Report must be in a format prescribed by Alberta Education; and,
- summarizes the Division's projected operations for the 2025/26 school year.

The 2025/26 School Year Budget has been built on revenue and expense assumptions that reflect the new Two-year Weighted Moving Average, Alberta Education's Funding Manual, and the Board's priorities.

Conclusion:

That the Board of Trustees approve the 2025/26 school year budget and direct Administration to submit it to the Minister of Education.

7.2.3

Action Item
May 21, 2025

To: Board of Trustees

From: Dr. Parsons, Superintendent of Schools

Subject: Board Policy 22 – School Attendance Areas

Originator: M. Bobilek, Chair, Board Policy Committee

Resource: Board Policy Committee

RECOMMENDATION

That the Board of Trustees approve the adoption of a new Board policy, *Policy 22, School Attendance Areas*.

REPORT

Governance Implications:

Board Policy sets direction for the school jurisdiction and provides the operational framework for the corporate Board. As per this policy, the Board will deal with policy work at Policy Committee meetings and the subsequent adoption of any new policy or policy revision will take place at a regular Board meeting after the policy review process is completed. Adoption of a policy is by Board motion.

Context of the Recommendation:

As per section 10(1) of the Education Act, the Board establishes school attendance areas and designates resident students of the Board to a particular school. School attendance areas manage space and resources across the division in order to provide quality learning opportunities for all students.

School attendance areas are determined by the Board and are designed to ensure a fair and equitable distribution of students across schools, while also allowing for some flexibility in attendance choices. While students are generally expected to attend the designated school within their attendance area, parents may request their child attend a different school within the division, subject to space availability and school-specific criteria.

Conclusion:

That the Board of Trustees for Grande Yellowhead Public School Division (GYPSD) approve the adoption of a new Board policy, *Policy 22– School Attendance Areas*. This Policy will take effect immediately upon its approval.

7.2.4

Action Item
May 21, 2025

To: Board of Trustees
From: Dr. Parsons, Superintendent of Schools
Subject: School Bus Purchases - Evergreening
Originator: J. Lin, Secretary-Treasurer

RECOMMENDATION

That the Board of Trustees approve the purchase of four new school buses for the Transportation Department.

REPORT

Context

As part of the evergreening plan for Transportation and the Fleet Strategic Management Plan, Transportation Department requires replacement units annually. We monitor the health of each bus unit: those currently in use on routes, used as spares, used as charter buses, and those units that have reached the end of their life cycle.

Conclusion

That the Board of Trustees approve the purchase of four new school buses for the Transportation Department in 2024-25 school year.

7.2.5

Action Item
May 21, 2025

To: Board of Trustees

From: Dr. Parsons, Superintendent of Schools

Subject: Advocacy Letter: Compensation for CUPE Collective Agreement 2021-2028

Originator: D. Karpluk, Board Chair (Jaser)

Resource: N. Gilks, Director of Communications

RECOMMENDATION

That the Board of Trustees for Grande Yellowhead Public Schools approve that an advocacy letter be sent to the Minister of Education requesting provincial funding to support compensation for CUPE bargaining for the recently ratified CUPE Collective Agreement with Local #1357.

REPORT

Governance Implications

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

Context

With the significant wage increases as part of the recently ratified support staff collective agreement, the Board is requesting financial support from the Minister to offset the additional staffing costs to the Division.

School boards wish to maintain a predictable, sustained and long-term funding model to ensure they can meet the goals and objectives noted in their Three-Year Education Plan as the Board believes that its fundamental obligation is to provide an excellent public education system. Items of extraordinary cost that have significant financial impact for school boards, such as those as a result of collective bargaining where the province had set compensation limit mandates, need to be compensated accordingly from the province in order to lessen the potential impact on boards in meeting their education priorities and fiscal responsibilities.

Conclusion

That the Board of Trustees for Grande Yellowhead Public Schools approve that an advocacy letter be sent to the Minister of Education requesting provincial funding to support compensation for CUPE bargaining for the recently ratified CUPE Collective Agreement with Local #1357.

7.2.6

Action Item May 21, 2025

To: Board of Trustees

From: Dr. Parsons, Superintendent of Schools

Subject: Follow-up Letter Requesting Compensation for Insurance Deductible

Originator: D. Karpluk, Board Chair, Trustee Jasper

RECOMMENDATION

That the Board of Trustees moves to direct administration to send a follow-up letter to the new Federal Minister of Environment and Climate Change, the Honourable Julie Dabrusin, to compensate Grande Yellowhead Public School Division for the \$500,000 insurance deductible in relation to the Jasper Wild Fire in July of 2024.

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. The Board values strong working relationships with elected officials in carrying out its stewardship for strong public education and its responsibility to ensure world-class educational experiences for students in Grande Yellowhead Public School Division.

Context:

The Municipality of Jasper was devastated during the July 2024 wildfire that saw more than a third of the town destroyed. While the two GYPSD schools in Jasper were not burned, the schools suffered significant damage from ash, smoke, and toxic particulates. The remediation and restoration work were extensive. GYPSD was required to make an insurance claim – of which the deductible was \$500,000. For a small, rural school division, this is not an insignificant amount. A loss of \$500,000 to our capital reserves will diminish our Board's ability to move forward with certain targeted projects in order to build up our reserve to cover this unexpected draw.

At the November 20, 2024, Public Board Meeting, the Board approved a letter be sent to the former federal minister, the Honourable Steven Guilbeault, whose portfolio included Parks Canada for consideration of this request. This letter was issued on November 22, 2024. To date, there has been no reply to the Board's compensation request.

On April 28, 2025, a federal election was held and a new minister was appointed to this portfolio, the Honourable Julie Dabrusin. Due to the change in ministers, the Board would

like to forward a request for compensation to the new minister for her consideration.

Conclusion:

That the Board of Trustees moves to direct administration to send a follow-up letter in regards to compensating the Division for the \$500,000 insurance deductible in relation to the July, 2024 Jasper Wild Fire.

7.2.7

**Action Item
May 21, 2025**

To: Board of Trustees
From: Dr. Parsons, Superintendent of Schools
**Subject: Letter of Support for School Council at École Jasper Elementary
School Re: Playground Grant Applications**
Originator: D. Karpluk, Board Chair (Jasper)
Resource: N. Gilks, Director of Communications

RECOMMENDATION

That the Board of Trustees for Grande Yellowhead Public School Division (GYPSD) moves to direct administration to send a letter supporting funding applications from École Jasper Elementary School's School Council to redevelop the playground at the school.

REPORT

Governance Implication:

As per Board Policy 2, *Roles of the Board*, advocacy is core board work. Supporting organizations and programs that improve the community create opportunities for families and youth to thrive and strengthen the work done at schools.

Context:

Following the devastating fire that impacted the community in the summer of 2024, Jasper has continued to rebuild with strength and resilience. The École Jasper Elementary playground was not directly damaged; however, the equipment is outdated and worn. Although the equipment is regularly inspected for health and safety reasons by division staff, the space would be better served with newer structures that include better accessibility that aligns with the division's goal of spaces for children that are welcoming, safe and inclusive for all.

The playground is also used regularly by all members of the community: thus, its modernization would be an important symbol of renewal and recovery for a community devastated by last year's wildfires.

The Board has been advised that the proposed redevelopment includes:

- Replacement of damaged or outdated play structures
- Installation of a gazebo to be used as an outdoor classroom
- Upgraded basketball equipment with permanent posts
- The addition of shaded areas and inclusive play features

Conclusion:

That the Board of Trustees for Grande Yellowhead Public School Division (GYPSD) approves administration to send a letter supporting funding applications from École Jasper Elementary School's School Council to redevelop the playground at the school.

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7.2.8

Action Item May 21, 2025

To: Board of Trustees
From: Dr. Parsons, Superintendent of Schools
Subject: Letters of Congratulations – 2025 Federal Election MPs
Originator: D. Karpluk, Board Chair (Jasper)
Resource: N. Gilks, Director of Communications

RECOMMENDATION

That the Board of Trustees for Grande Yellowhead Public School Division (GYPSD) moves to direct administration to send letters of congratulations to the elected Members of Parliament responsible for communities within the GYPSD boundary - for Yellowhead, Mr. William Stevenson, and Parkland, Mr. Dane Lloyd - as a result of the federal election held on April 28, 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 for Grande Yellowhead Public School Division (GYPSD) moves to direct administration to send letters of congratulations to the elected Members of Parliament for Yellowhead, Mr. William Stevenson, and Parkland, Mr. Dane Lloyd.

Item # 9

**Superintendent Report
May 21, 2025**

To: Board of Trustees, Grande Yellowhead Public School Division
From: Dr. Dennis Parsons, Interim Superintendent of Schools/CEO
Subject: **Superintendent Report - April/May 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 taking up the position of Superintendent of Schools/CEO on October 1st, 2024, the team and 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 our many diverse GYPSD activities and work engagements, I will report on our work through the competencies as stipulated within the Superintendent Leadership Quality Standards (SLQS).

Leadership Quality Standard 1 - Building Effective Relationships

As stated in previous superintendent reports, knowing the importance of **building effective relationships**, we have continued to prioritize this first SLQS competency in all that we do.

In an earlier report, I spoke of building effective relationships through our direct and indirect interactions with individuals, groups, and our greater education community. I reported on 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.

At our February board meeting, Trustees were informed of these discussions and gave their approval to the recommended changes. I am happy to report that the changes are now underway.

Our Director of Facilities, Brian Orge, and staff have removed 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 focused on budgets and staffing, it is our plan to proceed and staff a receptionist position and a needed clerical support position. The clerical support position will be utilized to support senior staff while they are out supporting schools. As discussed, 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 school-based staff.

On May 2, 2025 In the interest of getting off to a great start, Assistant Superintendent Scobie, Assistant Superintendent Auriat, and I held a virtual meeting with principals and senior staff to review the CUPE MOA. Following protracted bargaining over a number of years, it was important to highlight the new CUPE agreement and ensure staff were knowledgeable of all operational changes. Hopefully, an informed and careful implementation of the agreement will add to the positive energy and goodwill coming out of this round of bargaining



With respect to building and maintaining relationships, we continue 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.

The most recent news from PowerSchool on this serious data breach is contained in PowerSchool's latest letter to its customers. For your information, and to keep our public informed, I have included the letter below in its entirety.

POWER SCHOOL

Dear Valued Customers:

We are writing to inform you of a recent development related to the cybersecurity incident PowerSchool experienced in December 2024.

PowerSchool recently became aware that a threat actor has reached out to some PowerSchool SIS customers in an attempt to extort them using data from the previously reported December 2024 incident. We do not believe this is a new incident, but we wanted our customers to be informed, nonetheless.

As you all are likely aware, in the days following our discovery of the December 2024 incident, we made the decision to pay a ransom because we believed it to be in the best interest of our customers and the students and communities we serve. It was a difficult decision, which our leadership team did not make lightly. As is always the case with these situations, there was a risk that the bad actors would not delete the data they stole, despite assurances and evidence that were provided to us.

In light of this, I want to take a moment to remind you all that following the December 2024 incident, PowerSchool also offered and made widely available credit monitoring and identity protection services for a period of two years to students and faculty of our PowerSchool SIS customers, regardless of whether

they were individually involved. We encourage you all to take this opportunity to remind your communities that these services are still available. If you choose to send an update to your families and educators, we have included a suggested message for you to send below.

As a reminder, information about credit monitoring and identity protection services and enrollment can be found on our website:

- For customers in the U.S.: <https://www.powerschool.com/security/sis-incident/notice-of-united-states-data-breach/>
- For customers in Canada: <https://www.powerschool.com/security/sis-incident/notice-of-canada-data-breach/>

We sincerely regret the occurrence of the 2024 incident. We will continue supporting our valued customers and law enforcement as we work through this together. If you have any questions or concerns, please don't hesitate to reach out to your CSM.

Sincerely,
Hardeep Gulati
Chief Executive Officer, PowerSchool



Leadership Quality Standard 2 - Modeling Commitment to Professional Learning

Depending on one's context, living out a commitment to professional learning can mean different things to different people. 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.

GYPSD and staff across the division are continually engaged in professional development. As a case in point, on May 8, 2025, Assistant Superintendent Aschenmeier held a professional development session on "Making Thinking Visible" at the Galloway Station Museum Travel Centre and Archives. While specific information on this PD session will be provided through Assistant Superintendent Aschenmeier's report, I want to highlight the six key principles that anchor visible details of this session as captured by one of our principals.

Below are six key principles that anchor visible thinking in schools.

1. Learning is a consequence of thinking. Students' understanding of content, and even their memory for content, increases when they think through—and with—the concepts and information they are studying.
2. Good thinking is not only a matter of skills, but also a matter of dispositions. Open-mindedness, curiosity, attention to evidence, skepticism, and imaginativeness all make for good thinking (Perkins & Ritchhart, 2004; Perkins, Tishman, Ritchhart, Donis, & Andrade, 2000). Such characteristics concern not so much a person's abilities as how the person invests those abilities. Children and adults often greatly underutilize their thinking capabilities.
3. The development of thinking is a social endeavor. In classrooms, as in the world, there is a constant interplay between the group and the individual. We learn from those around us and our engagement with them. The sociocultural character of classrooms and schools should ensure that thoughtful learning is pervasive, not sporadic.
4. Fostering thinking requires making thinking visible. Thinking happens mostly in our heads, invisible to others and even to ourselves. Effective thinkers make their thinking visible, meaning they externalize their thoughts through speaking, writing, drawing, or some other method. They can then direct and improve those thoughts. Visible Thinking also emphasizes documenting thinking for later reflection.
5. Classroom culture sets the tone for learning and shapes what is learned. We have identified eight forces that shape classroom culture: (1) classroom routines and structures for learning, (2) language and conversational patterns, (3) implicit and explicit expectations, (4) time allocation, (5) modeling by teachers and others, (6) the physical environment, (7) relationships and patterns of interaction, and (8) the creation of opportunities. Depending on their form, these forces can support or undermine the rhythm of thoughtful learning (Ritchhart, 2002, 2007).
6. Schools must be cultures of thinking for teachers. Professional learning communities—in which rich discussions of teaching, learning, and thinking become a fundamental part of teachers' experiences—provide the foundation for nurturing thinking and learning in the classroom. Administrators need to value, create, and preserve time for teachers to discuss teaching and learning, grounded in observation of student work.

FROM: <https://pz.harvard.edu/sites/default/files/makingthinkingvisibleEL.pdf>

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.”*

As detailed in previous reports, your central office team and I have continued to engage people with the goal of seeking to understand the work they do and their vision for student success. We have continued 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, we 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, over the weeks since our last board meeting, a number of steps have been taken with leading learning in our division and with keeping our focus on continuous improvement. One such step had us resume meetings with members of the senior team to review their assignments, assess our structure, to see how our current assignments align with system needs and with our learning goals. While these meetings are far from completed, the discussions to date, while difficult at times, have also been enlightening. I hope to report further on these continuing discussions in subsequent meetings with the Board.

Additionally, in terms of leading learning, over the past weeks, there have been meetings with principals, Assistant Principals, Human Resources with respect to staffing, 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 or enabling the work of learning. We can never lose sight of the fact that “learning is the work.”

In terms of the many meetings centered around leading learning, I will highlight the work undertaken over the last few weeks by our Assistant Superintendent, Mr. Kurt Scobie, on changes to our Dual Campus structure in Edson.

While there had been at least three previous meetings regarding the Dual campus structure in Edson, Assistant Superintendent Scobie arranged a series of meetings to determine how we would proceed.

- On Tuesday, April 22, Assistant Superintendent Scobie met with the principal and the assistant principals to discuss the next steps regarding the possibility of having two separate admin teams at the two schools.
- On Wednesday, April 23, Assistant Superintendent Scobie met with Parkland High School staff to discuss what they wanted to see in a new admin team and their principal, as well as the direction of the school.
- On Thursday, April 24, Assistant Superintendent Scobie met with Ecole Pine Grove Middle School staff to discuss what they wanted to see in the new admin team and their principal, as well as the direction of the school.
- On Friday, April 25, Assistant Superintendent Scobie met with the principal and the assistant principals to debrief about what we had learned and to talk about placement and next steps.
- Based on the series of meetings, the recommendations brought forward by Assistant Superintendent Scobie for the 2025 - 2026 school year were as follows:
 - Mr. Ripkens will be placed at Ecole Pine Grove Middle School as principal, along with Kristen Basaraba as assistant principal
 - Mr. Ryan Hall and Mrs. Michelle Downing to remain at Parkland Composite High School as assistant principals, and we will hire a new principal at PCHS.
- The recommendations were accepted and are being actioned accordingly for the commencement of the 2025 - 2026 school year.



Finally, under this Leading Learning section, I want to also highlight some of the work that took place recently around our three-year Education

Plan. Year 2 of our three-year Education Plan, must be complete and submitted by the end of May 2025. To help in this process, a survey instrument was sent out to several stakeholder groups, including parents, to gather feedback on various aspects of schooling and learning. The Education Plan will come before the Board for approval today. Once approved, our GYPSD Education Plan - Year 2 will be available on our GYPSD website.

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.”*

Structures and supports are in place to support building out this competency both 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, DIPs, 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.

Each spring, educators, instructional leaders, Board of Trustees members, and community partners come together to engage in a rich exchange of knowledge, wisdom, and traditions. Esteemed guest presenters shared stories and expertise, offering insights into Indigenous languages, land-based learning, artistry, plant wisdom, movement, and more.

This year's event provided a tapestry of experiences, including captivating stories that inspired smiles and moments of self-reflection. The GYPSD Indigenous Education Event was transformative, co-constructed knowledge, and celebrated Indigenous culture in actionable ways to support meeting Calls to Action from Canada's Truth and Reconciliation Commission.

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.”*

At this time of year, we are heavily into staffing for the upcoming school year. We have received intent forms from staff indicating their intentions to either return, retire, seek leave, or move on to other opportunities. Needless to say, this is a busy

time of year for our Assistant Superintendent of HR, Meghan Auriat, and her team as they work to address this year's issues while also recruiting and hiring staff for the upcoming school year. In planning for next year, we have also had numerous conversations with principals. For example, the dual campus discussions detailed above. To date, we have hired principals for several schools, and other competitions are at various stages in the HR process. More details on operations will be provided in other administration reports following this report.

Another important area in terms of operations is pulling together our budget for board review and approval. The Education Budget 2025 was released earlier this year, and our finance staff, led by Secretary Treasurer Jun Lin, has been reviewing and analysing how the 2025 budget will impact GYPSD. Assistant Superintendent, Kurt Scobie, who recently transitioned into our central office, was asked to work with our Secretary Treasurer in pulling together our budget and, in my absence, presenting the budget to the Board for approval.

Leadership Quality Standard 7 - Supporting Effective Governance

In previous reports to the Board, I have detailed our work in support of effective board governance. I have spoken of policy work, working with the corporate board through our 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 meetings.

Our trustee involvement in various provincial meetings (some hosted by ASBA or by PSBAA) is important. The meetings provide opportunities for our trustees to interact with the Minister and his staff in the hope of enriching the learning experience for students in GYPSD. From an advocacy perspective, these provincial meetings provide time and space for trustees to advocate on behalf of GYPSD and the students we serve.



**Administrative Report
May 21, 2025**

To: Board of Trustees

From: Dr. Parsons, 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 April 16, 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 April 17 - May 20, 2025	Anticipated Big Rocks To June 18, 2025
Finance J. Lin/L. Liu	<ul style="list-style-type: none"> • Submit 2025/26 spring budget for Board approval • CUPE collective agreement settlement • Monitor Q3 budget 	<ul style="list-style-type: none"> • 2025/26 Spring budget submission • Q3 2024/25 budget review • Q3 2024/25 financial reports • Renew CBO contracts and buy new school buses

Facilities B. Orge	<ul style="list-style-type: none"> ● Acoustic panel installation completed ● Niton change room flooring upgrade completed ● Niton change room LED lighting upgrade completed ● Harry Collinge start up meeting ● GT Modernization ● Summer Painting and Flooring Lists review completed ● Start scheduling summer projects ● E construction tour of school sites for summer paving 	<ul style="list-style-type: none"> ● Harry Collinge RTU part 1 ● Schedule the following work: <ul style="list-style-type: none"> ● Painting ● Flooring ● Paving ● weed spraying ● GT modernization ongoing and schedule Phase 2 move in ● Jasper High LED lighting upgrade ● CV, MV and JE exterior LED lighting. ●
Technology L. Lee	<ul style="list-style-type: none"> ● Test Chrome OS conversion Evansview lab PCs ● Continue with Microsoft A5 Security Enhancements (Anti-Virus, Identity & Access Management, Application Protection) ● ATLE SIS Conference ● Divisional 7-9 Outcome-Based Reporting PD ● Dossier optimization 	<ul style="list-style-type: none"> ● Test Chrome OS conversion Evansview lab PCs ● Westhaven PC evergreening ● Vretta Online assessment supports for PAT Part A Grades 6 & 9 ● Researching alternative Online Enrolment platform ● ATLE/ARMIC Joint CyberSecurity Committee meeting ● (Tentative) DRC/Outcome Based Assessment Parent Engagement
Learning Services C. Aschenmeier	<ul style="list-style-type: none"> ● Making Thinking Visible PL for principals and teachers ● Annual Education Plan ● Provincial Achievement Test marker nominations ● Social Studies K-3 mandatory implementation preparation ● CASS Indigenous Gathering ● Learning Services Strategic Planning ● Support for schools and 	<ul style="list-style-type: none"> ● Support for schools and leaders ● HLAT data entry ● ATA PG Committee meeting ● Alberta French Language Education Council meeting ● Annual Education Assurance Measures spring review ● Literacy and Numeracy Survey ● Official Languages in Education Program Grant

	<p>leaders</p> <ul style="list-style-type: none"> • Preparation for final screening assessments • Home Education Final Reviews • Indigenous Pathways Meeting #4 	<p>Report</p> <ul style="list-style-type: none"> • Dual Credit Enhancement Grant Report • Interviews • Bill 27 notification form “opt in”
Human Resources M. Auriat	<ul style="list-style-type: none"> • Criminal Record Check Audit • 1:1 Staffing discussions with Principals • Follow up with Employees on Leave of Absences 	<ul style="list-style-type: none"> • Prepare ATA/OOS Contracts • Prepare Support & BUS Recall Letters • Ongoing Recruitment • Layoff/terminate employees in ASEBP • ASBOA Annual Conference • TEBA Updates
Inclusion Services A. Corser	<ul style="list-style-type: none"> • Prep work for Learning Support Teacher PD on April 17th • Hosted Autism Awareness Parent Night at Sheldon Coates in Grande Cache April 23, 2025 • Planning of PD day for FSLC’s and BEST coaches on May 16th 	<ul style="list-style-type: none"> • School Profile Meetings with all of the schools. • Wrapping up speech screens • OT practicum student support • Hosting a Transition LST planning meeting on May 22, where LSTs meet in their zones to talk about students on their caseloads transitioning into the upcoming school for the 2025-26 school year.
Transportation Services C. Van Neck	<ul style="list-style-type: none"> • Transportation funding review 2526 • Bus Registrations • CVS Open House • Prep for BD Agreement renewal 	<ul style="list-style-type: none"> • STAA Conference • School Bus Rodeo May 24 • Bus Registrations • Route Optimization
Communications Special Projects N.Gilks	<ul style="list-style-type: none"> • CVS, Fulham Open House • Niton Celebration of Learning • School Bus Driver Appreciation Day • Retirement and Long Service prep work • JK/Kinder Campaign Review • Prep Work on 2025/26 Print Calendar Template • Ed Plan - Year 2 • Trustee Candidate Election Handbook 	<ul style="list-style-type: none"> • School Bus Roadeo • Retirement and Long Service planning • Retirement Event June 20 • Prep Work on 2025/26 Print Calendar Template • SC Open House • High School GRADs

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 May 21, 2025

To: Board of Trustees

From: Dr. Parsons, Superintendent of Schools

Subject: Annual Human Resources Planning and Recruiting Report

Originator: M. Auriat, Assistant Superintendent of Human Resources

RECOMMENDATION

That the Board receive an overview of Human Resources workflow for Grande Yellowhead Public School Division's staffing purposes, as information.

REPORT

Governance Implications:

Teacher, Support Staff, and Leader Excellence is a Board Priority. The Human Resources Department ensures staff are aware of important staffing timelines and that processes are clear and transparent. An overview of HR processes provides the Board with additional information when meeting with their constituents.

This report supports the Board's 2023/24 Goals # 1, 2 and 4.

Background:

Grande Yellowhead Public School Division's Human Resources Team supports the Division by actively recruiting and retaining qualified and committed personnel to support the priorities of the Board. The Superintendent is, on behalf of the Division, responsible for the hiring of teachers based on the Principal's recommendation.

As outlined in Table 2, there are a number of activities that Human Resources completes during a staffing round, as well as ongoing activities throughout the year.

Recruitment activities include attending career fairs through local venues, universities and *Apply to Education*. The Human Resources department advertises available opportunities on *Apply to Education*, *Indeed*, universities' career centre pages, GYPsD's website, and social media platforms, such as Facebook.

Each spring, a new staffing round is initiated when teachers complete the *Letter of Intent* survey. Table 1 outlines the status of the survey to date. Staff have until May 30, 2025, to declare changes in their employment status.

Table 1 – Letter of Intent Comparison Results

Reason for Change	2023/24 Results	2024/25 Results
Transfer to Schools	13	6
Increase FTE	2	5
Decrease FTE	5	2
Job Sharing	4	3
Deferred Salary Leave	0	0
Leave of Absence	3	2
Maternity Leave	0	0
Retirement	4	2
Resignation	2	1

Table 2 – Spring Staffing HR Activities

Description	Timeline
Principal Spring Staffing Meetings	May (After budgets are finalized)
Leave of Absence Agreements Approval is based on the organizational needs of the school and/or department	April - May
Recruit for Open Positions All positions are posted on <i>Apply to Education</i> and linked to our website under Careers.	May - July
Probationary Teacher Evaluations	Completed and submitted to Human Resources by April 30 th
Review Recommendations for Continuous Teaching Contracts and Permanent Professional Certificates (PPC)	May
CUPE & BUS Layoff Notice	May - June
Teaching and Out of Scope Contracts for 2025/26	June - July
Summer School Contracts	June
CUPE & BUS Recall Notice	June - August

Conclusion:

Hiring is an ongoing proposition for Human Resources. Each year staffing changes reflect retirements, resignations, secondments, requests for transfers to another school, reduction or increases in FTE, requests for leaves of absence, and job-sharing requests. Human Resources makes every effort to accommodate staffing requests and changes throughout the year.

10.3

Administrative Report May 21, 2025

To: Board of Trustees

From: Dr. Parsons, Superintendent of Schools

Subject: Preparing for Trustee Elections: 2025 Candidate Handbook

Originator: N. Gilks, Director of Communications

RECOMMENDATION

That the Board receive the 2025 Candidate Handbook to assist potential candidates in learning about the important role of a public-school trustee, as information.

REPORT

Governance Implications:

As part of the general elections, Albertans vote for their school board trustees. A general election takes place once every four (4) years as legislated under the [Local Authorities Election Act](#) (LAEA).

School boards are charged with the responsibility to govern the affairs of the school authority under the [Education Act](#), and are advocates for students to ensure education is given a high priority.

Background:

Prior to each election, individuals who are considering running for trusteeship seek knowledge about the Division, and the time and political commitment required. Information about the role as well as other resources to assist potential candidates has been added to the Division's website and a candidate handbook has been created to assist potential new trustees in making an informed decision about whether to run for trusteeship, and in preparing for the election.

The Handbook will be posted on the [election page](#) of the Division's website and includes:

- Role of the Board and key responsibilities including individual role
- Time Commitment and Expectations
- Qualifications
- Online Resources
- Electoral Boundaries including a division map

- Work of the Board and its four priorities, policy development, meetings
- Election specifics including nominations and forms
- Important Dates relevant to the 2025 Election

Conclusion:

That the Board receive the 2025 Candidate Handbook to assist potential candidates in learning about the important role of a public-school trustee, as information.



2025 Trustee Election



Candidate Handbook



Background

Alberta schools boards help shape the future of public education by governing school divisions. The provincial government, through the Minister of Education, grants school boards the authority to make decisions regarding the direction and quality of local public education. Accountability to the public is demonstrated through the election of local school board trustees every four years.

Through the Education Act, the Minister of Education assigns, to the Grande Yellowhead Public School Division (GYPSD) Board of Trustees (the Board), the responsibility of providing a public education system that organizes and operates in the best interests of students and their parents or guardians. In Alberta, school boards are considered statutory corporations empowered by the provincial government to govern local education. This structure reflects the principle that decisions made at the community-level are more effective and responsive to location needs.

The governance of Grande Yellowhead Public Schools is entrusted to seven elected trustees, who are committed to setting strategic policy directions for the Division and serving as representatives of the community.

The Board of Trustees values and actively seeks the perspectives of stakeholders. We invite participation and feedback at board meetings, through involvement in school councils, and during the formulation and planning of our policies.

In their dedicated roles, each trustee plays an integral part in Division committees, enhancing the efficacy and reach of the Board's work.

Role of the Board

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. A trustee who is given corporate authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are representative of the Board, which is then responsible for those actions. A trustee acting independently has no authority or power other than that of any other citizen.

As the corporate entity with natural person powers established by provincial legislation and given authority by the Education Act and attendant Regulations and the corporate body elected by the electors of Grande Yellowhead Public School Division, the Board ensures the provision of quality educational opportunities to maximize all students' learning potential throughout the course of their Early Childhood Services (ECS) to Grade 12 public school education.

The Board is responsible for the development of policies and goals to govern the Division and educational services to resident students within the Division. In keeping with the requirements of government legislation, the Board will establish priorities and initiatives.

For those interested in running as a candidate, we recommend you review:

- **Policy 3: Role of the Trustee**
- **Policy 4: Trustee Code of Conduct**

Still interested? Gain a further understanding of the fundamental principles and operations of a school division board by reading

- **Policy 1: Division Foundational Statements**
- **Policy 2: Role of the Board**

All Board policies can be viewed at gypsd.ca/policies

Role of the Trustee

The role of the trustee is to contribute to the work of the Board as it carries out its mandate to govern according to its core values and achieve its vision, mission, beliefs and priorities. The oath of office taken by each trustee when they assume office binds that person to work diligently and faithfully in the cause of public education.

The key responsibility for trustees is to stay in touch with community stakeholders so that they understand and reflect in their decision-making, what all citizens' value and want from their local public schools.

It's important to note that trustees do not represent any one school, neighbourhood or community. Rather, they make decisions based on the needs of the entire school division, and as elected officials, they:

- 1** **Set** school division goals to help ensure students have the knowledge and skills that enable them to be better prepared for life;
- 2** **Plan** school division priorities based on provincial curriculum requirements, community input, available resources and best practices in education;
- 3** **Approve** an annual school division budget based on Alberta Education expectations and strategic priorities;
- 4** **Develop** policies to guide school division administration and employees towards division goals;
- 5** **Ensure** the community is regularly informed about the work and achievements of the school division;
- 6** **Advocate** on behalf of the school community to provincial decision-makers and stakeholders on important issues that affect education, and to ensure education is a top priority; and
- 7** **Provide** opportunities for public input into Board decision-making.



Time Commitment

The Board sets an Annual Work Plan that serves as a guide for monthly activities for trustees or the board as a whole. While the monthly list of activities in the Annual Work Plan is not all-inclusive of the responsibilities that fall to the Board, it serves as a guide for activities that regularly occur from September 1 through August 31.

The Board generally meets at the Education Services Centre in Edson once a month during the school year for scheduled Public Board Meetings (PBM). These meetings generally last all day.

- All agenda packages are posted on the Monday before the meeting.
- Board meetings are open to the public to attend so please feel free to join the current Board at any time during these meetings.
- PS – for a quick version of what happens at the meetings, we also post Board Briefs which can be located on our website under each meeting date.

Trustees do a fair amount of travel as they are also expected to attend meetings outside of the Division as our Division's advocate at provincial and national meetings and conferences. They are also encouraged to attend local school activities and celebrations.

To carry out its mandate on local governance of education, the Board may delegate some of its functions to a Committee of the Board. Trustees are encouraged to join a variety of committees over their term.

One of the Board's priorities is Community Engagement; the Board invites stakeholder input through events and online tools to ensure they are up-to-date and informed on issues important to the communities within GYPSD.

Qualifications

To be nominated as a candidate in the school board election under Local Authorities Election Act, a person must be eligible under Sections 21 and 47 of the Local Authorities Election Act and Sections 4(4) and 74 of the Education Act (if applicable) to be elected to the office, and not otherwise disqualified under Section 22 or 23 of the Local Authorities Election Act.

Several online resources are available for those who are interested in exploring the possibility of running the upcoming trustee election:

- [Local Authorities Election Act](#)
The election law currently governing school board trustee elections in Alberta.
- [Education Act](#)
- [ASBA Resources](#)
- [ASBA Guide for School Board Trustees](#)
- [School Board Elections](#)
- [PSBAA Information on 2025 Elections](#)

Electoral Boundaries

Grande Yellowhead Public School Division is divided into three electoral wards or boundaries. Except for Hinton and Edson which have two trustees elected, each ward has a school trustee that has been elected by the citizens within the boundaries of that ward. Candidates are invited to run in the following areas:

WARD 1

- o Sub-Division #1 (Hinton and Area)
- o Sub-Division #2 (Edson and Area, including Fulham)
- o Sub-Division #3 (Lobstick Area – Niton Junction, Wildwood and Evansburg)

WARD 2 Grande Cache

WARD 3 Jasper

Find here a [map](#) of the Division to determine what ward you reside in.



Work of the Board

In Alberta, citizens select school boards to act for the legislature in their local schools and communities.

Trustees must at all times be an advocate for children and their learning needs. In keeping with the theory that government is most effective when placed closest to the people being governed, school board trustees are elected during local municipal elections every four years; the next election will be held in October 2025. The Board of Trustees provides leadership and guidance to the Division by defining the vision, mission, and priorities on behalf of their stakeholders and communities. Trustees monitor Grande Yellowhead Public School Division's performance and ensure the Assurance Domains - as outlined by Alberta Education - are being met.

GYPSPD has its strategies around four main priorities to ensure that the entire Division is moving towards a shared vision of excellence:

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

As elected officials, their work is focused on setting direction and goals, building policy, and advocating for GYPSPD at all levels of government.

More information can be found about the advocacy work of the Board [here](#).

Work of the Board, cont'd

Board Policies

After understanding the role of trustee, and trustee code of conduct, interested candidates are encouraged to review the Division's Policies and Procedures to gain a better understanding on the fundamental principles and operations of the board.

Board Policies and Administrative Procedures are available on the Division website at gypsd.ca.

Board Meeting Schedule for 2025-2026

Public Board Meetings are typically held at the Education Services Centre building located at 3656 1 Avenue in Edson, Alberta, and begin at 10 a.m. unless otherwise noted.

Public Board Meetings are live-streamed on YouTube. To access the live stream, click here: https://www.youtube.com/channel/UC0YSXQleW7cJiFz_rY2ioQA/featured

You can also access upcoming and archived meeting packages on the Division's [site](#).

School Calendars

Grande Yellowhead Public School Division's School Year Calendars are posted to the GYPSD website upon approval by the Board of Trustees. Please visit the Division School Year Calendars page to view upcoming dates for

- [2025/26 School Year](#)(approved)
- [2026/27 School Year](#) (approved in principle)
- [2027/28 School Year](#) (approved in principle)

Nominations

The nomination period runs from January 1, 2025, through to noon on **Nomination Day**, September 22, 2025.

Candidates wishing to submit their completed nomination package prior to **Nomination Day** will contact the Returning Officer by calling 780-723-4471 or emailing junlin@gypsd.ca to make an appointment.

On **Nomination Day**, papers will be received by the Returning Officer between the following times at:

Education Services Centre

3656 1 Avenue, Edson, AB T7E 1S8

Office Hours: Monday - Friday: 8:00 AM - 4:30 PM (excluding 12-1pm)

Nomination papers may be handed in by any person and include:

- Nomination Paper and Candidate's Acceptance form (Form 4)
- Candidate Financial Information form (Form 5)
- Notice of Intent (Form 29)
- Submit a current criminal record check from RCMP within last 30 days

Every nomination must be accompanied by a deposit of \$100.00. Cash, bank drafts and money orders are acceptable forms of payment. Personal Cheques will not be accepted.

Nomination Day

At any time after 12:00 noon on **Nomination Day**, nomination papers may be examined by an elector during regular business hours and in the presence of the Returning Officer.

Should candidates wish to withdraw their nomination, they may do so, in writing, in person until the nomination period closes at noon on **Nomination Day**, September 22, 2025.



More Information

Once your nomination form has been officially accepted by our Returning Officer, you are now ready to hit the campaign trail to talk about how you can help make a difference in the lives of children in your community.

Election Day is Monday, October 20, 2025, and more information including polling stations in the various communities within our boundaries will also be posted closer to Election Day.

Please visit the Division's website under [2025 Election Information](#) for additional information.

These important resources and links to relevant organizations will help a future candidate to be well-informed about the role of a school board trustee.

We encourage prospective candidates to contact Jun Lin, Secretary-Treasurer, by email at junlin@gypsd.ca or at 1.780.723.4471 or 1.800.723.2564 if you still have some questions.

Good luck!

Appendix: Important Dates

January 1, 2025

Nomination period opens and the earliest date a municipal, school or Ombudsman employee wishing to be nominated may notify the employer that they are taking a leave of absence. A notice of intent form must be filed prior to filing nomination papers.

May 1, 2025

Start of “election advertising period” in which local jurisdictions must maintain a register of third parties who engage in election advertising.

September 22, 2025 - 12 p.m

Nomination period closes.

September 23, 2025

Candidates may withdraw their nomination in writing, in person.

October 20, 2025

Election day.

October 22, 2025 - 4 p.m.

Deadline to receive a request for a recount.

October 24, 2025 - 12 p.m.

Recounts must be complete.

November 8, 2025

Last day for an elector to request a judicial recount.



11.6

Trustee Committee Report May 21, 2025

To: Board of Trustees, Grande Yellowhead Public School Division

From: J. Mines, Committee Chair (Trustee Grande Cache)

Subject: Board Finance Committee Report

Originator(s): Board Finance Committee

RECOMMENDATION

That the Board of Trustees receive this report on behalf of the Board Finance Committee.

REPORT

Governance implication:

In accordance with Board Policy 8, Committees of the Board, trustees serve on a number of standing and ad hoc committees. To carry out its mandate of local governance of education, the Board may delegate some of its functions to a Committee of the Board. Trustees must join a variety of committees in a leadership role over their term.

Key Information:

The finance committee makes the following recommendations to the board.

- i. The board looks at cost-saving measures in the PD and committee meeting budget lines that could be addressed through policy 7.
- ii. During our yearly Strategic Planning event, the board specifically addresses attendance at the events, considering how they are tied to our board goals for the next year. Details and parameters for board consideration.
- iii. The Board does not pay for the Rocky Mountain Roaster for the Edson Central Office and Hinton Learning Connection, and it goes through the Superintendent's budget instead. The current budget line is supplies and resources.
- iv. The board considers cleaning up the GL lines in our budget so that it is more transparent and clear.

- v. The board continues to leave the staff recognition GL in the Special Projects budget. The board reviews the expenses to look for cost-saving measures in this budget line, which includes various staff recognition items.