



AGENDA
Regular Meeting of the Board of Trustees of the
Grande Prairie Public School Division
Tuesday, January 28, 2025 6:00 p.m.

1. CALL TO ORDER and INTRODUCTIONS		
a.	National Anthem, Territorial Land Recognition, and Board Universal Guiding Principles	Board Chair Nellis
b.	Adoption of the Agenda	Board Chair Nellis
c.	Trustee Self-Declaration of Conflict of Interest	Trustees
d.	Approval of the Minutes <ul style="list-style-type: none"> • Committee of the Whole Meeting Minutes 2025 01 14 • Regular Board Meeting Minutes 2025 01 14 	Board Chair Nellis
e.	Business Arising from Previous Minutes <ul style="list-style-type: none"> • None 	
2. DELEGATIONS, PRESENTATIONS and SYSTEM LEADERSHIP REPORTS		
a.	<ul style="list-style-type: none"> • Annual Student Intervention Programming Report 	Teaching and Learning Director Kruse
3. COMMITTEES AND REPORTS		
a.	Board Chair Report <ul style="list-style-type: none"> • Meeting with the Mayor and City Council 2025 01 22 • Ad Hoc Superintendent Recruitment Process • <i>An Evening with Grande Prairie</i> Event, Edmonton 2025 02 27 	Board Chair Nellis
b.	Alberta School Boards Association <ul style="list-style-type: none"> • Speaker's Corner – Board Dynamics 2025 01 20 	Trustees
c.	Board Policy Committee <ul style="list-style-type: none"> • Meeting 2025 01 28 – Board Policy 2 Role of the Board 	Vice Chair Koch
d.	Advocacy and Engagement Committee <ul style="list-style-type: none"> • Minutes 2025 01 14 Meeting as Information 	Trustee Martin
e.	School Council Update and Reports <ul style="list-style-type: none"> • Alberta School Councils of Alberta Workshop – Chair Basics 2025 01 23 	Board Chair Nellis
f.	Individual Trustee Reports (round table)	Trustees
g.	Superintendent's Report Items for Information	Superintendent McDonald

	<ul style="list-style-type: none"> • Welcome to Kindergarten • Elementary Mathematics Intervention Research • United Way of Northwestern Alberta Fundraiser • Staffing Recruitment for 2025 – 2026 • School Administration Hiring • Student Registration • Administrative Procedure Updates • Leadership Academy 2025 01 23 • Curriculum Working Day 2025 01 25 <p>Items for Future Action</p> <ul style="list-style-type: none"> • 2025 – 2026 Calendar • Trustee Student Advisory Committee 2025 01 31 	
h.	<p>Associate Superintendent of Business Services Report</p> <ul style="list-style-type: none"> • Annual Information Technology Report • 1st Quarter Budget Update • Collective Bargaining Update 	Associate Superintendent Oladele
4. NEW BUSINESS		
a.	<p>Trustee Professional Learning and Sharing</p> <ul style="list-style-type: none"> • Alberta Machine Intelligence Institute – AI For Good and For All 	Trustees
b.	<p>Upcoming Dates and Events</p> <ul style="list-style-type: none"> • Board Workplan 	Trustees
c.	<p>Correspondence</p> <ul style="list-style-type: none"> • 2024 12 20 Letter to Minister of Education Re: Reserve Drawdown • 2025 01 13 Letter from RVS to Minister of Ed - Charter School • 2025 01 23 Letter from Sturgeon Public School Re: CASA Classroom Funding 	Board Chair Nellis
d.	In-Camera	Board Chair Nellis
e.	Actions Arising from In-Camera Discussion	Board Chair Nellis
g.	Next Meeting and Adjournment	Board Chair Nellis



DATE: January 28, 2025

TO: Board of Trustees

FROM: Sandy McDonald, Superintendent of Schools

SUBJECT: Superintendent's Report

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

ITEMS FOR INFORMATION

WELCOME TO KINDERGARTEN

To support the onboarding of the new Kindergarten class of 2025, division leadership are implementing a new strategy to help welcome new students and their families. In addition to our division kindergarten mail out, posters, and promotional videos on social media, the division is distributing *Come Join Us* learning bags throughout daycares, preschools and other childcare providers in the city. To date we have 13 sites, with a total of 386 children who will be entering kindergarten in the fall, and are receiving learning bags and kindergarten registration information.

Included in the *Come Join Us* learning bags:

- A welcome letter introducing our division providing parents with activities to do with each of the items in the bag
- The GPPSD Kindergarten Brochure
- Beginning alphabet and number skills workbooks
- Alphabet and number flashcards
- Color, cut and trace activities
- 2 reading books
- Scissors, crayons, and glue



APPROXIMATION ONLY

Students in French Immersion will also receive French language workbooks, reading books and flashcards.

ELEMENTARY MATHEMATICS INTERVENTION RESEARCH

Arising from our ongoing partnership with Carleton University, the Division's elementary math intervention model and data collection tool has recently been featured in a research summary published by the Carleton Undergraduate Journal of Science. Appreciation is extended to our curriculum department, including Corinne Kruse, Director of Teaching and Learning, Numeracy Coordinator Tracie Anthony, and Intervention Leads Kaitlyn Lukoni and Jennifer Rochon, for their work to develop and implement the numeracy screening tool.

Similar to our experience in the division, the research identified that use of the data collection tool developed in the division led to an increase in student learning compared to students who had not utilized the tool. The research summary can be found online at <https://ojs.library.carleton.ca/index.php/CUJS/article/view/4925>

UNITED WAY OF NW ALBERTA FUNDRAISER

Appreciation is extended to the United Way for organizing an *80's Retro Night Fundraiser* to support community and school nutrition programs and food security on April 26 at Jackpot Grill. The United Way is expecting between 300-350 people to attend, and tickets will be \$100 each. The event will raise money for the community, and the Grande Prairie Public School Division Education Foundation will be the sole school division beneficiary, receiving a donation after the event to support division nutrition programs.

Tickets officially go on sale February 1 and the division will be sharing United Way's social media posts about the event distributing information about the event to school councils and school administrators to share in their school community. The United Way expects to ask for a representative from the Foundation to speak at the event as well.

STAFFING RECRUITMENT for 2025-2026

Division attendance at provincial recruiting fairs began the week of January 20, with Director of Human Resources Tammie Maurer and Director of System Planning Kim Frykas attending the University of Alberta and University of Calgary Recruiting Fairs. Additionally, there was significant interest in the education student bursaries being offered by the division this year and it is expected the list of recipients will be finalized soon.

In addition, leveraging the work of the *Work NW Alberta* campaign to promote the region, the division has produced a series of 5 videos of staff from division schools speaking about the elements that makes the division a desirable place to be and encourages all teachers who watch them to come join our team, because **"You Belong Here"**. The videos will be shared with trustees as they are finalized and made available online.



Supporting our recruiting efforts, the timeline for hiring staff is being moved up this year. We will be advertising earlier than in years past according to the following schedule:

- Staff intent forms distributed February 3
- Enrolment and staffing projections finalized
- Initial general teaching *pool* postings advertised February 26
- First round of teacher *pool* interviews begin March 17

SCHOOL ADMINISTRATION HIRING

The administrative positions currently filled by staff in an acting role or by staff who are retiring have been advertised for next year. Interviews will begin soon for the Principal of Avondale School, the Vice Principal of Avondale School, and the Vice Principal of Swanavon School. Interviews will be completed by the start of February.

STUDENT REGISTRATION

New student registration for next year begins soon as well, according to the following schedule:

- **Monday, Feb 3:** Community advertising, general communications, and open houses begin.
- **Monday, Feb 24 to Sunday Mar 9:** Online registration forms open for parents to pre-populate their child's information into the online registration system.
- **Monday, March 10:** Online registration opens for parents to begin submitting registration for the 2025-2026 school year.

ADMINISTRATIVE PROCEDURE UPDATES

Administrative Procedure 151 – Media Relations and Administrative Procedure 424 – Professional Learning Opportunities for Instructional Staff have been reviewed by school and system leadership and are updated and available online.

The purpose of the updates is to ensure alignment with current practice and to reflect changes in teacher certification and the context within the division. No major changes have been made to the intent of the policies, but as our division has grown, the nature of media practice and funding have changed, etc. changes were needed to ensure staff and school operations remain prioritized and protected.

GPPSD LEADERSHIP ACADEMY

18 participants in the division's Leadership Academy met from 4:00 p.m. to 6:00 p.m. on Thursday, January 23. The focus was on understanding the visionary leadership competency in Alberta's Leadership Practice Standard and looking at practical strategies for leading professional learning in a school and on managing change.

Participants also reviewed Alberta Education's resource [Implementing a Continuum of Supports and Services](#), to better understand Alberta Education's approach to supporting inclusion. The *Continuum* describes Alberta's inclusive education system as being "...built on a principle based approach. Inclusion is understood as a way of thinking and acting that demonstrates universal acceptance and belonging and embraces diversity and differences to promote equitable opportunities for each learner." (p.4)

Appreciation is extended to Directors Paul Therrien, Nancy Gorgichuk, and Corinne Kruse for their work planning and leading the session.

CURRICULUM WORKING DAY

Approximately 40 teachers assembled in the school board office on Saturday, January 25 to work together to understand and plan for new elementary curriculum. Appreciation is extended to the Director of Teaching and Learning, Corinne Kruse, for leading this initiative and providing this second Saturday opportunity for teachers. These sessions, which pay teachers a small honorarium to attend, have been very well received by teachers as they provide them an opportunity to collaborate and learn the new curriculum more deeply than they would be able to working in their schools.

GRADE 7-10 CURRICULUM DEVELOPMENT UPDATE

During the 2024/25 school year, education stakeholders will provide feedback on draft curriculum for Grades 7 to 9 mathematics, Grades 7 to 9 social studies, Grades 7 to 10 physical education and wellness, and CALM.

As part of engaging on draft physical education and wellness and CALM curriculum, education stakeholders and subject experts will provide feedback on content related to career education, financial literacy, basic life skills, and home maintenance. In February, members of the provincial education stakeholder groups will provide initial input on draft curriculum and content.

In the second phase of review, education partners will review draft curriculum for the future courses. Additional engagements with system leaders will be held to discuss any potential impacts to course requirements, hours of instruction, or graduation requirements.

Draft curriculum for Grades 7 to 9 mathematics, Grades 7 to 9 social studies, Grades 7 to 10 physical education and wellness, and CALM will be released in the spring of 2025 to prepare for optional classroom piloting. School authorities will be invited to pilot draft curriculum in these four subject areas during the 2025/26 school year.

Grades 7 to 12 curriculum will be developed in both English and French in alignment with the [Guiding Framework for Design and Development of Kindergarten to Grade 12 Curriculum](#). It will follow the same architecture and design as Kindergarten to Grade 6 curriculum.

More information on curriculum development is available on the Government of Alberta website at [Junior and senior high school curriculum development | Alberta.ca](#).

ITEMS FOR FUTURE ACTION

2025-2026 CALENDAR

The Provincial Testing dates for the 2025-2026 school year have been confirmed and feedback has been collected from school principals regarding perspectives on the draft calendar shared with the board in December. Feedback from school principals illustrates an understanding of the construction of the calendar and the dates selected within it.

The following motion is requested of the board:

“Trustee X moves the Board adopt the 2025-2026 School Year Calendar as presented”

TRUSTEE STUDENT ADVISORY COMMITTEE – JANUARY 31

The next meeting of the Student Advisory Committee is scheduled for Friday, January 31, from 9:00 a.m. to noon. The focus will be exploring student perspectives re: school culture and school climate and will transition into a focus on student sense of belonging for the March session.



DATE: January 28, 2025

TO: Board of Trustees

FROM: Corinne Kruse, Director of Teaching & Learning

SUBJECT: Division Intervention Programming Report

REFERENCE: Board Policy 1, Board Advocacy Priorities, Optimum Learning Framework

PURPOSE

The purpose of this report is to provide an overview of the structure, processes, and outcomes of the division's targeted intervention projects included in the budget for the current 2024-2025 school year:

- Early Elementary Intervention at all K-6/K-8 schools.
- Grade 4-6 Intervention Program at select schools (Alexander Forbes, Swanavon, Hillside, Avondale, Roy Bickell).

As per last year's report, each of the projects is designed using a framework based on the Grade 1-3 Intervention Project that was implemented in the 2021-2022 school year. Learning from the 2021-2022 project identified benefits to staff and students using a delivery model with common expectations for instruction, assessment, and communication in all schools. Each of the intervention projects supports students with supplemental instruction provided in addition to classroom instruction.

A common understanding of roles and responsibilities was developed to support consistent delivery of intervention in all schools. Staff supporting the intervention programs include Program Lead teachers, Educational Assistants, School Leadership, Classroom Teachers, and Learning Support Teachers (LST). Each staff member has clearly defined expectations and responsibilities for their part of the project.

INTERVENTION MODELS

EARLY ELEMENTARY INTERVENTION

Supporting students in grades 1-3 at all K-6/K-8 schools, this project is focused on building and accelerating the foundational literacy and numeracy skills for select students. This is year four of the project, which is supported by targeted funding from the division and supplemented with an Alberta Education grant. The last three years, Alberta Education funding has decreased significantly while the division continues to invest the majority of the funds necessary to sustain the intervention programs.

	2021-2022	2022-2023	2023 – 2024	2024 - 2025
Alberta Education Funding	\$670,653	\$216,798	\$79,115	\$38,000
Division Expenses	\$776,878	\$907,255	\$1,091,620	Est. \$1.1M

Delivery Model

- Students requiring interventions are identified using Alberta Education assessments.
- Students participate in small group literacy and numeracy intervention lessons for up to 16 weeks.
- Delivery of the lessons is facilitated by trained education assistants, who work directly with and are supported by 2 Program Lead teachers.
- Pre- and post-intervention assessments monitor numeracy and literacy achievement.
- Program Lead teachers meet regularly during each cycle with the school team. The school team consists of a school leader, classroom teachers, intervention EAs, and learning support teachers. The purpose of the meetings is to monitor student progress and ensure that intervention programming compliments classroom instruction that is responsive to student needs.

Staffing

Program Leads: 2 full-time equivalent (FTE) lead teachers. Responsibility for supporting individual school sites is divided between the program leads. These leads also support the Grade 4-6 Intervention Program.

Educational Assistants: 17.5 FTE full time equivalent (FTE) EAs delivering the numeracy and literacy lessons. FTE is assigned to schools based on evidence of need. Throughout the cycle, if the data shows a reallocation of FTE is needed, team members work collaboratively to make decisions.

Early Elementary Intervention Lesson Design

Literacy and numeracy interventions utilize an established series of lessons designed by division staff that typically require 20-30 minutes to complete. These lessons were originally developed by Coordinators and Program Lead Teachers for the 2021-2022 Grade 1-3 Intervention Project. A similar series of lessons have been developed in French for use at Ecole Montrose. Lessons are continually revised based on the analysis of student data and feedback from school teams to ensure responsiveness to student needs.

Assessment Tools

The student assessment tools used are provided by Alberta Education. It is important to note the assessments identify both '*students at risk*' as well as '*student growth*'. The tools were normed based on provincial data from 2021-2022 and 2022-2023.

- *The Letter-Name Sound Test (LeNS)* assesses a student's ability to sound out single letters and letter combinations.
- *The Castles & Coltheart 3 Test (CC3)* is an English word-reading test designed to identify the nature of a student's reading difficulties. It assesses a student's ability to recall familiar and irregular words and their ability to sound out non words.
- *The Phonological Awareness Screening Test (Past)* assesses phonemic awareness and phoneme proficiency in spoken words.
- *The Rapid Automated Naming (RAN)* is an assessment of the ability to quickly name aloud a series of numbers.
- *The Numeracy Screening Assessment* is a collection of tasks designed to assess a student's knowledge of the number system, basic number operations, and reasoning skills.
- All assessment tools are used in English and in French at Ecole Montrose.

Formative Data Collection and Analysis

Students are assessed before and after intervention using identified Provincial Screener assessments. The results are shared with the school team. The data is then analyzed to respond to student learning needs in a timely manner. Initially the data is used to form intervention groups and support teachers with future planning.

Progress Monitoring

- Students are assessed every 8-10 literacy lessons
- Numeracy assessment cycle requires more flexibility to be most responsive to student growth and needs
- Results are shared with the school team
- Data is then analyzed to respond to student needs in a timely manner
- Formative assessments guide future lessons and student regrouping when necessary

Appendix A provides completed data for 2021-2022, 2022-2023, 2023-2024 school years and interim data from the current school year. Results from three years' worth of data indicate the positive impact on student achievement is a result of the intervention program collaborating with classroom teachers.

GRADE 4-6 INTERVENTION PROGRAM AT SELECT SCHOOLS

The Grade 4-6 intervention program, located at Hillside, Avondale, Swanavon, Alexander Forbes, and Roy Bickell, focuses on building and accelerating the foundational literacy skills for students who identify as Indigenous or English as Additional Language students.

Based on the 2023-2024 programming, it was determined that a structure for student identification and progression was warranted.

This is the third year for this intervention model, which is supported by funding allocated by the division.

Delivery Model

- Students requiring interventions are identified following the administration of the literacy assessments.
- Students participate in small group literacy intervention lessons for up to 12 weeks. If at the 12-week mark, skills are emerging students may continue for an additional 4 weeks if space is available.
- Delivery of the lessons is facilitated by trained educational assistants, who work directly with the two Program Lead teachers.
- Pre- and post-intervention assessments monitor literacy achievement.
- Program Lead teachers meet regularly during each cycle with the school team. The purpose of the meetings is to monitor student progress and ensure that intervention programming compliments classroom instruction that is responsive to student needs.
- A one-month post-intervention transition meeting is held to monitor the transfer of skills and knowledge to the classroom.
- Program Leads meet bi-weekly with grade 4-6 teachers and the most responsible administrator and learning support teacher to be responsive in planning for continued student growth and achievement.

- The Director of Teaching & Learning meets with the principals and program leads every 8-10 weeks to revisit impact, challenges, and analyze the data to determine if any changes are needed within the framework or delivery model.

Staffing

Program Leads: 2 full time equivalent (FTE) teachers, also shared between Grade Elementary Intervention Project supporting school leaders, teachers, and educational assistants. Responsibility for supporting individual school sites is divided between the program leads.

Educational Assistants: 4.5 FTE full time equivalent (FTE) EAs deliver literacy lessons. FTE is assigned to schools based on evidence of need. Throughout the cycle, if the data shows a reallocation of FTE is needed, team members work collaboratively to make decisions.

Grades 4-6 Intervention Lesson Design:

Literacy interventions utilize an established series of lessons designed by program leads that typically require 30 minutes to complete. These lessons focus on phonemic awareness, phonics, vocabulary development, and comprehension. They are continually revised based on the analysis of student data and feedback from school teams to ensure responsiveness to student needs. Each school utilizes the same resources.

Assessment Tools

The assessment tools utilized assess the progression of literacy skills. It is important to note the assessments identify students' *areas for growth* based on their scores in each category.

- *The Bridge the Gap Phonemic Awareness* assessment is an English-language assessment designed to measure a student's phonological and phonemic awareness skills. The assessment identifies a student's ability to recall letter names, letter combinations, and corresponding sounds, as well as their capacity to manipulate these sounds.
- *The CORE Phonics Survey* assesses phonics and related foundational reading skills. It involves presenting students with lists of letters and words to identify or decode, providing insights into their proficiency in these essential areas.
- *The CORE Vocabulary Screener* evaluates students' vocabulary knowledge in the absence of context clues. Comprising 30 multiple-choice items, the assessment can be administered individually or in group settings. It is designed to identify students whose print-based vocabulary skills may be below those of their peers.
- *The CORE Maze Survey* assesses students' ability to comprehend text read silently. Students read a passage modified with embedded parentheses, each containing three-word choices. They select the word that best fits the context of the passage, providing insight into their reading comprehension skills.

Data Collection

Students are assessed pre and post intervention using the identified assessments. The results are shared with the school team. The data is then analyzed to respond to student needs in a timely manner.

Progress Monitoring

Evidence of student growth and achievement provides feedback about student performance. At monthly school team meetings, educators share anecdotal notes, observations, classroom connections, and whether the knowledge gained is transferred to the classroom.

Appendix B provides completed data from the 2023-2024 school year and interim data from the current school year. Results from two years' worth of data indicate the positive impact on student achievement is a result of the intervention program.

OVERALL SUMMARY OF KEY LEARNINGS TO DATE FOR THE TWO INTERVENTION PROGRAMS

The approach to establishing a delivery model with common expectations for assessment, instruction, and communication, coupled with clearly defined roles and responsibilities for all staff, supports consistent implementation and assessment of program success. Administration has learned that this model is an appropriate approach to designing targeted interventions in the division.

Further observations:

- Designing a model of intervention collaboratively, with school and division staff, enables both the system and schools to collect more detailed data to better determine the effectiveness of the program to respond to the needs of individual students receiving the intervention.
- Collaboration with school teams to identify patterns or trends in data broadens the understanding to support both intervention and classroom strategies.
- Regular and ongoing analysis of evidence of student learning and growth has identified the need to focus teacher professional learning on specific areas of instruction.
 - Ongoing training and professional learning with staff, both EAs and teachers, is essential to support their understanding of the purpose of specific instructional strategies and the critical importance of data collection and analysis.
- Consistent monitoring and data analysis guides classroom teacher instruction to respond more urgently to student needs for the purpose of:
 - Adapting lessons as needed.
 - Changing intervention groups, based on lagging skills.
 - Establishing consistent strategies between intervention and classroom.
- The Program Leads facilitating school-team meetings increases the impact on student growth and engages all school staff in the success of the students in the program.
- Grade 4-6 Intervention Project: The Director of Teaching and Learning meets every 8-10 weeks with school administrators supports their work in bridging the gap between the interventions and the classroom teacher that, in turn, accelerates student growth.
- Grade 4-6 Intervention Project: The intervention program provides explicit expectations for the school team and a more impactful learning pathway for the student.

**Appendix A: Early Elementary Intervention
Updated Data, January 20, 2025**

Table 1: Grade 1 Intervention Profile

Total Number of Grade 1	2021-2022	2022-2023	2023-2024	2024-2025
Number of Students Assessed	654	669	655	Sept. *Normally January
January- Literacy at Risk	311 (AR& BA)* AR= At Risk BA= Below Average	275	151	632
June- Literacy at Risk	95	92	76	TBD June
January- Numeracy at Risk	246*	200	208	197
June- Numeracy at Risk	133	122	133	TBD June

Table 2: Grade 2 Intervention Profile

Total Number of Grade 2	2021-2022	2022-2023	2023-2024	2024-2025
Number of Students Assessed	655	664	631	665
September- Literacy at Risk	338 (AR&BA)* AR= At Risk BA= Below Average	239	166	141
June- Literacy at Risk	117	102	94	TBD June
January- Numeracy at Risk	328*	214	229	213
June- Numeracy at Risk	87	122	111	TBD June

Table 3: Grade 3 Intervention Profile

Total Number of Grade 3	2021-2022	2022-2023	2023-2024	2024-2025
Number of Students Assessed	595	657	637	636
September- Literacy at Risk	240 (AR&BA)* AR= At Risk BA= Below Average	204	164	131
June- Literacy at Risk	100	92	129	TBD June
January- Numeracy at Risk	271*	164	117	127
June- Numeracy at Risk	98	92	70	TBD June

Notes:

- Due to the cut score changing each year to establish norms for Provincial Assessment tools, cannot compare cohorts over time. IE) 2021-2022 Grade 1 to 2022-2023 Grade 2.
 - Due to fluctuating student population each year, the challenge is to compare cohort from year to year to demonstrate continued increase in student achievement.
 - Literacy Data based on CC3 Regular words (other than grade 1 LeNs).
- * Criteria for inclusion were at-risk and below grade level for 2021/2022 and norms changed to at-risk and not-at risk in subsequent years.

Appendix B: Grade 4-6 Intervention Program

Updated Data, January 20, 2025

Table 1: Grades 4-6 English as Additional Language Intervention Profile

English as Additional Language (EAL) Students	2023-2024	2024-2025
Total # Identified	67	124
Total at Risk in September	40	72
Total in Intervention	55*	75
Total at Risk in June	37	June TBD

Table 2: Grades 4-6 Indigenous Intervention Profile

Indigenous Students	2023-2024	2024-2025
Total # Identified	115	107
Total at Risk in September	53	63
Total in Intervention	58*	63
Total at Risk in June	48	June TBD

Notes:

* Students who were new to the school after September assessment date.



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

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

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

Important Dates	
August 25-27	Professional Learning Days
August 28	First Day of Classes
September 1	Labour Day
September 29	Professional Learning Day
September 30	National Day for Truth and Reconciliation
October 13	Thanksgiving Day
October 24	Professional Learning Day
November 10	Non-Operational Day
November 11	Remembrance Day
November 21	Professional Learning Day
December 12	Professional Learning Day
December 20-31	Christmas Break
January 1-4	Christmas Break
January 5	Classes Resume
January 28	Semester 2 Begins
January 30	Professional Learning Day
February 16	Family Day
February 27	Professional Learning Day
March 5-6	Teachers' Convention
March 20	Professional Learning Day
April 3	Good Friday
April 4-12	Easter Break
April 24	Professional Learning Day
May 15	Professional Learning Day
May 18	Victoria Day
June 5	Professional Learning Day
June 23	Last Day for Students
June 24	Last Day for Staff

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

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

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

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

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

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

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

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

- Day off for Students & Staff
- Classes Resume
- Full Day off for Students

	Full Instruction Days	Staff Only Full Days	Total Days
Semester 1			
August	2	3	5
September	19	1	20
October	21	1	22
November	17	1	18
December	14	1	15
January	17	0	17
Total Days	90	7	97

	Full Instruction Days	Staff Only Full Days	Total Days
Semester 2			
January	2	1	3
February	18	1	19
March	19	3	22
April	15	1	16
May	19	1	20
June	16	2	18
Total Days	89	9	98

	Full Instruction Days	Staff Only Full Days	Total Days
Semester 1 Total	90	7	97
Semester 2 Total	89	9	98
Grand Total	179	16	195