



Agenda

**Regular Meeting
of the Board of Trustees of the
Grande Prairie Public School Division on
Tuesday, January 9, 2024 6:00 pm**

- | | | |
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| 1. O CANADA, TERRITORIAL LAND RECOGNITION and UNIVERSAL GUIDING PRINCIPLES | | |
| 2. PRESENTATION or DELEGATION (7:00 p.m.) | | |
| 3. ADOPTION OF THE AGENDA | | Trustees |
| 4. MINUTES | <ul style="list-style-type: none">• Committee of the Whole Meeting Minutes of December 12, 2023• Regular Board Meeting Minutes of December 12, 2023 | Trustees |
| 5. BUSINESS ARISING FROM THE MINUTES | <ul style="list-style-type: none">• Political Affiliation in Municipal Elections• Board Policy 7: Board Operations | |
| 6. BOARD CHAIR/ SUPERINTENDENT'S REPORT | <p>Board Chair Report</p> <ul style="list-style-type: none">• <p>Superintendent's Report</p> <p>Items for Information</p> <ul style="list-style-type: none">• Division Website Introduction• Coordinated Supports for Students• K-8 Assessment and Reporting• Bachelor of Education Bursary• Students First Amendment Act• Annual Student Profile and Specialized Learning Services Report• Board Workplan Review <p>Items for Action</p> <ul style="list-style-type: none">• Council of School Councils Workshop January 18, 2024• School-Trustee Assurance Meetings | Joan |
| 7. BOARD POLICY REVIEW | | Sandy |
| 8. ADVOCACY & ENGAGEMENT | <p>Advocacy and Engagement Committee</p> <ul style="list-style-type: none">• 2024 01 09 Meeting Update• 2023 12 12 Meeting Minutes as Information | Chris |

AGENDA

January 9, 2024

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| | | |
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| 9. CULTURE AND ENGAGEMENT | | |
| 10. BUSINESS SERVICES | Business Services Report <ul style="list-style-type: none">Annual Student Transportation Update | Norm |
| 11. ASBA /PSBAA | Alberta School Boards Association (ASBA) <ul style="list-style-type: none">Zone 1 Meeting | Ray |
| 12. ALBERTA EDUCATION | | |
| 13. COMMITTEE REPORTS | <ul style="list-style-type: none">Teacher/Trustee Liaison Committee Meeting - Minutes for Information | Trustees |
| 14. PRESENTATION OR DELEGATION BUSINESS | | |
| 15. CORRESPONDENCE | <ul style="list-style-type: none">Letter to the Minister of Education Re: Digital Diploma Examinations 2023 12 15 | Trustees |
| 16. NEW IDEAS/NEW ISSUES | | Trustees |
| 17. IN CAMERA SESSION | | Trustees |
| 18. ADJOURNMENT | | Joan |

SUPERINTENDENT'S REPORT

Board of Trustees Regular Board Meeting

Tuesday, January 9, 2024

Prepared by Sandy McDonald, Superintendent of Schools



**Grande Prairie
Public School
Division**

BUSINESS ARISING FROM PREVIOUS MEETINGS

POLITICAL AFFILIATION IN MUNICIPAL ELECTIONS

The Alberta Government is currently reviewing feedback from a recently closed survey of Albertans to help inform potential legislative changes to the Municipal Government Act and the Local Authorities Election Act. The stated purpose of the review is to seek feedback to improve accountability and maintain public trust in local elections and elected officials in Alberta's local governments.

Regarding local elections, the Government of Alberta's survey collected feedback on the following local election topics:

- voter eligibility
- voter list
- rules for election postponement
- involvement of political parties
- alternative voting methods

Regarding councillor accountability and transparency, the Government of Alberta's survey collected feedback on the following topics:

- required training for councillors
- private meetings for council
- disqualification rules
- disclosure by council candidates
- monetary conflicts of interest

As requested at the December 12 meeting of the Board, additional information on the topic is available online, using the links below, to inform trustee conversation on the issue at the January 9 meeting:

- The Government of Alberta's [two surveys](#), described above, closed on December 6.
- The Professional Learning section of the [members-only pages](#) of the Alberta School Boards Association website contains a PDF summary of the October 30 Speaker's Corner presentation on the topic by representatives of the Rural Municipalities and Alberta Municipalities.
- Alberta Municipalities enlisted Janet Brown, from Opinion Research, to survey Albertans on the topic of Party Affiliation in Municipal Elections. [A detailed summary of the research is available online](#). A summary of the responses included in the report states: "More than two in three Albertans (68%) would prefer to see municipal candidates run as individuals. One in four (24%) would prefer to see them run as members of a political party, and nine per cent are unsure." (page 5)

BOARD POLICY 7: BOARD OPERATIONS

A draft edit of Board Policy 7: Board Operations is attached for Trustee review, debate, and eventual approval.

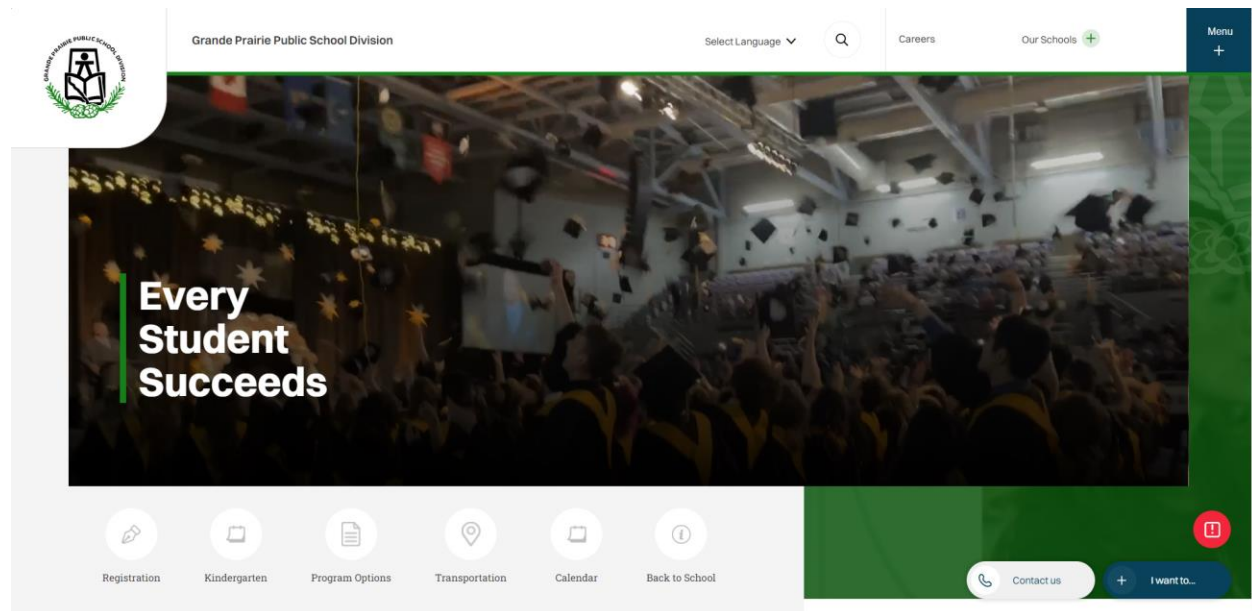
The edited content in the attached draft is shown in red font. Changes from the existing policy include an addition proposed for the pre-ambles to the policy and some edits in Section 10, recommended by the Alberta School Boards Association, with respect to presentations, delegations, and petitions. Three new appendices to the policy are included as well to support the draft content in Section 10 of the policy.

ITEMS FOR INFORMATION

DIVISION WEBSITE INTRODUCTION

Training is ongoing for system and school staff for the upcoming January 16 public transition to the new school and division website platform. The initial focus is moving the existing content to the new site. Updates to content and other possible to the site may be forthcoming in the future after the new site goes live. One of the goals, however, is to ensure parents and our community have a similar experience and can find similar information, in the same ways on all division sites.

A screenshot of the new home page follows:



note: the picture looks blurry because it is a screenshot of a video playing.

The content to be included on the Board page will be essentially the same but is being edited for improvements prior to being made available to the public on January 16. Sections include:

- Greetings from the Board Chair
- What is a Public School Board?
- Board Policies
- Trustee Profiles and Committee Assignments
- Board Advocacy Priorities
- Board Meetings
- Trustee Expense Disclosures
- School Board Elections

Trustees with any feedback or ideas about the Board's section of the webpage are asked to submit it to the Superintendent by email, and to copy the rest of the trustees as well for information. Any proposed future additions or deletions to the Board's site will be shared with Trustees prior to the changes being implemented.

COORDINATED SUPPORTS FOR STUDENTS

On December 7 all non-instructional staff who support students were brought together by Director of Inclusive Learning Nancy Gorgichuk and Director of Student Supports, Paul Therrien, to build understanding of the breadth of supports available to students and to build relationships between staff who have similar roles but may not be familiar with other supports available. In attendance were over

30 staff who serve as the division's educational programmers, social workers/counsellors, family outreach workers, and Indigenous Liaisons. Also in attendance were the specialists from the division's multi-disciplinary team who provide services for deaf and hard of hearing students, students with visibility impairments, and who provide speech, psychology, and occupational therapy to students.

K-8 ASSESSMENT AND REPORTING

All principals of schools that offer K-6 and K-8 programming met with the Educational Directors on Tuesday, December 12 to collaboratively develop a process to support developing a clear understanding and application of achievement indicators on grade 1-8 report cards in their schools. The structure for this collaboration was based on exploring the content in [Administrative Procedure 360 – Student Assessment Grading and Reporting Guidelines](#), specifically guideline 4.5, which requires each principal to establish a process in their school to support the development of clear understanding and application of achievement indicators on report cards.

This session was structured to support principals to replicate the activity at the school level during school improvement planning time to support the development of consistent language and practice across division schools. A shared vision of the importance of assessment and consistent assessment practices across the division will support teachers to build consistent understanding for parents as well and contribute to increased assurance in division reporting practices. This work at the school level will support the teacher and administrator working group in the new year, who are tasked with developing an updated report card format consistent with the new provincial curriculum.

BACHELOR OF EDUCATION BURSARY

Using funds provided by the Federal Government and distributed through the Alberta Education Official Languages in Education Program, the Human Resources and Education Departments have developed a bursary to support the recruitment of French Immersion teachers by helping individuals to attain their Bachelor of Education with a specialization in French Immersion and/or French as a Second Language.

Applications for the bursary are open until January 15th, 2024, and is prioritized for individuals in a 4-Year BEd program or a 2-Year After-Degree BEd program at an accredited Alberta university. Consideration will also be given to those graduating in the 2024 school year. Details of the bursary include:

- GPPSD will grant up to \$5000 annually to cover the costs directly associated with the program.
- Whether in a BEd program or an after-degree program, applicants must be registered as a full-time student.
- Successful applicants must sign a two-year Return of Service Agreement with GPPSD.

STUDENTS FIRST AMENDMENT ACT

The [Education Statutes \(Students First\) Amendment Act](#) came into full effect in September 2022, requiring all Alberta-certificated teachers and teacher leaders to provide a criminal record check and a vulnerable sector check upon their initial hiring, and then every five years while the teacher or teacher leader remains employed by the school authority.

Appreciation is due to Director of Human Resources, Tammie Maurer, and her team for their diligence working with over 500 certificated teaching staff in the division during the past year to ensure 100% compliance as per the effective date of December 31, 2023.

ANNUAL STUDENT PROFILE AND SPECIALIZED LEARNING SERVICES REPORT

The Annual Student Profile And Specialized Learning Services Report is attached and submitted for information.

BOARD WORKPLAN REVIEW

The updated Board Workplan has been updated and is attached and submitted for information.

ITEMS FOR ACTION

COUNCIL OF SCHOOL COUNCILS WORKSHOP

The specific agenda for the January 18 Council of School Councils workshop will be reviewed at the Advocacy and Engagement Committee happening earlier in the day on January 9. The focus of the agenda will be to support the desire to learn more about programs or processes within the division expressed by School Council Chairs at the recent Council of School Councils meeting.

Administration has recommended the provincial Assurance Framework be used as the core focus of the workshop as it will provide a foundational understanding for Chairs to support the advisory role they serve for the school principal. Starting with the provincial Assurance Framework may also create the opportunity to identify future topics of interest that may be relevant to their schools and their work as Chairs. The evening will be planned with a mixture of large group and small group activities to support making it a relevant and engaging experience for the chairs. With reference made to the school year assurance cycle and each schools plans and reports in this workshop, as the year progresses, Councils may be more prepared to engage with their principals to learn more about what is happening in those areas at the school level.

SCHOOL-TRUSTEE ASSURANCE MEETINGS

The annual School-Trustee Assurance meetings are scheduled for January 25, January 30, and February 22 per the schedule shown below. The agenda for the meetings is attached for information and trustees are asked to ensure they update their response to the meeting invitations sent earlier, prior to each day of meetings, to reflect their availability.

As in previous years, documents will be made available prior to each set of meetings for trustees to review in advance.

Thursday January 25, 2024

- Derek Taylor 9:00 – 9:45
- École Montrose 10:00 – 10:45
- Roy Bickell 11:00 – 11:45
- GP Christian 12:45 – 1:30
- Alexander Forbes 1:45 – 2:30
- Crystal Park 2:45 – 3:30

Tuesday January 30, 2024

- Aspen Grove 9:00 – 9:45
- I.V. Macklin 10:00 – 10:45
- Riverstone 11:00 – 11:45
- Hillside 12:45 – 1:30
- Avondale 1:45 – 2:30
- Maude Clifford 2:45 – 3:30

Wednesday February 22, 2024

- GP Composite 8:30 – 9:30
- Charles Spencer 9:45 – 10:45
- Bridge Network 11:00 – 12:00
- Swanavon 12:45 – 1:30
- Isabel Campbell 1:45 – 2:30
- Parkside 2:45 – 3:30

DIVISION STUDENT PROFILE and SPECIALIZED LEARNING SERVICES ANNUAL REPORT

Board of Trustees Regular Board Meeting

Tuesday, January 9, 2024

Prepared by: Nancy Gorgichuk, Director of Inclusive Learning


**Grande Prairie
Public School
Division**
PURPOSE

A summary of the coded student enrolments in the Division and the identification of key specialized learning supports provided students across the division is included in the report that follows. Relative enrollment data from previous years are included for comparison. For reference, mild, moderate, and severe needs are defined in the [Special Education Coding Criteria 2023-2024](#). This information is provided to increase Board awareness of the diversity within our division and the programming and strategies we currently use to respond to the diversity and related complexity.

BACKGROUND

This report references ‘Universal, Targeted, and Individual’ supports for learners. This reflects the understanding that supports for learning exist on a continuum. Most students in the Division have their learning needs met through universal supports in a traditional classroom. A smaller number of students have their learning needs met through the addition of targeted supports within a traditional classroom. A select number of students require individualized programming to meet their individual needs. These supports are described as follows:

Universal supports and services incorporated into the inclusive learning environment for **all learners**, including but not limited to, quality instruction and providing welcoming, caring, respectful and safe learning environments. High-quality approaches are available to and benefit each learner.

Targeted supports and services designed for **groups of learners** who require additional supports or interventions to be successful with their learning. These are designed to build specific skills and reduce barriers that interfere with learning or social-emotional well-being.

Individualized supports and services designed for **individual learners** to address specific areas for growth, barriers or personal circumstances that may be impacting the ability of individual learners to participate in or benefit from learning opportunities. They are intended for fewer individuals with more severe or pervasive challenges that require changes to supports and services beyond the universal and targeted supports provided.

EARLY CHILDHOOD SERVICES (ECS)

The table below identifies the current year enrolments in Early Childhood Services (ECS) programs in the Division. The ECS enrolments include Alberta Education-funded students enrolled in Program Unit Funded (PUF) Pre-Kindergarten programs and Kindergarten. Students enrolled in preschool programs at Ecole Montrose and Parkside Montessori are excluded from the table below because those programs are funded by tuition fees, not by Alberta Education. The Division’s PUF Pre-K ECS programming is located in Crystal Park School and Swanavon School.

| | Mild Moderate Code 30 | Severe Code 40 | Moderate Speech/Language Code 48 | Self-Identified Indigenous | English as an Additional Language |
|--|--------------------------|-------------------|--|-------------------------------|---|
| 2023-2024 PUF Pre- Kindergarten | 18 | 75 | 30 | 32 | 4 |
| 2023-2024 Kindergarten | 71 | 52 | | 100 | 52 |
| 2023-2024 Total Funded Coded ECS | 89 | 127 | 51 | 132 | 56 |
| 2022-2023 Total Funded Coded ECS | 125 | 117 | 47 | 134 | 0 |
| 2021-2022 Total Funded Coded ECS | 21 | 126 | 18 | 128 | 3 |
| 2020-2021 Total Funded Coded ECS | 64 | 142 | 0 | 94 | 0 |

**Code 48 Moderate Language Delay for PUF Pre-Kindergarten and Kindergarten was a new code for 2021-2022 school year.*

Early Childhood Services students receive programming from certificated teachers, Educational Assistants, Speech Language Pathologists, Occupational Therapists, Physiotherapists, and Psychologists. Support for students with low incidence needs (visually impaired or deaf and hard of hearing) are also available through referral to Peace Collaborative Services. Families with ECS students also access Triple P Parenting support and counselling provided by Division Social Workers, as needed.

GRADES 1 – 12

All students in grades 1-12 with Alberta special education codes will have an Individualized Program Plan (IPP) or an Individualized Behaviour Support Plan (IBSP) developed by the classroom teacher, in collaboration with parents. If appropriate, students may also provide input into planning. Student learning is supported in either a traditional classroom setting or through enrollment in one of the Division's Innovative Support Centre (ISC) classrooms.

The Alberta Education Funding Manual does not directly correlate special education coding with specific resources for students, meaning that provincial funding is not directly connected to individual students. School divisions receive a Specialized Learning Support (SLS) grant that is used to provide a continuum of supports and services to meet the needs of students in an inclusive learning environment. Our continuum is designed ensuring it is:

- Learner-centered: Each learner has unique backgrounds, cultures, talents, interests, passions, abilities, challenges and aspirations. An equitable continuum begins by knowing the learner(s).
- Strength-based: Utilizing a strengths-based approach ensures the needs and challenges are addressed through the strengths of the learner and community.
- Flexible and responsive: In the ongoing analysis of the local context, the strategies, supports and services are responsive and reflect learner needs and realities. There is fluid movement between the tiers with supports and services being adjusted as a learner's needs change over time.

- Cumulative: Learners who are receiving intensive individualized supports also have access to universal and targeted supports. Targeted and individualized supports and services are drawn from strong universal supports, pulling universal supports through the continuum.
- Accessible: Accessing supports and services is barrier-free.
- Visible: A continuum of supports and services is an effective tool that facilitates more transparent communication to internal and external school community partners regarding the supports and services available and being provided.
- Integrated: An integrated continuum of supports and services emphasizes careful integration of evidence based practices across domains of academics and well-being

Our Division continues to support *Designing Learning for Diversity* teacher professional development. This professional development is a collaboration between departments with a focus on planning classroom instruction that has entry points for learning for all learners and universal supports available for all students. The outcome of this approach is to support all teachers' ability to plan responsively to support diverse, inclusive, and responsive classrooms.

| | Mild/Moderate Code 50 | Severe Code 40 | Gifted Code 80 | Self-Identified Indigenous | English Language Learner | Innovative Support Centre (ISC) Enrollment |
|---|--------------------------|-------------------|----------------|-------------------------------|--------------------------------|---|
| Grade 1 | 73 | 34 | | 98 | 58 | 1 |
| Grade 2 | 44 | 37 | | 116 | 50 | 6 |
| Grade 3 | 62 | 35 | 1 | 122 | 56 | 10 |
| Grade 4 | 56 | 27 | 1 | 122 | 52 | 5 |
| Grade 5 | 64 | 25 | 1 | 127 | 61 | 8 |
| Grade 6 | 54 | 39 | 1 | 128 | 57 | 16 |
| Grade 7 | 67 | 22 | 1 | 125 | 59 | 19 |
| Grade 8 | 68 | 33 | 3 | 108 | 50 | 31 |
| Grade 9 | 62 | 25 | 2 | 120 | 46 | 27 |
| Grade 10 | 58 | 21 | 2 | 147 | 34 | 26 |
| Grade 11 | 65 | 17 | 1 | 106 | 27 | 22 |
| Grade 12 | 56 | 24 | 4 | 110 | 40 | 6 |
| Total Coded Gr 1- 12 | 729 | 339 | 17 | 1429 | 590 | 177 |
| 2023-2024 Total Coded ECS | 89 | 171 | 0 | 132 | 56 | - |
| 2023-2024 Grand Total Coded ECS - 12 | 818 | 510 | 17 | 1561 | 646 | 177 |
| 2022-2023 Grand Total Coded ECS - 12 | 760 | 455 | 29 | 1441 | 419 | 191 |
| 2021-2022 Grand Total Coded ECS - 12 | 590 | 416 | 60 | 1348 | 352 | 197 |
| 2020-2021 Grand Total Coded ECS - 12 | 594 | 383 | 75 | 1262 | 348 | 195 |

INNOVATIVE SUPPORT CENTRE (ISC) SPECIALIZED PROGRAMMING

Depending on specific evidence of needs and context, some student's complex needs may be best met by specialized programming from an ISC classroom. Boundary schools refer their students to the Director of Inclusive Learning by identifying the evidence of student need and referrals are reviewed by Student Services staff. Parental support and consent are required before referrals are received and placements are made. We continue to have a specialized *Complex Needs* team to support the more complex programming needs within our division. This targeted team consists of a full-time Educational Programmer and a part-time Psychologist and Occupational Therapist. In addition to supporting all ISC classrooms, this team is also available to support when complex student needs require it in traditional classrooms.

The goal for all students in the division is high school completion, including those students with complex needs who are receiving specialized programming. Students are eligible for an Alberta High School Certificate of Completion, an Alberta High School Certificate of High School Achievement, or an Alberta High School Diploma. A focus of the specialized programming provided in ISC classrooms is on working with parents to cocreate learning plans that include appropriate individualized goals in literacy, numeracy and independence building while also helping to develop the life skills necessary to support student's transition to life after high school. The table below identifies the ISC program locations and enrolments for the 2023-2024 school year:

| ISC Specialized Classroom Location | Number of Specialized ISC Classrooms | 2023-2024 Enrolment | 2022-2023 Enrolment | 2021-2022 Enrolment | 2020-2021 Enrolment |
|--------------------------------------|--------------------------------------|---------------------|---------------------|---------------------|---------------------|
| Crystal Park School | 4 | 54 | 52 | 57 | 61 |
| Derek Taylor Public School | 0 | 0 | 33 | 28 | 27 |
| Riverstone Public School | 2 | 42 | 34 | 29 | 30 |
| Grande Prairie Composite High School | 5 | 81 | 73 | 62 | 53 |
| Charles Spencer High School | 0 | 0 | 0 | 21 | 24 |

NOTE: the new high school boundaries for the 2022-2023 school year resulted in the ISC programming at Charles Spencer relocated to the Grande Prairie Composite High School which was the boundary school for most students. This was followed with the transfer of ISC programming from Derek Taylor Public School to Riverstone in the 2023-2024 school year.

KEY STRUCTURAL STAFFING SUPPORTS IN THE GRANDE PRAIRIE PUBLIC SCHOOL DIVISION

The following staffing is allocated to schools within the Division to support teachers and the growth and achievement of all students:

Learning Supports Teachers (LST)

Learning Support Teachers are teachers with specialized training and work in all schools to support classroom teachers' ability to plan for and provide universal and targeted supports and interventions for students in their classrooms. They are leading the *Designing for Diversity* teacher planning professional development in all our schools. LST's also provide significant support to school administration and are an important link between schools, the division, and external community agencies. The role of the Learning Support Teacher offers a key opportunity for teachers to share in leadership to make a positive difference at their schools and is a strategy to support Division's succession planning.

Multi-Disciplinary Team (MDT), Peace Collaborative Services (PCS), and Mental Health Counselling

Grande Prairie Public School Division continues to partner with 5 other school divisions to provide specialized services through the regional Peace Collaborative Services team. Specialized staff on the GPPSD MDT are hired as part of the PCS collaborative model and are assigned to GPPSD. In the 2023-2024 school year PCS partners increased their allocations to provide more Occupational Therapy and Psychology support to ECS programs and for students with the most complex programming needs in K-12. Utilizing a student-needs based prioritization process allows the division to be timely and responsive when supporting needs at the more targeted and individualized level. The addition of a provincial Low Incidence Supports and Services (LISS) grant has also supported additional services through PCS for our students who are deaf and hard of hearing and our students who are blind or visually impaired.

To support youth mental health needs in our schools, the division has also developed a team of 12 social workers to provide counselling services to students. Nine of these positions are permanent, one position supports the Integrated Support School Program at Hillside Community School and two are Mental Health in Schools grant-based Addictions Counsellors in our high schools. In the first year of the Mental Health in Schools grant, the Addictions counsellors in GPPSD have provided almost 1000 student contacts in addition to educational presentations on addictions awareness and prevention including but not limited to tobacco, vaping, gaming, social media, gambling, alcohol, and drugs. The Mental Health in Schools grant is a partnership with Alberta Health Services, to facilitate connections and referrals to community resources as needed.

SUMMARY

This report provided a general overview of the student needs across the division and a description of the structural supports and processes that exist to support the learning of all students. The Division's 3-Year Education Plan identifies specific inclusive learning outcomes to support the success of all students and more detailed plans at all levels includes strategies to support continued improvement in these areas.

06.3 Board Workplan Review

Grande Prairie Public School Division 2023 – 2024 Board Work Plan



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

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| | | | 2023 10 30 <ul style="list-style-type: none"> ASBA Webinar AB and Rural Municipalities |
| NOVEMBER | <ul style="list-style-type: none"> 2023 11 14 | <ul style="list-style-type: none"> Advocacy & Engagement Committee (11:00 am) 2023 11 14 Review Annual Student Attendance Report 2023 11 14 Bi-Annual Division Risk Management Update <i>In Camera</i> 2023 11 14 Bi-Annual Human Resources Update <i>In Camera</i> 2023 11 14 | 2023 11 08 <ul style="list-style-type: none"> ASBA Zone 1 |
| | <ul style="list-style-type: none"> 2023 11 28 | <ul style="list-style-type: none"> Board Assurance Retreat 2023 11 23 (Moved from Nov 30 - Trustees to review the Results Report prior to approval on 2023 11 28) <ul style="list-style-type: none"> Review draft Annual Education Results Report Presentation of Educational Director Work Plans Board Policy Committee (11:00 am) 2023 11 28 Audit Committee (4:30 pm) 2023 11 28 Approve Annual Education Results Report 2023 11 28 Approve Audited Financial Statements 2023 11 28 Fall Budget Update 2023 11 28 Council of School Councils (7:00 pm) 2023 11 30 | 2023 11 09 <ul style="list-style-type: none"> PSBAA Franklin Covey, Leader in Me - Virtual 2023 11 17 <ul style="list-style-type: none"> PSBC 2023 11 19 – 21 <ul style="list-style-type: none"> ASBA FGM |
| DECEMBER | <ul style="list-style-type: none"> 2023 12 12 Committee of the Whole | <ul style="list-style-type: none"> TTLIC Meeting (3:45 pm) 2023 12 05 TEBA Engagement Session 2023 12 08 Advocacy & Engagement Committee (11:00 am) 2023 12 12 Review Annual Class Size Report 2023 12 12 Review draft 2024-25 School Year Calendar 2023 12 12 Review Annual Finance Department Workplan | 2023 12 11 <ul style="list-style-type: none"> ASBA Speaker's Corner 2023 12 13 <ul style="list-style-type: none"> ASBA Zone 1 Virtual |
| JANUARY | <ul style="list-style-type: none"> 2024 01 09 Committee of the Whole | <ul style="list-style-type: none"> Advocacy & Engagement Committee (11:00 am) 2023 01 09 Review Annual Student Profile and Specialized Learning Services Report 2024 01 09 Review Annual Student Transportation Update 2024 01 09 Council of School Councils – Workshop – 2024 01 18 | 2024 01 10 <ul style="list-style-type: none"> ASBA Zone 1 Virtual |

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| | <ul style="list-style-type: none"> 2024 01 23 | <ul style="list-style-type: none"> Board Policy Committee (11:00 am) 2024 01 23 Approve 2024 – 2025 School Year Calendar 2024 01 23 Review Annual Information Technology Workplan and Report 2024 01 23 Review Annual Student Intervention Programming Report 2024 01 23 Review 1st Quarter Budget Update 2024 01 23 School Assurance <ul style="list-style-type: none"> 2024 01 25 2024 01 30 2023 02 22 PD Committee Meeting 2024 01 31 | 2024 01 22 <ul style="list-style-type: none"> ASBA Speaker's Corner – Education Commission of the States |
| FEBRUARY | <ul style="list-style-type: none"> 2024 02 13 | <ul style="list-style-type: none"> Advocacy & Engagement Committee (11:00 am) 2024 02 13 Review GPPSD Optimum Learning Framework 2024 02 13 Review Annual Programs of Choice Report 2024 02 13 TTLIC Meeting (3:45 pm) 2024 02 20 Non-Instructional Support Staff Committee (4:15 pm) 2024 02 21 | 2024 02 08 - 09 <ul style="list-style-type: none"> PSBC |
| | <ul style="list-style-type: none"> 2024 02 27 Committee of the Whole | <ul style="list-style-type: none"> Board Policy Committee (11:00 am) 2024 02 27 Develop Budget Process and Budget Development Principles 2024 02 27 Review Annual Division Occupational Health and Safety Report 2024 02 27 Review Annual Division Operations & Maintenance Workplan and Report 2024 02 27 Review Annual Division Wellness Report 2024 02 27 Council of School Councils Meeting 2024 02 29 | 2024 02 14 <ul style="list-style-type: none"> ASBA Zone 1 Virtual 2024 02 26 <ul style="list-style-type: none"> ASBA Speakers' Corner TBA |
| MARCH | <ul style="list-style-type: none"> 2024 03 12 Committee of the Whole | <ul style="list-style-type: none"> Board Professional Learning Retreat 2024 03 07 <ul style="list-style-type: none"> Possible Strategic Plan Development Facilitator Board Advocacy & Engagement Committee (11:00 am) 2024 03 12 Review draft 3-Year Capital Plan 2024 03 12 Review Annual Indigenous Programming Report 2024 03 12 | 2024 03 06 <ul style="list-style-type: none"> ASBA Zone 1 High Prairie |

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| | <ul style="list-style-type: none"> 2024 03 26 | <ul style="list-style-type: none"> Board Policy Committee (11:00 am) 2024 03 26 Approve Annual Division 3-Year Capital Plan 2024 03 26 Bi-Annual Division Risk Management Update <i>In Camera</i> 2024 03 26 Bi-Annual Human Resources Update <i>In Camera</i> 2024 03 26 | 2024 03 18 <ul style="list-style-type: none"> ASBA Speaker's Corner TBA |
| APRIL | <ul style="list-style-type: none"> 2024 04 23 | <ul style="list-style-type: none"> Advocacy & Engagement Committee (11:00 am) 2024 04 23 Review 2nd Quarter Budget Update 2024 04 23 Review Annual Leadership Staff Demographics Succession Planning Report <i>In Camera</i> 2024 04 23 Review Annual Division Compensation Report <i>In Camera</i> 2024 04 23 | 2024 04 06 – 08 <ul style="list-style-type: none"> NSBA New Orleans, LA 2024 04 10 <ul style="list-style-type: none"> ASBA Zone 1 GP Catholic 2024 04 11 – 12 <ul style="list-style-type: none"> PSBC 2024 04 15 <ul style="list-style-type: none"> ASBA Speaker's Corner TBA |
| MAY | <ul style="list-style-type: none"> 2024 05 14 Committee of the Whole | <ul style="list-style-type: none"> Board Spring Governance Retreat 2024 05 01 <ul style="list-style-type: none"> Review Draft 3 Year Educational Plan Review Draft Division Assurance Summary Review 2024-2025 Division Budget Development Process Council of School Councils Meeting 2024 05 02 TTLIC Meeting (3:45 pm) 2024 05 07 Advocacy & Engagement Committee (11:00 am) 2024 05 14 Review draft Division 2024-25 Budget 2024 05 14 Non-Instructional Support Staff Committee (4:15 pm) 2024 05 22 GP Composite High School Graduation - 2024 05 17, Bonnett's Time to be Determined | 2024 05 08 <ul style="list-style-type: none"> ASBA Zone 1 Fort Vermilion 2024 05 13 <ul style="list-style-type: none"> ASBA Speaker's Corner TBA 2024 05 30-06 01 <ul style="list-style-type: none"> PSBAA SGM Calgary, AB |
| | <ul style="list-style-type: none"> 2024 05 28 | <ul style="list-style-type: none"> Board Policy Committee (11:00 am) 2024 05 28 Approve Division 3-Year Education Plan 2024 05 28 Approve Division 2024-25 Budget 2024 05 28 Approve Locally Developed Course Requests 2024 05 28 | |

| | | | |
|--------|--|--|--|
| JUNE | <ul style="list-style-type: none"> 2024 06 11 | <ul style="list-style-type: none"> Advocacy & Engagement Committee (11:00 am) 2024 06 11 Review 3rd Quarter Budget Update 2024 06 11 Review Annual Summer Operations and Maintenance Report 2024 06 11 Bridge Network Graduation – Solo Format – 2024 06 14 Charles Spencer Commencement – during the day 2024 06 26 | <p>2024 06 02 – 04</p> <ul style="list-style-type: none"> ASBA SGM Calgary, AB <p>2024 06 12</p> <ul style="list-style-type: none"> ASBA Zone 1 CSNO |
| JULY | | | <p>2024 07 02 - 05</p> <ul style="list-style-type: none"> CSBA Congress Toronto, ON |
| AUGUST | | | <p>2024 08 07 – 09</p> <ul style="list-style-type: none"> PSBC Meeting Grande Prairie, AB |

06.4 Assurance Meetings Agenda

School-Trustee Assurance Meetings Central Office Board Room 2023-2024 School Year



School Assurance meetings are a Division strategy to support the effective governance efforts of the Board of Trustees and to develop deeper understanding and confidence in the day-to-day operations to support student growth and achievement in the division. Section 33 of Alberta's Education Act identifies the Board is responsible to:

***S.33(b)** be accountable and provide assurances to students, parents, the community, and the Minister for student achievement of learning outcomes,*

School Assurance Meetings provide trustees an opportunity to learn more about the priority outcomes at each school, the strategies, and evidence used to identify those priorities, and the success each school is making towards realizing the specific outcomes in their 3-Year Education Plans. Participation in the school assurance meeting process can also support Trustees in their engagement at school council meetings and with parents by providing background information about the deliberate and intentional planning and continuous improvement efforts in the school.

During the School-Trustee Assurance Meetings, school leadership teams will address the following in their presentations (note: order shown below may vary per school):

- 1. Introduction of everyone on the team and their background.**
- 2. School leadership teams will provide a review of the priority outcomes found in the Year 3 update of their school's education plan, and will address the following:**
 - the specific priorities identified in the school plan, the evidence used to identify the priorities, and the outcomes that will result from a focus on those priorities.
 - a description of the processes used to engage staff, students, and parents that informed the development of the priority outcomes.
- 3. School leadership teams will provide a brief review of the progress described in their 2022-2023 Annual Education Results Report, and will address the following:**
 - the progress the school is making to achieve the priorities in the school's education plan.

4. ***School leadership teams will describe the role Inquiry-based Professional Learning plays in the school to support continuous improvement of student and teacher outcomes. Teams will address the following:***

- introduction and discussion about the school administration's current collaborative inquiry goal, and discussion about the themes of and process used to support teacher inquiry at the school.

YEAR 3 OF THE 2021-2024 GPPSD 3-YEAR SCHOOL EDUCATION PLAN PRIORITIES

The current [GPPSD 3-year education plan](#) contains the following priority areas and specific outcomes:

Priority Area 1: Teaching and Learning

Outcome 1: Prepare students academically, socially, and emotionally to complete high school.

Outcome 2: Classroom instruction and assessment prioritizes literacy and numeracy.

Priority Area 2: Leadership

Outcome 1: Leadership practice improve staff and student learning.

Outcome 2: Distributed leadership enhances a collaborative culture of learning.

Outcome 3: Acquiring and applying Indigenous Foundational Knowledge for the benefit of all students.

Priority Area 3: Inclusion

Outcome 1: School communities are welcoming, caring, respectful and safe environments where students, staff and families have a strong sense of belonging.

Outcome 2: The physical and emotional well-being of all students and staff is supported.

DOCUMENTS FOR TRUSTEES TO REVIEW PRIOR TO THE ASSURANCE MEETINGS

Trustees are provided the following documentation for each school in advance of the meeting.

Principals have been asked to use the following documents as a reference, rather than use them as the content of the presentation. To prepare for each assurance meeting, trustees are asked to review the documents in advance of the meeting:

- **Current Year School Profile** (note: the profile will not be addressed directly by schools)
- **2021-2024 3-Year School Education Plan**
- **2022 – 2023 DRAFT School Annual Education Results Report**

GENERATIVE DIALOGUE QUESTION PROMPTS FOR TRUSTEES

School and system leaders engage with the content that will be shared in assurance meetings on a regular basis and may say things that are not clear to trustees. The question prompts that follow are provided to help trustees develop their understanding of information that is shared.

Asking questions and exploring curiosity is at the core of the inquiry growth model used in Division schools to drive continuous improvement. Asking the questions below will allow trustees the same opportunity to dig deeper that school and system leaders have in the inquiry meetings that take place in schools.

| TYPES OF QUESTIONS | SAMPLE QUESTIONS |
|---|---|
| Clarification Questions <i>To learn more about a particular topic, statement, or issue and to possibly explore the evidence that informed a strategy.</i> | <ul style="list-style-type: none"> • Why is <something> important to your staff, students, or parents? • What do you mean by <something>? • Please give me an example of <something>? • What additional knowledge, skills, or support do you or your staff need to do what you're planning to accomplish? • How do you know? |
| Origin or Source Questions <i>To learn more about why a particular strategy exists or action was taken.</i> | <ul style="list-style-type: none"> • Where did you get the idea for <something>? • Who do you know who does <the same skill> very well? • What research informed your thinking about <that strategy or action>? |
| Implication and Consequence Probes <i>To investigate what might happen next or learn more about desired outcomes.</i> | <ul style="list-style-type: none"> • What will the consequence of <an action> be for students? • What will be the most desirable outcome of <an action>? • What difficulties might arise from <an action>? • In retrospect, what might you have done differently? • What did you learn from that and how will affect your planning in the future? |
| Questions to Explore Perspectives <i>To explore an issue or topic from the perspective of multiple stakeholders.</i> | <ul style="list-style-type: none"> • What do parents (or students, or staff) think about <the strategy or action>? • In what ways is this <priority, strategy, or action> in your plan consistent with the division strategic priorities? • How have <staff/students/parents> responded? |
| Process and Engagement Questions <i>To learn more about the steps to engage a variety of stakeholders</i> | <ul style="list-style-type: none"> • Who did you consult with before establishing <that priority>? • How do you build confidence in the work of your school with <staff, students, or parents> ? • How, and when, did you engage with <staff, students, or parents> to identify priorities, and/or to share your results? • How does it benefit your school to share and discuss priorities with <staff, students, or parents>? |