



AGENDA
Regular Meeting of the Board of Trustees of the
Grande Prairie Public School Division
Tuesday, May, 27, 2025 6:00PM

1. CALL TO ORDER and INTRODUCTIONS		
a.	National Anthem, Territorial Land Recognition, and Board Universal Guiding Principles	Board Chair Nellis
b.	Adoption of the Agenda	Board Chair Nellis
c.	Trustee Self-Declaration of Conflict of Interest	Trustees
d.	Approval of the Minutes <ul style="list-style-type: none"> Committee of the Whole Minutes 2025 05 13 Regular Board Meeting Minutes 2025 05 13 	Board Chair Nellis
e.	Business Arising from Previous Minutes	
2. DELEGATIONS, PRESENTATIONS and SYSTEM LEADERSHIP REPORTS		
a.	No Delegations or Presentations	
3. COMMITTEES AND REPORTS		
a.	Board Chair Report <ul style="list-style-type: none"> SCORES Meeting 2025 05 12 Composite High School Graduation 2025 05 16 Special Board Meeting 2025 06 26 	Board Chair Nellis
b.	Alberta School Boards Association Update <ul style="list-style-type: none"> 2025 05 14 ASBA Zone Meeting 	Trustee Buziak
c.	Teacher Trustee Liaison Committee <ul style="list-style-type: none"> 2025 05 06 TTLC Meeting Minutes for information 	Trustee Martin Trustee Johnston
d.	Board Policy Committee <ul style="list-style-type: none"> 2025 05 27 Board Policy Committee Meeting Summary <ul style="list-style-type: none"> Presentation of Board Policy 2 Amendments 	Vice Chair Koch
e.	Advocacy and Engagement Committee <ul style="list-style-type: none"> 2025 05 13 Meeting Minutes for information 	Trustee Martin
f.	Council of School Councils Update and Reports <ul style="list-style-type: none"> 2025 05 08 COSC Meeting Minutes for information 	Board Chair Nellis
g.	Individual Trustee Reports (round table)	Trustees
h.	Superintendent's Report <ul style="list-style-type: none"> 2024 Terry Fox Run All Administrators Monthly Virtual Meeting May Leadership Academy 	Superintendent McDonald

	<ul style="list-style-type: none"> Community Food Security Leadership Table Meeting Governance Minutes Planning Trustee Election Video Planning <p>Items for Action or Discussion</p> <ul style="list-style-type: none"> 2025 Honouring Spirit Student Award – Honourable Mention 2025 Lieutenant Governor of Alberta Student Award 2025-2027 – Year 2 Update of 3-Year Education Plan Locally Developed Course Approval 	
i.	<p>Associate Superintendent of Business Services Report</p> <ul style="list-style-type: none"> Division 2025 – 2026 Budget Approval 	Associate Superintendent Oladele
4. NEW BUSINESS		
a.	Trustee Professional Learning and Sharing	Trustees
b.	<p>Upcoming Dates and Events</p> <ul style="list-style-type: none"> Board Workplan 	Trustees
c.	<p>Correspondence</p> <ul style="list-style-type: none"> 2025 05 13 Letter from Alberta Education - re Assurance Completion Letter 2025 GPPSD 2025 05 15 Letter from PSBAA to MLAs – re: Polling Survey Results 	Board Chair Nellis
d.	In-Camera	Board Chair Nellis
e.	Actions Arising from In-Camera Discussion	Board Chair Nellis
f.	Actions Arising from Presentations or Delegations	Board Chair Nellis
g.	Next Meeting and Adjournment	Board Chair Nellis

COMMITTEE OF THE WHOLE - MINUTES OF THE MEETING OF THE
BOARD OF TRUSTEES OF THE GRANDE PRAIRIE PUBLIC SCHOOL
DIVISION HELD AT CENTRAL OFFICE ON **May 13, 2025**

Board Chair Nellis called the Committee of the Whole meeting to order at 5:00 p.m. with the following present:

PRESENT

Trustees Buziak, Koch, Martin, Nellis, Ouellette (5:04pm), Superintendent McDonald, Deputy Superintendent Robinson, Associate Superintendent Business Services Oladele, Executive Assistant, Business Services Crichton and Secretary to the Board Westwater (minutes).

Virtual: Trustee Johnston

Draft 2025-2026 Division Budget

Associate Superintendent Oladele discussed the DRAFT 2025-2026 Division Budget highlights including key revenue and expense changes, budget priorities, and proposed adjustments to support informed Board discussion. There was discussion on:

- The impact of the removal of the federal Jordan's Principle funding.
- Potential options to address the deficit and still maintain a staffing contingency to ensure flexibility to respond to unplanned needs in the fall.
- Budget expense changes:
 - Non-instructional benefit transition (reduction) but increase in certified staffing benefits.
 - insurance reduction.
 - increase in transportation contract with First Student (3.5%) but funding received should still result in a small surplus.
 - increase in municipal election costs (double the 2021 figure).
 - Board budget: incorporates having the full complement of 7 trustees, compared to the 6 currently.
- 2025-26 Budget Project Expenses = \$514,530 (\$306,020 are new project expenses)

**BOARD
GOVERNANCE**

The Board thanked Associate Superintendent Oladele for the informative report. This item will be added to the May 13th Regular Board Meeting agenda for further discussion and action.

ASBA Bylaw Amendments, Proposed Emergent Position Statements, and 2025-2026 Budget

Board Chair Nellis reviewed the proposed ASBA Bylaw Amendments and Emergent Position Statements that will be addressed at the ASBA SGM in June.

- Item 6.1 FGM 2024 Motion to Refer – ASBA Recommended Course of Action and Proposed Position Statement on Collective Bargaining
 - Board in favour of that resolution

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- Item 7.0 Policy Position – Market Value for the Sale or Transfer of Real Property Real Property value
 - Board in favour of policy position.

Draft 3-Year Education Plan

The updates to the 3-Year Education Plan were reviewed on May 1st at the Board Governance Retreat. Trustees can provide any additional feedback to Superintendent McDonald before final approval at the May 27th Regular Board Meeting.

ADJOURNMENT

Chair Nellis called the Committee of the Whole Meeting closed at 5:55 p.m.

MINUTES OF THE REGULAR MEETING OF THE BOARD OF
TRUSTEES OF THE GRANDE PRAIRIE PUBLIC SCHOOL DIVISION
HELD AT CENTRAL OFFICE ON **May 13, 2025**

Board Chair Nellis called the Regular Meeting to order at 6:00 p.m., acknowledged that the Board is on Treaty 8 Land, and reviewed the Division's Universal Guiding Principles, with the following present:

PRESENT

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

Virtual: Trustee Johnston

**ADOPTION OF
AGENDA**

Adoption of Board Agenda

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

- An in-camera session at the end of the meeting to discuss a labour and human resources update.
- Addition of 2025-2026 Budget Development under Associate Superintendent Update, after non-instructional staff.

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

UNANIMOUSLY CARRIED 15746

**TRUSTEE SELF-
DECLARATION
OF CONFLICT OF
INTEREST**

Vice-Chair Koch declared a conflict of interest with the Non-Instructional Benefits item under Associate Superintendent Update (3.j.3) due to her role as an observer to the Alberta School Employee Benefit Plan Board, representing the Alberta School Boards Association.

MINUTES

Regular Board Meeting of April 22, 2025

The Board reviewed the Regular Board Meeting minutes of April 22, 2025.

MOTION: Trustee Martin moved to adopt the minutes of the Regular Board Meeting of April 22, 2025, as circulated.

UNANIMOUSLY CARRIED 15747

**BUSINESS ARISING
FROM THE MINUTES**

None to report.

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**DELEGATIONS,
PRESENTATIONS
and SYSTEM
LEADERSHIP
REPORTS**

Career Pathways Framework

Deputy Superintendent Robinson introduced the report and Framework. Kimberly Frykas, Director of System Planning, and Dennis Vobeyda, Principal of Grande Prairie Composite High School presented the Career Pathways Framework to the Board, which aims to provide a coordinated approach to career education from kindergarten through grade twelve. The framework supports students in understanding career planning and the world of work, aligning with provincial education goals and recommendations. It focuses on helping students succeed from early learning through high school and beyond. Key strategies include offering multiple pathways, teaching self-reflection and goal setting, and providing opportunities for students and families to explore career options by utilizing the myBlueprint Education Planner software.

There was discussion on:

- The myBlueprint application cost and features.
- Building stronger connections and gaining more exposure for Career Pathways with community, industry, and local businesses by attending Chamber events and upcoming Rotary meetings.
- Bridging Students that provides apprenticeship through trades
- Attendance at Career Fairs and the Youth Discovery Expo to promote the program.
- In the future, hosting lunch and learns with industry to discuss Career Pathways and potential partnerships.

Chair Nellis congratulated Director Frykas for being elected as the Zone 1 Chair for the College of Alberta School Superintendents (CASS) next year.

The Board thanked Director Frykas, Principal Vobeyda, and Deputy Superintendent Robinson for all the hard work and engagement they have done to complete the Career Pathways Framework.

**COMMITTEES AND
REPORTS**

Board Chair Report

- 2025 04 23 Trustees Engagement Session - TEBA/ATA Mediator's Recommendations
Chair Nellis noted that ATA voted against accepting the mediator's recommendations.
- 2025 04 23 ASBA: Protection of Privacy Act and Access to Information Act session
Chair Nellis was unable to attend the session and deferred to Vice-Chair Koch and Deputy Superintendent Robinson. The session provided an overview of the *Protection of Privacy Act* and *Access to*

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Information Act, both of which come into force this spring, and their impacts on school boards and trustees.

- Public School Boards' Association of Alberta Update
Vice-Chair Koch commented on the virtual PSBAA Jordan's Principle Discussion held April 23, 2025. She noted that the elimination of JP funding is affecting rural, northern schools more than larger urban centres.

Vice-Chair Koch commented on the virtual PSBAA Polling Survey Briefing/Webinar on April 25, 2025. The goal of the survey was to understand attitudes towards Public Schools in Alberta. The survey information will be attached to the minutes for information.
- Teacher Trustee Liaison Committee
Trustees Martin and Johnston commented on the Teacher Trustee Liaison Committee meeting held on May 6, 2025. There was discussion on advocacy priorities and student technology allocation. The minutes will be included in the next Board Meeting package for information.
- Board Spring Governance Retreat
Chair Nellis commented on the Board Spring Governance Retreat held on May 1, 2025. The Board was provided with updates on:
 - Education Directors workplans.
 - Succession planning and compensation.
 - 2025 – 2026 Division Budget.
 - Year 2 (2025/2026) updates the 3-Year Education Plan.
- Advocacy and Engagement Committee
Trustee Martin commented on the Advocacy and Engagement Committee meeting held on May 13, 2025. The Committee discussed:
 - Advocacy & Engagement Tracker review.
 - Governance Framework.
 - Governance Minutes. Vice-Chair Koch will do May 27 meeting.
 - Election Planning – Q&A videos as was done in 2021 election. Administration will develop questions and bring back to next meeting for approval then proceed with scheduling.The minutes will be included in the next Board Meeting package for information.
- GPPSD Education Foundation Committee
Trustee Martin commented on the GPPSD Education Foundation Committee meeting held on May 8, 2025. Working on strategic development, Striving for Excellence, and Strut and Strive events. The

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minutes will be included in the next Board Meeting package for information.

- Council of School Councils Update and Reports

Chair Nellis commented on the Council of School Council's Meeting held on May 8, 2025. Discussion on hosting an Alberta School Councils Association workshop for parents in mid-September to help councils plan and organize their meetings, as well as Jordan's Principle funding changes, and the 2025-2026 Division budget.

Chair Nellis thanked School Council Chairs for their engagement and dedication to the schools in the Division.

Individual Trustee Reports

Trustee Martin commented on the Hillside School Pancake Breakfast on May 30 for Stompede Week.

Chair Nellis noted that a member of the Parkside Montessori School Council (Desiree M.) received an Alberta School Council Association Parents of Distinction Award. Chair Nellis also noted the partnership with APPLE Schools is supporting one division school to lend out bike locks to students for the year to encourage and support more biking/scooter to schools in the warmer months.

Superintendent's Report

Items for Information

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

- College Of Alberta School Superintendents (Cass) Zone 1 Meeting
The Zone 1 College of Alberta School Superintendents meeting was held the morning of Friday, May 2, at the Peace Wapiti Public School Division office. This meeting provided the opportunity for system leaders to meet and discuss specific topics such as recruitment, curriculum, and addressing the impact of changes to Jordan's Principle funding, receiving updates from Alberta Education and the CASS Provincial Board. Members also discussed the impact of recently passed and proposed legislative amendments, elected the zone executive for the 2025-2026 school year, and set the 2025-2026 meeting dates. The Board and Superintendent congratulated Director Frykas, who will be providing system educational leadership to Zone 1 as the Chair of the Zone for next year.

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- **3D Children's Society Charity Tournament**
The annual 3-on-3 soccer and ball hockey tournament, organized by the 3D Children's Society since 1999, occurred on Friday, May 9. The fundraising tournament supports children in our community who are facing serious illnesses and has raised well over \$1 million and supported more than 500 youth in our region. Appreciation is extended to the many sponsors of the event and to division staff who supervised and coached teams to attend. Recognition is also due to Darren Foley from the Grande Prairie Composite High School, to Dan Bishop from Aspen Grove School, and to their many colleagues on the 3D Children's Society board of the for their significant efforts to organize this event.
- **Elementary Social Studies Report Card Working Group**
On Tuesday, May 6, a group of 12 volunteer teachers from across the division met with Director of Teaching and Learning Corinne Kruse and Cassie Mercer, Diana Smith, and Tracie Anthony from the division's Teaching and Learning team to review the K-6 Social Studies curriculum. The work of the group was to review the learning outcomes in the new curriculum and prepare descriptors, in parent-friendly language, to be added for social studies to the new elementary report card.
- **Administrator Professional Learning and May Principals Meeting**
The monthly administrator meeting is scheduled for Wednesday, May 14. Topics on the agenda include upcoming school-based professional learning time and a virtual presentation on Artificial Intelligence (AI) from a representative from the Alberta Machine Intelligence Institute (AMII).
- **2024-2025 Division Assurance Survey Results**
The annual Division Assurance Survey was recently completed, and gratitude is extended to all staff, students and parents for completing this important survey. This year's participation rates are notable for having the highest number of parent surveys completed in the past 4 years, the highest number of student surveys completed, and the second highest number of staff surveys. A final report on "*What we Heard*" will be available on the GPPSD website before the end of June.
- **Education Amendment Act, 2024**
Resources to support the Education Amendment Act, 2024, were released to system leadership on May 6. A technical briefing was held on May 8 to review the resources related to the implementation of Alberta Education's new expectations re: instruction and supporting families and students to navigate complex conversations around gender identity, sexual orientation and human sexuality. New direction from

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Alberta Education was also provided to ensure continuity in student learning during a public health emergency or state of emergency. More information will be shared with school staff and parents as new division Administrative Procedures and processes for next year are developed.

Items for Discussion or Action

- **Board Social Planning**
The Board Social Planning Committee met on May 5 to review potential changes to the event for next year. The 2025 event is scheduled for Saturday, October 4, 2025. Changes being explored include developing a way to extend invitations to casual staff, adding reserved seating, modifying the event name to reflect the celebratory nature of the event, and considering how the layout of the tables might be changed to encourage more interaction between the attendees during the evening. The committee is seeking direction from the board on the following topics:
 - Extending invitations to casual staff.
 - To help manage costs, one option is to move from the Gold Dinner package to Evergreen Park's Silver package.
 - Earlier discussions involved increasing the cost of tickets from \$10 per person to \$15 per person. Does the board wish to extend this ticket price to invited retirees?

The Board provided direction to proceed with developing a process to invite casual staff, to move to the Silver Dinner package, and to increase the ticket price to \$15 per person and charge retirees and their guests for tickets as well.

Associate Superintendent of Business Services

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

- **2024/25 School Fees Impact**
As part of the 2024/25 school year, the Board approved changes to Appendix A of Board Policy 16: Student Fees. The most significant change was at the Composite High school (CHS) where fees were increased for Welding and a new fee added for International Baccalaureate (IB) courses.

For the IB program, the new fees were not implemented in the 2024/25 school year even though they were approved last spring. In the 2025/26 school year, the IB fee will only apply to new students entering the

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program. Students already enrolled will continue to be exempt until the 2026/27 school year, at which point the fee will apply to students in Grades 11 and 12. As the IB program formally begins in Grade 11, Grade 10 students are considered “pre-IB” and will not be charged a program fee.

- **2025/2026 School Fees**

As required by Board Policy 2, the Board of Trustees must approve school fees on an annual basis. For the 2025/26 school year, several schools have submitted changes to their fee schedules. All schools followed the required process, including consultation with their school councils. The primary rationale for increasing fees is to address the rising costs of delivering these optional programs at schools. These programs are not fully funded through base instructional grants and often require charging fees to cover the cost of running those programs. The Board discussed the proposed changes as presented by Administration at the following schools:

- Alexander Forbes School; Avondale School; Charles Spencer High School; Crystal Park School; Grande Prairie Composite High School; Riverstone Public School; Roy Bickell Public School; Academy Fees.

There was discussion on the process if students (families) are unable to pay the school fees. Superintendent McDonald noted that principals would work with the parents/families to develop a payment schedule or could provide a full waiver of the fees (documented in writing for auditing purposes).

MOTION: Trustee Koch move that the Board of Trustees approve the 2025/26 school fees as submitted.

UNANIMOUSLY CARRIED 15748

Vice-Chair Koch left the meeting at 7:35pm due to declared conflict of interest.

- **Non-Instructional Staff Benefits**

Associate Superintendent Oladele noted that the Division has experienced steep annual premium increases (25%–106%) for non-instructional staff benefits under Sunlife Canada since switching in 2022, providing additional strain on the division’s operating budget. In contrast, ASEBP, which covers instructional staff benefits, has maintained stable rates. Switching non-instructional staff to ASEBP has the potential to save the Division approximately \$135,000 in 2025/26, which is significant considering the projected budget deficit. There are

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minimal downsides to the switch, as long as benefit coverage remains comparable between the plans.

MOTION: Trustee Ouellette move that hat the Board of Trustees approve the transfer of the Division's non-instructional staff benefits from Sunlife Canada to the Alberta School Employee Benefit Plan (ASEBP), effective for the 2025/26 school year.

UNANIMOUSLY CARRIED 15749

Superintendent McDonald shared for information while a lot of decisions are made by division administration, according to Board Policy 2, one specific responsibility for the Board of Trustees is to approve group health care providers used by the division.

Vice-Chair Koch returned to the meeting at 7:44pm.

- 2025/26 Division Budget Development
Associate Superintendent Oladele reviewed the process for the Board to approve the 2025/26 Division Budget and provided an overview of the 2025/26 draft budget, including key revenue and expense changes, budget priorities, and proposed adjustments to support informed Board discussion. The final budget will be approved at the May 27 Board meeting for submission to Alberta Education by the end of May.

There was discussion on:

- At this time no contingency for additional staffing is included in the current 2025/26 budget. Work continues to develop a staffing contingency in the final budget to be brought to the board at the May 27 meeting.
- The draft budget represents a reduction in budget allocation for elementary Intervention Programming, which is no longer funded by Alberta Education.
- Administration continues to work towards the Board's goal to balancing future budgets and maintain a \$5 million (approx.. 5%) accumulated surplus from operations to address unanticipated expenses in future years.

NEW BUSINESS

Trustee Professional Learning and Sharing
Nothing to report.

Upcoming Dates and Events

- Board Workplan
The Board reviewed the Board workplan as information. Trustees were reminded of the following upcoming events:
 - 2025 05 14 ASBA Zone 1 Meeting – Northland School Division

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- Grande Prairie Composite HS Graduation (11:00am) 2025 05 16
- Board Policy Committee (3:30 pm) 2025 05 27
- Approve Division 3-Year Education Plan 2025 05 27
- Approve Division 2025-26 Budget 2025 05 27
- Approve Locally Developed Courses 2025 05 27
- Non-Instructional Support Staff Committee (4:15 pm) 2025 05 29

Correspondence

- 2025 04 16 Letter from Deputy Minister of Education – re: Harry Balfour School
- 2025 04 22 Response from Minister of Education – re: Non-instructional agreement Ratification
- 2025 04 23 Charter School Proposal Response – GPPSD
- 2025 04 23 Harry Balfour School response – GPPSD
- 2025 04 29 Letter from Red Deer Catholic Regional Schools to Dr. Wong AMA Section of Pediatrics – re: Advocacy for Enhanced Early Intervention Supports for Students with Complex Needs
- 2025 04 30 Charter School Response – GPCSD

Discussion on the proposed letter on behalf of the Board to the Minister of Education regarding funding for students with complex needs. Deputy Superintendent Robinson provided additional background on the DRAFT letter and noted that Administration requires additional direction from the Board prior to completion. The correspondence will be added to an upcoming Committee of the Whole meeting for further discussion.

**IN CAMERA
SESSION**

MOTION: Trustee Koch moved that the Board go in camera to discuss labour and legal at 8:30 p.m.

UNANIMOUSLY CARRIED 15750

MOTION: Trustee Ouellette moved that the Board come out of camera at 9:01 p.m.

UNANIMOUSLY CARRIED 15751

**ACTIONS ARISING
FROM IN CAMERA**

No actions.

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**NEXT MEETING AND
ADJOURNMENT**

Next Board Meeting and Adjournment

The next meeting of the Board of Trustees is scheduled for Tuesday, May 27, 2025, to be held at Central Office in the Board Room.

Board Chair Nellis called the Regular Board Meeting closed at 9:01 p.m.

Chair

Secretary-Treasurer



TTLC – Teacher Trustee Liaison

Committee Meeting MINUTES

Date: Tuesday, May 6, 2025

Time: 3:45 – 5:00pm

Location: Central Office Board Room

Chair: James Robinson substituting for Tracy Trace as she is unavailable

Minute Taker: Carla Peace

	Name	Position/School
Attendees:	Rob Martin	School Board Representative
	Chris Johnston	School Board Representative
	Sandy McDonald	Superintendent
	James Robinson	Deputy Superintendent
	Matthew Pepper	Administrator's Rep
	Marcy Perry	Teacher – Aspen Grove
	Jessie Kay	Teacher - Avondale
	Donya Clayton	Teacher – Charles Spencer
	Lora Frape	Teacher – Crystal Park
	Gaye Barabash	Teacher Derek Taylor
	Tyler Sutherland	Teacher – GP Christian
	Ashley Death	Teacher - Hillside
	Jane Roberts	Teacher – Isabel Campbell
	Andrew Boylan	Teacher – Maude Clifford
	Laura Noel	Teacher - Parkside Montessori
	Rayanne Beby	Teacher - Riverstone
	Ashleigh Barsalou	Teacher – Roy Bickell
	Andrew Chappell	Teacher - Swanavon
	Carla Peace	Executive Assistant – Instructional Services
	Paul Therrien	Director – Student Supports
Not able to attend	Tracy Trace	Teacher – Alexander Forbes
	Dominic Hu	Teacher - Bridge Network
	Lorne Towes/Brett Fulmek	Teacher – GP Composite
	Angele O'Shea	Teacher – IV Macklin

Agenda Topic	Presenter:
1 Welcome	James Robinson

Discussion

- James shared a traditional land recognition.

Agenda Topic	Presenter:
4 School Tech Allotments	Lora Frappe Crystal Park School

Discussion:

- At our last staff meeting there was discussion on how we do not have enough tech in our school- especially as a STEM school. The current concerns are for all grades KG-8. The staff asked if TTLC could discuss Technology in our schools in general as well as what our plans are for keeping up with the needs in our buildings. There was discussion on how they have seen some schools or divisions do a rent to own as the students go through upper elementary to HS. The gym instructor also mentioned how she is limited for tech and proper set up to use in the gym. There is also concern regarding IPADS that were purchased for classrooms and had been locked by IT for unknown reasons to us other than that they were considered old and they have not been replaced. Is there a process or company that can offer a different system where IPADs etc. can be rented or so when we do age out technology that was being used in classrooms for programming and then one day just not able to use.
- Paul Therrien joined the meeting to share information regarding technology allocations and the leasing model utilized by the Division.
 - The Division utilizes an allocation model and a device leasing model where devices are leased to keep our technology fresh. In the past the leasing model was a 3-year cycle. The Division has now moved to a 5-year cycle. With a mid-point check, where more devices may be added to the lease if our student allocation for devices increases.
 - The leasing allows for more predictable cost control and more devices that we can lease. IT wanted to make sure the cycle was fixed.
 - The current cycle is ending and new devices will be in schools in the fall. In this round there will be an increase in our total tech allocation to schools. Principals will get those numbers next week and they can share with school staff after that.
 - New student devices will be Chromebooks.
 - GPPSD has been working with IBM on division wide reviews of tech. They have provided us with feedback and recommendations, to help us increase our device count and keep within our fiscal commitments.
 - Allocations are not based on school type, each school has a unique need.
 - Resource allocation decisions are based on funding. Technology is part of the big financial picture for the Division. Increasing the number of devices for student use is part of the commitment. There is now a new program IT has access to that can tell the team on any given day how many Division leased devices are being used.
 - This year 700 new devices will be added for students, making the number 4000 devices total for student use.
 - Staff laptops refresh will also be coming. That is something that IBM suggested the Division review. The staff laptops are at a different configuration than student laptops and are more expensive. It will work with school leaders to determine the path we will take in the future based on needs, usage and funding. Staff tech has a significant impact on student learning so the Division wants to ensure we provide the best experience possible.
 - There will be other devices at schools that need specific programs for robotics and in some of the specialty labs at the high schools.

- Expired devices, iPads and obsolete tech. The big factor is the consistent threats that organizations are subject to from cyber security lens. Expired tech creates is one area that creates risks to the Divisions cyber security. Cyber security is a billion \$ industry and our IT department has been diligently working to ensure the best cyber security for the division. Makers of Tech build devices with a life span, and expiry date, at some point become older tech becomes obsolete for division use. It is one of the biggest challenges for purchased devices and that is where leases are important.
 - iPads – iPad purchases have been made more as a school-based decision for purchase. There are some Division owned iPads for different uses, PUF, ISC ect.
 - IT is more connected to schools to give them more notice that devices are expiring so schools can budget for replacements. iPads are 3 times the price of laptops.
 - There isn't currently a process for leasing iPads. Paul will investigate the information.
- Sandy shared that next year the System Leadership Education team will be working on an integrated technology plan. How are students and staff using technology, and what does the Division feel is the optimum use of technology for teaching and learning. Using the IBM feedback and recommendations will assist the team in determining the next steps. Teachers will also be involved and what is best practice.

Agenda Topic	Presenter:
4 Board Update	Chris Johnson Rob Martin

Discussion:

- Advocacy is a big part of the governance structure of the Boards work. The Board advocates on behalf of the Division in the community and at the provincial level.
 - The Board's three advocacy priorities are:
 - Student Outcomes - Our students deserve a system that prioritizes growth and achievement and prepares them with the knowledge and skills needed to be successful in life after high school.
 - Public Education Funding - Education funding must be increased, flexible, and be equitable.
 - Staff Supports - We focus on recruiting, developing and retaining skilled staff. The division focus on wellness is an example of this thinking in action.
 - Meetings like TTLC, Non-Instructional Liaison meeting and Student Advisory Committee meetings add to the assurance and understanding of the Board. Thank you to everyone for being willing to engage and share information with the Board, it allows us to be confident as we advocate on behalf of the Division.
- Provincial budget was announced by the province and GPPSD saw a 4.1% increase in the budget for next year. A positive, but there are increasing costs of inflations, the non-instructional collective agreement increases and the grid increases for teachers that will be accounted for in this budget.
 - GPPSD's budget submissions for 2025-2026 is due to the province at the end of May. The Board will be working with system leadership to finalize that budget.
- The Board appreciates the support of admin and staff of the wellness day. The Board will continue to value and support staff wellness moving forward,
- Application was made to the province by a private venture to open a Montessori-based, trades-focused charter school in Grande Prairie. The Board able to provide a response to the province that celebrated our legacy as a school division and the choice of programs that we already offer students in GPPSD with Montessori, French Immersion, IB, Trades, Academy, Music and STEM is innovative and excellent. We firmly believe in the opportunities that are available to all students in Grande Prairie through a publicly

funded school system. This is not a guarantee that the province won't approve, but we have had an opportunity to advocate it not to be approved and the Board will see what the province decides.

- Jordans Principle funding is changing significantly, and this means the elimination of 56 EA positions that were supported by a \$2.2 million dollar grant. Administration is working on ways to support parts of this change, and the Board is working with Public School Boards Association of Alberta on a joint advocacy approach.
- Preparations are being made for fall elections for School Board Trustees in October of 2025. Nomination papers can be filed at any time.
- GPPSD was the recipient of design funding for a much needed expansion to Grande Prairie Composite High School. Design funding is the first step towards construction and we look forward to this process starting soon.
- Teacher bursaries again were available to support teacher recruitment. Northwest Polytechnique continues to build the teacher programming, where our current students can attend and become our future teachers. Keeping our own students at home.
 - 4 grants were given to 4th year students and there are plans to award 3 more grants to 3rd year students.
- Thank you again for your commitment to this committee and engagement with the Board, we sincerely value your work with students and your co-workers to better allow the Board to advocate for the Division.

Agenda Topic	Presenter:
4 Board Discussion Topic – In your school's context, what are current supports for student mental health? What strengths are recognized and what gaps still exist?	Group Discussion

Questions:

- Summary of feedback
 - Strengths:
 - Teachers are supportive and caring for the students in the buildings.
 - The current mental health counselling supports are appreciated. Students are working with counsellors and there is less stigma attached to the visits than in the past. Students are happy to have had the sessions.
 - Schools deliver a variety of programs to develop student social and interpersonal skills and build strategies and capacity within students and staff for mental health.
 - Schools spend time creating understanding in parents as to what mental health supports are available in school and within the community.
 - Support from Indigenous Liaisons is appreciated as they are able to support students as well.
 - It is good that the program we are using are building common language and understanding between students and teachers.
 - Student leadership opportunities are helping students, as well as the mental health capacity building work that is happening in schools.
 - Gaps and suggestions
 - Amount of counselling time compared to the number of students is insufficient in a large school. There isn't enough counselling time to support the needs of all the students.
 - Supports for parents could be improved to help create spaces and opportunities for them to gather and talk about concerns and issues that they face. Build their understanding of what support opportunities are available either at school or in the community.
 - Find opportunities for students to get quick help for quick issues that arise in their day. Build capacity with students to support solution based strategies for interpersonal challenges,

social skills. More time for movement breaks in a high school settings where the only time available is either in PE or outside of timetable as the breaks between blocks are so short.

- Supports for EAL families that may be experiencing mental health needs that can't be accommodated in a normal school setting as language is a barrier.
 - Study the root cause of the trauma and anxiety in the classrooms and how that affects teachers.
 - Improve communication between counsellors and teachers, to help teachers understand the nature of the concerns and be aware of how supports could be implemented into the classroom. Keeping everyone aware of the situation.
 - More EA support that helps students in the moments of dysregulation.
 - More training for teachers and EAs for supporting students with trauma, build understanding with staff about knowing where the line is between helping and talking with students and when they should be supported by counsellors or other professionals.
 - A Pyramid of intervention for mental health.
- Sandy – the information you have shared, reflects the complex needs in our schools and how we are attentive to our students needs. Our work around staff and student wellness there is never enough, time, staff, funding and more. The Division is focused on prioritizing and increasing opportunities for as many of the issues as we can. We appreciate you sharing the things you see in school. The programs that we have are at the top of what we offer through student support and will continue to make that a priority.

Agenda Topic	Presenter:
2 Additions/Deletions to previous Minutes - HERE	James Robinson

Discussion:

- Minutes were emailed. No revisions were suggested.

Agenda Topic	Presenter:
3 Actions arising from previous meeting	James Robinson

Discussion:

- There were no actions or discussions arising from previous minutes.

As we celebrate the last meeting of the year, thank you to all members that continue to gather and share information from your school. Thank you to those that have been members of TTLC for a long time and thank you for your work. Thank you to Jane Roberts who will be retiring at the end of the year and has been a member of TTLC for quite some time.

Meeting adjourned at 4:45 pm

Next TTLC Meeting TBA in October 2025 3:45 – 5:15 pm

<p><i>Policy Manual</i></p> <p>PAGE: 1 of 1</p>	<p>Policy 2 Appendix A TITLE: Board Self Evaluation APPROVED: May 26, 2009 AMENDED/REVIEWED: March 11, 2025</p>
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APPENDIX A – BOARD SELF-EVALUATION

BACKGROUND

The annual Board self-evaluation process is an important part of the Board’s responsibility and commitment to provide effective governance to the school division. The purpose of the Board self-evaluation is to evaluate the effectiveness of Board practice and the impact of Board governance on Division performance.

The principles upon which the Board self-evaluation is based are as follows:

- A learning organization or a professional learning community is focused on the continual improvement of practice.
- A pre-determined process for evaluation strengthens the governance functions and builds credibility for the Board.
- An evidence-based approach provides objectivity.

EVALUATION FORMAT

The Board ~~will~~ utilizes a self-evaluation survey to assess their performance each school year by answering questions in each of 6 domains of governance: (1) Contextual, (2) Educational, (3) Interpersonal, (4) Analytical, (5) Political, and (6) Strategic.

A standing committee of the Board ~~will~~ reviews the survey instrument annually upon conclusion of the process and edit questions as required based on board feedback through the process.

EVALUATION PROCESS

Individual trustees ~~will be~~ asked annually to review evidence from meetings and board operations throughout the school year and to anonymously complete an individual self-assessment of the board’s performance for all questions in each domain using a 5-point scale: (1) Strongly Disagree, (2) Disagree, (3) Neither Agree nor Disagree, (4) Agree, and (5) Strongly Agree

Sources of evidence reviewed by trustees shall include, but need not be limited to, content in the division’s 3-Year Educational Plan and Annual Results Report, provincial and local survey results, meetings and events detailed in the Board’s Annual Workplan, reports submitted to the board by system administration throughout the year, and results from the board’s annual Continuous Improvement Index.

Upon completion of the survey, the board’s Self-Evaluation Committee engages in an initial review of the survey results and then leads a review for the entire board, *in camera*, to identify relative strengths of the board and opportunities for performance improvement. The Board Evaluation Committee creates a written summary of the evaluation to identify general observations, strengths, growth opportunities and action items for the following year, which is presented to the board, discussed in a board meeting, and kept ~~on~~ file by the Executive Assistant to the Board.



**Grande Prairie
Public School
Division**

Advocacy and Engagement Committee

Meeting Minutes

Tuesday, May 13, 2025

Education Collaboration Room

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

1. Call to Order

Trustee Nellis called the meeting to order at 3:37 p.m.

2. Minutes

The minutes for March 5, 2025, Advocacy and Engagement Committee were submitted to the Committee via email. The Committee accepted the minutes as circulated.

3. Advocacy and Engagement Tracker Review

Trustee Martin arrived at 3:39pm.

The Committee discussed the advocacy and engagement tracker. The committee would like to restructure the existing format to track by each Board term, and each Board's Advocacy priorities.

Recommendation: EA and Superintendent to discuss further and restructure current tracker format to include historical information.

4. Governance Framework & Governance Minutes

Governance Framework would be available online and include Board policies, advocacy priorities, and outlines "this is what Governance looks like at GPPSD". It could also include a summary/graphic (2-3 pages) and the Board Workplan – a similar structure to the current Advocacy Priority section on the website.

Other Boards who have a framework: [Surrey BC](#). The Committee is in favour of continuing to develop the governance framework.

Recommendation: Superintendent will provide a DRAFT document for review and approval by June/August, for approval and public distribution at the start of the 2025-2026 school year.

Governance Minutes at Board Meetings – wanted to include one on each meeting – begin at the next Regular Board meeting. Everyone in agreement that it would be a

good thing to incorporate into each Board meeting agenda. Discussion on the March 27th PL Session.

Recommendation to Board: include the Governance Minutes on each meeting agenda for discussion. Process will be: Admin will give the next Trustee 3 or 4 topics to choose from for the next meeting.

5. Election Planning

- Potential options:
 - Board of Trustee videos (done in 2021) Q&A on Trustee Role
 - Each Trustee answers one frequently asked question. Division shared them on social media. Could also do a media release.
 - Candidate Forum / Election Roundtable
 - Open House/Information Night
 - Like the idea of an open house but unsure who would attend (current Board members or just Administration).
 - In the past, after Nomination Day, Supt. would send out info and there was very little uptake on additional requests for information.
 - An Open House likely wouldn't draw as much attendance as an Information Night.
 - The Information Night could be offered in-person and virtually; sometime in mid-to-late-August, or early September.
 - Theme would be: "Come learn more about Board work and what the Board does"
 - ATA will be doing an online candidate forum, and we don't want to host one on our own. ATA won't set any dates until August.
 - Discussion on Social Media session hosted by Communications.

Recommendation: proceed with Q&A videos, talk to the rest of the Board about what questions they think should be answered.

Start with 6 questions from 2021 and recording can occur before/after a Board meeting, or with own device.

6. Next Meeting

June 10 at 3:30pm – Board Room

Meeting adjourned at 4:25pm

Grande Prairie Public School Division
Council of School Councils Meeting
Central Office Board Room
Thursday, May 8, 2025 at 7:00 P.M.

PARTICIPANTS:	Deirdre Puff	Alexander Forbes
	Stephanie Carroll	Derek Taylor
	Dustin Archibald	École Montrose
	Ashley Litton	I.V. Macklin
	Krista Ool	Maude Clifford
	April Grant	Maude Clifford
	Leslie Burake	GPCHS
	Joan Nellis	Board Chair
	Donna Koch	Vice Chair
	Rob Martin	Trustee
	Andre Ouellette	Trustee
	Ray Buziak	Trustee
	Sandy McDonald	Superintendent
	James Robinson	Deputy Superintendent

Regrets:

Chris Johnston Trustee

The meeting was called to order at 7:02 p.m.

1. Land Recognition, Welcome, Introductions

Board Chair Joan Nellis recognized that the Committee is meeting on Treaty 8 land and welcomed everyone to the meeting. Introductions were made.

Board Chair Nellis affirmed the purpose of the Council of School Councils (COSC) meeting is for the Board to share information with and receive feedback from School Council Chairs, and to provide an opportunity for School Council Chairs to obtain feedback from the Board and other School Councils.

2. Minutes – February 27, 2025, Meeting

The minutes of the February 27, 2025, meeting were distributed electronically to the School Council Chairs following that meeting and shared in the agenda package as information.

3. Board Sharing

Board Update

- Future School Council Workshop Sessions for 2025-26 Discussion
 - Planning to host an Alberta School Councils Association workshop for parents and School Councils in mid-September to help councils plan and organize their meetings. The title of the workshop is “Managing School Council Meetings”.
- Administrative Procedure 110 – School Councils
 - Superintendent McDonald noted that in reviewing the current School Council Bylaws at each school, none appear to include a Code of Ethics/Conduct for members of School Councils.

- The sample provided by the Alberta School Councils Association, included in the agenda package, provides suggestions for including and is planned to be added as an appendix (addendum) to AP110 – School Councils.
 - School Councils members may review the Code of Ethics at their AGM each year.
 - Following discussion, consensus of the Chairs is that the Code of Ethics is a positive addition to be included in the AP110 – School Councils.
- GPPSD 2026 – 2029 Capital Plan
 - Vice-Chair Koch noted that the Board approved the 2026-2029 Capital Plan on March 25, 2025. The Vice-Chair provided highlights from the Capital Plan:
 - Charles Spencer addition is one of the other main priorities due to increasing school population and future growth.
 - New school build in Kensington neighbourhood to accommodate growth.
 - Upgrades to Crystal Park School; and
 - The modernization of Harry Balfour school to allow for expansion of Montessori to grade 8.
 - Current programming is only offered at Parkside Montessori from Pre-K to grade 6. There was additional discussion on Montessori-based learning and programming.
- GPPSD 3-Year Education Plan – Year 2 Update for 2025/2026
 - Trustee Ouellette provided highlights from the GPPSD 3-Year Education Plan for Year 2. The Board will approve the updated 3-Year Education Plan at the May 27, 2025 Regular Board Meeting.
 - The three priority areas in this plan remain the same.
 - Teaching and Learning
 - Belonging (change from Inclusion)
 - Leading
 - Results from School Assurance surveys and School Results Reports served as evidence for the need to the relatively minor updates in the current plan.
- 2025-2026 Budget Development Process
 - Board Chair Nellis highlighted the divisions funding from Alberta Education, announced in March. Approximately \$1.3 million deficit this year that needs to be addressed for next year.
 - Last week there was a preliminary review of 2025-2026 Draft Budget from Administration. Budget needs to be approved before end of May 2025.

4. School Council Updates – Questions to Other School Councils and Questions to Trustees

GP Composite: GP Composite HS Graduation next Friday (May 16th).

IV Macklin: hosting a meat fundraiser, additional information on the School Council Facebook page.

Derek Taylor: Flower fundraiser completed through Growing Smiles for bedding plants. Also hosted a dog treat fundraiser.

Alexander Forbes: Art Auction in March/April; Spring Dance was timed with the Assurance survey and increased responses; also hosted a hot dog fundraiser and a popcorn fundraiser.

Maude Clifford: over \$500 raised in their popcorn fundraiser.

Ecole Montrose:

- Hosted a music and crafts night: Mme. Penner hosted an intermittent concert to have students showcase music to parents and art walk at same time, went really well. Looking forward to doing it again next year.
- ASCA AGM in April: commented on the ASCA Access Pass annual membership (\$500) which provides additional resources for training courses and PD/PL.

5. Other

There was considerable discussion on the elimination of Jordan's Principle funding from the federal government and how it will impact students in the Division. Discussion included:

- The reduction in funding for Educational Assistants and how students currently receiving supports and intervention programming would be impacted next year.
- The reasons provided by the federal government for reduction and/or elimination of funding under Jordan's Principle.
- That student learning and support needs are assessed individually on a case-by-case basis and resources are allocated based on their individual needs. Furthermore, there is no set per pupil funding formula for each student requiring learning supports or intervention programming.
- The Director of Inclusive Supports works with schools to ensure the Division can do the best work with the funding we do have.
- The Board is consistently advocating for students with complex needs – including staffing.
- Concerns raised by some School Council Chairs that some students could “fall through the cracks” with reduced funding for EAs.
- The number of students who had EA support entirely funded by JP was relatively small.
- Many individual students requiring supports will still receive supports, although in some cases it will look different than in previous years. In some instances, some students who received additional support of some kind may not have access to the same levels of support.

Upcoming Events at schools:

- Derek Taylor: Hawaiian day next Thursday (May 15) with Flying Hawaiian food truck; school Western dance on May 23rd for Stompede; June: Mission Heights Neighbourhood basketball tournament – food trucks (Fry Factory and Flying Hawaiian).
- Alexander Forbes: Mabels Labels fundraiser throughout the year. Stompede Pancake Breakfast at end of month.
- Maude Clifford: Lemonade for Love coming up; Western day and pancake breakfast for Stompede; freezie fundraiser in summer; summer mashup on June 20th with hotdog fundraiser; ice cream social will be last day of school in the afternoon (June 25th).
- Trustee Buziak shared an update provided by the Alberta School Boards Association noting the Alberta Government's increase to the education requisition amount on municipal property tax notices.
- Vice-Chair Koch inquired about attendance at the virtual ASCA AGM. Ecole Montrose Chair Dustin Archibald noted that there was approximately 110 School Council members in attendance.
- School Council AGMs need to occur within 40 days of the school year commencing (included in School Council bylaws).

- On behalf of the Board of Trustees, Board Chair Nellis thanked School Council Chairs and members on School Councils for their dedication and everything they do for their schools, the students, and the community.
- October 20th is municipal election day for City Council and Board of Trustees.

6. Future Meetings and Adjournment

The meeting was adjourned at 8:04 p.m.



**Grande Prairie
Public School
Division**

DATE: May 27, 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.

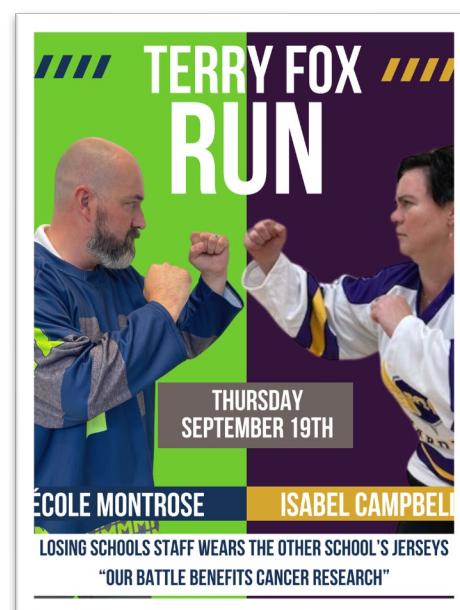
ITEMS FOR INFORMATION

2024 TERRY FOX RUN

Recently the Terry Fox Foundation shared a summary of the collective efforts of Canadian schools who participated in this year's run to support cancer research and honour Terry Fox's personal legacy. Over 10,000 schools across Canada participated and raised close to \$14 million dollars.

We are grateful to the staff and students of the nine Grande Prairie Public Schools who participated this year. Among the participating schools, Ecole Montrose and Isabel Campbell Public School were noted as being in the top 5 Alberta schools, for their grade configuration. Ecole Montrose was celebrated as the top fundraising school in the province, raising over \$20,000.

Appreciation is extended to Principals Matt Pepper and Teresa Rawlyk, who were both new to their schools this year, and to their staff, students and parents for the creative way they engaged their school communities to support a good cause and develop school culture.



ALL ADMINISTRATORS MONTHLY VIRTUAL MEETING

The focus of the May 21 virtual administrators meeting was to provide school administrator teams with a review of the budget development process. Administrators were provided with a review of the process and a detailed review of the division's revenues in the 2025-2026 funding profile from Alberta Education and the expenditures planned for next year. The challenges of building a deficit budget and responding to funding changes from the federal government were discussed as well to build our leaders' understanding of the budget development process.

A relevant positive of the information shared with principals, as trustees have seen in the early budget discussions, is how the staffing and budget allocations to schools have been prioritized in the budget. No changes have been made to the allocation formulas used and allocations for 2025-2026 will continue to be based on school enrollment projections as they have in the past. The meeting concluded with a brief discussion of the collaborative budget development engagement planned for the fall, in which principals and system leadership will have the opportunity to review desired allocations from a zero-based budget perspective.

MAY LEADERSHIP ACADEMY

The focus of the May 22 Leadership Academy session, supporting teachers aspiring to become school-based administrators, was twofold:

- The first part of the session focused on recognizing and developing the skills school leaders use to engage staff in collaborative planning and to work with individual and small groups of staff to solve problems and support their planning.
- The second part of the session focused on helping teacher participants to understand the process used to staff schools and to build master timetables/schedules in school.

COMMUNITY FOOD SECURITY LEADERSHIP TABLE MEETING

The next meeting of the Community Food Security Leadership Table is scheduled for Monday, May 26, which follows the submission of this report. The primary topic of the meeting will be to review the food security and nutrition goals of all the participating organizations at the leadership table. A verbal update of the meeting will be provided at the board meeting.

GOVERNANCE MINUTES PLANNING

A report supporting the concept of governance minutes is attached for review and to inform future board planning. The report describes the intent of adding a governance minute to future board meetings and provides suggestions for content to inform trustees planning.

TRUSTEE ELECTION VIDEO PLANNING

To support trustee planning for producing individual election videos prior to the election in October, the videos prepared by the board during the 2020-2021 school year are available for review on the division's YouTube channel:

[GPPSD School Board Trustee Elections 2021 - YouTube](#)

ITEMS FOR FUTURE ACTION

2025 HONOURING SPIRIT STUDENT AWARD – HONOURABLE MENTION

Congratulations are extended to Charles Spencer High School student Meilea Lafontaine, who received honourable mention for the Alberta School Board's Association 2025 Honouring Spirit Student Award. The Honouring Spirit: Indigenous Student Award recognizes 12 First Nations, Métis or Inuit students (Kindergarten – Grade 12) who attend a school in Alberta, operated by an ASBA member school board, who model strength and commitment in the pursuit of their personal education paths.

Meilea was nominated by Dani Gillis, Indigenous Liaison for Charles Spencer, who noted Meilea is an exceptional student who consistently demonstrates strong leadership skills and compassion for others. Meilea has a visible desire to make a positive impact on those around her, and she loves and respects her Indigenous culture and is determined to excel and make meaningful contributions to society.

Meilea will be recognized and celebrated by the school during a school awards ceremony.

2025 LIEUTENANT GOVERNOR OF ALBERTA STUDENT AWARD

Congratulations are also extended to grade 6 student Tarena Khalsa, from Hillside Community School, who has been awarded one of the Alberta School Boards Association's Lieutenant Governor of Alberta's student awards. The Lieutenant Governor of Alberta Student Award recognizes nine students (Grade 6, 9 and 11) who attend a school in Alberta, operated by an ASBA member school, who have shown tremendous growth in developing skills to better themselves through determination, initiative and independence, leading to their improvement and success both academically and personally.

Tarena and her family were new Canadians who moved to Grande Prairie in 2023, and she has become a student leader in the school. She is a dedicated and passionate student who has met, and succeeded at, every new challenge she faced in her new school and community. Tarena is a leader in the student body, who leads by example working with her peers and with younger students in the school. Tarena's deep commitment to her family and her future is noteworthy and is a testament to her character and her potential.

Tarena and her family have been invited to attend ASBA's provincial award celebration on June 9th at Government House. She will also be recognized at a school assembly prior to the end of June.

2025-2027 – YEAR 2 UPDATE OF 3-YEAR EDUCATION PLAN

The year 2 update to the Divisions 2025-2027 3-Year Education Plan is attached and submitted for the board's approval. As has been discussed previously, the 3 priority areas and the specific outcomes and strategies identified in the plan are based on the efforts and engagement of school-based staff to develop each school's 3-Year Plan. Evidence of student growth and achievement and stakeholder satisfaction from a variety of different sources are used at the school and division level to support identification of priorities. The current 3-year education plan represents a refinement of the previous plan and is presented to guide the continuous improvement of the school division.

The following motion is requested:

Trustee X moves the board accept and adopt the update to the 2025-2027 3-Year Education Plan, and submit it to Alberta Education as required in the Education Act.

LOCALLY DEVELOPED COURSE APPROVAL

High School Courses developed by Alberta Education are made available to all Alberta school divisions. A report identifying the courses our high school principals would like to renew, or acquire for first time use, is attached for trustee review and approval. The following motion is requested:

Trustee X moves the Board approve administration's request to acquire and renew the Locally Developed Courses levels and credits as presented, for the term identified, from Alberta Education.



**Grande Prairie
Public School
Division**

DATE: May 27, 2025

TO: Board of Trustees

FROM: Sandy McDonald

SUBJECT: Governance Minutes Proposal

REFERENCE: Board Policy 2.2.7 and 2.2.8 (model and maintain culture and fiduciary transparency),
Board Policy 2.3.1 (act in accordance with all statutory requirements), Board Policy 7 – Board Operations

PURPOSE

A focus of the board of trustees, beginning with during the 2017-2021 term and continuing to the current day, has been to develop public meeting practices to build understanding within the school community about the role of the board, the role of individual trustees, and how board governance is provided in the division. A variety of different strategies have been developed over the years, including the creation of a board Advocacy and Engagement Committee, developing and engaging stakeholders re: board advocacy priorities and tracking the actions taken to advance them, developing a time commitment spreadsheet, and having individual trustees create videos for prospective trustees prior to the last municipal election.

One strategy discussed again recently, aligned with the redesign of the board meeting agenda, is to put a standing item on the agenda for each meeting called *A Governance Minute*. In that section on the agenda, trustees would take turns providing a brief introduction or explanation of a topic related to the governance role of the board.

The intent of adding *A Governance Minute* to every board meeting is to provide attendees/viewers of the public meeting an opportunity to learn more about a topic related to the board's governance of the division, about the role of the board, and/or the role of individual trustees.

The purpose of this report is to support trustees to consider different topics that might be included and to illustrate the type of content that might be included. Vice Chair Koch has volunteered to share *A Governance Minute* on the June 10, 2025, agenda, and the content in this report is intended to support her speaking to one of the topics that follow.

LIST OF POTENTIAL TOPICS

A list of potential topics is shared below, as a starting point. Other topics may be identified by the board in the future. The topics are taken from the Education Act, Board Policy, and a variety of different resources provided by the Alberta School Boards Association, trustee training and orientation sessions, and other resources used by the board to support their work.

- What is *governance*?
- How does the GPPSD Board of Trustees enact *governance*?
- What authority does the Board have?
- Why are Board Policies important?
- What is the Board of Trustees responsible for?
- What authority do individual trustees have?

- What are individual trustees responsible for?
- What is the role of the Board Chair and how is the Chair selected?
- How are trustees expected to behave, and what happens if there are concerns?
- What is in Board Policy 1 and why is it important?
- What are the Board's Universal Guiding Principles?
- What happens at Board Meetings?
- How does the Board know what students, staff, and parents think about our division?
- How does the Board assess and monitor the growth, achievement, and operations of the division?
- How does the Board assess the effectiveness of their own work as individual trustees and as a collective board?
- How does the Board respond to complaints from parents, teachers, or students?
- What is the Board's Workplan, and how does it guide the Board's work?
- What is the Board's relationship with the Superintendent?
- How does the Board monitor and assess the Superintendent's performance?
- Is the board involved in the hiring or evaluation of staff?

SAMPLE CONTENT FOR A *GOVERNANCE MINUTE* AT BOARD MEETINGS

There can be many opinions and beliefs about what board governance, the trustee role, and the role of the board is, could be, or should be. In Alberta's public education system, clarity about roles can be found in the Education Act, board policy, and the division's administrative procedures and other official documents or legislation.

It will support public understanding of governance and the roles of trustees and the board if a theme of the governance minute presentations at board meetings is the consistent reference to legislation, policy, and procedure. Each of the following three exemplars have been prepared using the following guidelines:

- Provide basic information, in common language.
- To make reference to reference to legislation or policy.
- To provide an example from GPPSD board practice.
- To share how anyone interested can learn more.
- To leave open the opportunity for other trustees to add context to each topic as well.

EXEMPLAR 1

A Governance Minute: What Is Governance?

- The easiest way to describe governance is to use the word oversight. The board of trustees is expected to provide oversight of all that happens in the school division.
- Among other things school boards are responsible for, Alberta's Education Act says it is a responsibility of the board to establish and maintain governance and organizational structures in the division. The board needs to develop processes for providing oversight.
- The word governance is separate from operations or administration. The board guides and monitors, staff do the doing of the division.
- The Education Act expects the board will hire a superintendent and delegate the day-to-day operations of the division to them.

- Our board has developed policies that state the role of the board (board policy 2), the role of the superintendent (board policy 18) and how the board will operate (Board Policy 7) and how the.
- One critical governance role is advocacy to government officials on behalf of the division as a whole, and the students within it.
- To learn more, people can review board policy 2 which outlines the very specific responsibility areas for the board, which describe the board's oversight of the division.
- In summary, the word governance in GPPSD means everything our board does is related to planning and monitoring what happens at the division level. Governance does not mean we are directly involved in the day-to-day operations at the school or classroom level.
- Question for the other trustees: is there anything else that you'd like to add to help explain governance?

EXEMPLAR 2

A Governance Minute: What Authority Does The Board Have?

- The Alberta School Boards Association has produced a document to support potential trustee candidates in the next election titled 'Guide for School Board Trustees'. The document is available on asba.ab.ca, and it describes the authority of the board as being rooted in the Education Act. If you are interested to become a trustee, this document is a great place to start.
- Alberta's Education Act establishes that school boards are a corporate entity in the province.
- The Education Act describes education in Alberta as a shared responsibility, and outlines the expected responsibilities of the board, parents, students, teachers, the principal and the superintendent.
- In the Education Act, the Minister of Education gives authority to the board to provide programming, to be accountable to, collaborate with, and engage with stakeholders, and to ensure the effective stewardship of resources.
- Our board meets their responsibilities by establishing a vision and providing guidelines and policies about how the division will operate. Our policies are legal documents that convey our expectations to our staff, students and parents.
- In GPPSD our board policy 2 identifies expectations about how to establish priorities in our 3-year education plan and the need to monitor the effectiveness of our division.
- Most recently, on May 27 our board approved the year 2 update to our 3 year education plan and our spring budget for the 2025-2026 school year. Our board is required to submit both of those to the Minister of Education annually.
- Question for the other trustees: is there anything else that you'd like to add to help explain the authority our school board has legally been granted?

EXEMPLAR 3

A Governance Minute: What Authority Do Individual Trustees Have?

- The theme of the trustee responsibilities identified in Alberta's Education Act is to support the board to fulfill its corporate responsibilities.
- Our Board Policy 3 – The Role of the Trustee, restates that expectation, and goes further to identify that individual trustees may only have authority to act as an agent of the board for specific purposes when they are given the authority by the Board. Through election by the board to a specific position or through board motion.
- In short, authority resides with the corporate board.

- Board Policy 3 is very specific, and states that a trustee acting individually has only the authority and status of any other citizen of the Division.
- With respect to division staff, or division schools, the board has supervisory authority only over their one employee, the superintendent.
- Fulfilling the authority and responsibility of individual trustees looks like engaging in the work of the board by preparing for and attending board meetings, being open to new ideas, sharing one's experience and perspectives when working with the board, attending events, etc.
- Recent opportunities for our trustees to fulfill our authority included attending our regular board meetings, select committee of the whole meetings, the Council of School Councils meeting, representing the board at individual school councils, and participating on the student advisory committee.
- Question for the other trustees: is there anything else that you'd like to add to help explain our role as individual trustees?

SUMMARY

The information included above is intended to serve as a starting point for trustee planning, based on earlier discussions and to provide Vice Chair Koch with three exemplars to choose one governance minute topic to share at the June 10 board meeting. The suggested topics need not be limited to what is presented above.

The suggested topic, the order of the topics, and the guidelines for how to structure the presentation of *A Governance Minute* are presented above to inform future planning and trustees are encouraged to continue to reflect on the potential topics and process to ensure it meets the desired outcome.



Grande Prairie Public School Division

Board Chair: Joan Nellis

Superintendent of Schools: Alexander (Sandy) McDonald

3-Year Division Education Plan

For the school years 2024/2025 to 2026/2027

Year 2 - 2025/2026

Submitted May 2025



**Grande Prairie
Public School
Division**
Every Student Succeeds

<http://www.gppsd.ab.ca>

   GPPSD2357

Message from the Chair of the Board of Trustees

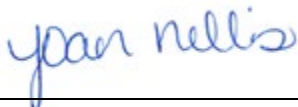
The work of our school division is to ensure every student succeeds, and our Board shares the high expectations that our stakeholders have for student success in Grande Prairie Public. Our collective high expectations are reflected in the core priorities of this plan, of the outcomes for students and staff we plan to achieve, and in the strategies our schools will use to achieve those outcomes and ensure the success of every student. As part of our governance role, our Board engages with staff liaison groups and school councils throughout the year. We also hear directly from school administration teams about the work staff are doing in each school to support student success. As we engage with stakeholders, we are very proud to see and hear references to this plan and to hear of the significant efforts of our staff to promote the continual improvement of the quality of education in our schools. Thank you for reading this plan, and for the contribution you make to ensuring every student succeeds.

Message from the Superintendent of Schools

This plan identifies the priorities our staff will focus on to drive student growth and achievement for the next three years. The priorities in this plan are very similar to those in our previous 3-year plan and have been identified through the analysis of student achievement data and through engagement with students, parents and staff in a variety of different surveys. This plan extends and goes deeper than our prior 3-Year Education Plan, however. Included are the strategies we will use to achieve our goals for students and the measures we will use to track our progress. If you are interested in learning more, I encourage you to speak to your school's principal to learn more about the specific details of what you can expect to see in our schools as we all work to realize the priority outcomes included in this plan. Thank you for reading this plan and your support for our mission!

Accountability Statement

The Education Plan for Grande Prairie Public School Division, in effect commencing May 27, 2025, was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in consideration of the context of the provincial government's business and fiscal plans. The Board has used evidence of student growth and achievement from its performance results and other sources of information to develop this plan and is committed to implementing the strategies contained within the plan to continually improve student learning and results. The Board approved and adopted this updated 2024-2027 3-Year Education Plan on May 27, 2025.



Joan Nellis
Chair, Board of Trustees



Alexander (Sandy) McDonald
Superintendent of Schools

Who we are!

A Learning Community in which Every Student Succeeds

Preschool to Grade 12



9000 Students



1000 Staff



The Grande Prairie Public School Division has been helping students achieve personal growth and academic success in the city of Grande Prairie since 1911.

Public Meetings of the Board of Trustees

Public meetings of the Board are held on the 2nd and 4th Tuesday of every month at 6:00 pm. Some exceptions apply. Visit <https://www.gppsd.ab.ca/board/Pages/Board-Meetings> for current dates/times and to learn more about the process for attending meetings.

Universal Guiding Principles

The Board of Trustees established the universal principals that follow to guide decision making in the division. For everything we decide to do, we will hold ourselves accountable and we will ask:

- Is it good for students?
- Will it build trust and good relationships?
- Will it help us improve?
- Is it a responsible thing to do?
- Are we being open, honest, and ethical?

Our Programs of Choice

We are proud to offer parents a variety of different high quality learning choices for their students. The programs listed below exist to provide enhanced opportunities for students to learn and grow:

Pre-Kindergarten

French Immersion Preschool to Grade 12

Christian Education

Outreach Education

Off-Campus, Dual Credit & Trades Education

STEM Learning

International Student

KinderPAL

Montessori Preschool to Grade 6

Academy Sports & Athletics

International Baccalaureate

Music Programming

Home Schooling

Child Care Provider Partnerships

Our Commitment

Learning is not just an expected outcome for students, it is a system-wide belief that is necessary for us to ensure every student succeeds. Prioritizing student growth and achievement requires that our division commits fully to supporting the professional learning of the adults in our division. Our school year calendar, system structures, practices and expectations all support ongoing professional learning of individuals and groups.

Evidence of student growth and achievement is used to inform the planning and decision making that happens in the division and to assess our progress. A summary of our evidence of progress will be prepared annually into an Annual Education Results Report (AERR) in the fall of every school year. The AERR will be shared with Alberta Education and shared and reviewed with our school division community as well.

This plan also acknowledges our collective responsibility to the reconciliation process and to work towards the 'Calls to Action on Education' established by the Truth and Reconciliation Commission. We are committed to providing opportunities for all staff and students to understand, and to appreciate, the historical and contemporary experiences, traditions, cultures, worldviews, and ways of knowing of Indigenous peoples.

What's New in The Second Year of This Plan

The updated 3-Year Education Plan, approved May 27, 2025, continues the work described in the previous year plan and reported on in the division's Annual Education Results Report. Evidence from student achievement results, staff, student, and parent survey results, and in individual school plans support a continued focus on our current 3 priority areas. There are, however, a few small changes from the previous plan worth noting:

- The three priority areas in this plan remain the same.
- Priority Area 2, Belonging, feedback from schools was to broaden the work of anti-racism. To achieve this, the focus has widened to include the development of strategies to build capacity for understanding, empathy and mutual respect for all to address intolerance and discrimination.
- Priority Area 3, Leading, has an additional strategy focused on building instructional capabilities of staff to provide equitable learning opportunities for all students.

Our Education Plan has 3 Priorities:

Priority 1: Teaching and Learning

Outcome: Student success is ensured through quality teaching in optimum learning environments.

- The Optimum Learning Framework outlines expectations for responsive planning, assessment practices, and instruction, aligned to the curriculum, to support the diverse learning needs of all students
- Literacy and Numeracy Guiding Documents identify consistent practices to advance students' literacy and numeracy skills
- Teachers are supported to implement curriculum
- Intentional communication between school and families to support individual student growth and achievement

Outcome: Students are supported to succeed from early learning to high school completion and beyond.

- Multiple pathways and a continuum of supports respond to student needs to prepare them to complete high school
- Students are taught to self-reflect, set goals, and persevere to increase their preparedness to transition through their schooling
- Students and families are provided opportunities to explore career pathways and develop their preparedness to transition to life beyond high school

Outcome: Students who self-identify as Indigenous experience improved achievement.

- Indigenous Education Guiding Document identifies knowledge, processes, and actions that support culturally responsive pedagogy

Measures

Alberta Education Assurance Measures

- PAT & Diploma
- High School Completion Rates
- Student Learning Engagement
- Access to support & services
- Parental Involvement
- Education Quality
- Lifelong Learning
- Successful at work
- Broad Range of Studies

Local Measures

- Early Years Literacy & Numeracy Assessments (All Students & Indigenous Students)
- Coordinated Classroom Assessments (All Students & Indigenous Students)
- Off Campus CTS, online, and Bridge Network credit attainment (All Students & Indigenous Students)
- Access to a continuum of supports and services
- Prepared to complete and for after high school
- Student engagement & satisfaction
- Student Attendance (All Students & Indigenous Students)
- Parental involvement and satisfaction with learner supports
- Student transition structures and processes

Priority 2: Belonging

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

- Continue to build understanding for empathy and mutual respect to address intolerance and discrimination
- Increase understanding of the cultural, contemporary, and historical experiences of Indigenous peoples that support reconciliation

Outcome: The emotional, physical, and mental health of all students and staff is supported.

- Sustain and strengthen a supportive culture and structures that support student emotional, physical and mental health
- Continued implementation of Division Wellness Framework to support staff wellness
- Strengthen collaborative connections within the community

Measures

Alberta Education Assurance Measures

- Welcoming, Caring, Respectful and Safe Learning Environment
- Citizenship

Local Measures

- Acquiring and applying foundational knowledge
- Welcoming Caring, Respectful, and Safe
- Learner supports
- Citizenship, community, prepared for life after high school
- Active, healthy, well
- Workplace supports wellness
- Student sense of belonging in schools (All Students & Indigenous Students)

Priority 3: Leading

Outcome: Leadership ensures quality teaching in optimum learning environments

- Embedded professional growth planning process for all certificated staff
- Strengthen instructional capabilities to provide equitable learning opportunities
- Collaborate with school community to implement a shared vision for student engagement, learning, and well-being
- Use evidence to plan, monitor and assess progress
- Promote innovation, positive change and commitment to continuous improvement

Outcome: Leadership is distributed and collaborative

- Build staff leadership capabilities to enhance distributed leadership
- Strengthen collaborative skills, structures, and processes with students, staff, and school councils
- Continue to engage with the school community to inform decision-making

Measures

Alberta Education Assurance Measures

- Professional Learning
- Students involved in school community

Local Measures

- Professional Learning
- Collaborate in decision making
- Inquiry-based professional growth plan process
- Leadership program participants and staff leadership course completion

IMPLEMENTATION PLAN

Successful implementation of this plan will occur from the collective commitment of staff, at all levels, to the following key concepts and principles:

Processes

It is evident, from practice and research, that the quality of instruction students receive and the leadership that exists in the system are the most important school-based factors that impact student growth and achievement.

This plan:

- Establishes outcomes and strategies for staff;
- Outlines the alignment of planning, at all levels of the system;
- Is developed to support all staff to connect with our priorities and desired outcomes;
- Uses evidence of student growth and achievement to inform the planning and decision making in the division.

Insights from Results Analysis

The 2023-2024 Annual Education Results Report (AERR) identified a system focus on supporting student academic achievement highlighting areas of growth and opportunities to support students.

The collective efforts of all staff have seen a positive impact on student growth throughout kindergarten to grade 12. Intentional planning for all students ensures multiple entry points for learners. Multiple interventions and a focus at the high school on multiple pathways to high school completion, continues to support students. Student transitions within K-12 and into the world of work are identified as areas for growth.

Division Assurance Survey results identified a high level of staff satisfaction with support for professional learning within the division. The strategic focus of System Leadership's planning to support school administration as instructional leaders, and school administration planning to support their staff, is key in ensuring continued growth.

Indigenous ways of being, knowing and doing enhance our learning for staff and students. The Division's Indigenous Education guiding document will provide a foundation upon which staff members can deepen individual and collective knowledge to meet the holistic needs of all students. While Indigenous students are at or above provincial averages on most PAT exams and over half of Diploma exams, we continue to support the achievement of our Indigenous students at all grade levels.

A focus on social emotional learning, wellness, and Indigenous foundational knowledge have supported welcoming, caring, respectful and safe school communities. We continue to strengthen strategies for improving student and staff sense of belonging. Making diversity and cultures visible in

schools will provide opportunities for increased equity, intercultural understanding and outcomes related to Reconciliation.

In the 2025-2026 school year we are engaging in a collaborative partnership with CASA Mental Health and Peace Wapiti Public School Division to intentionally support more targeted student mental health within a CASA Classroom.

After analyzing results from our Division Assurance Survey we engaged in a more targeted ThoughtExchange with families of students who have either an Individualized Program Plan or an Individualized Behaviour Support Plan. Common themes we heard from parents across the Division are:

- Parents desire meaningful involvement in the creation and review of their child's individual program plan, programming, and goals. Parents want to be active members of their child's learning team.
- There is a need for more frequent and meaningful communication between teachers and parents.
- Parents value the efforts of teachers and want to increase ways to work together to create and implement effective strategies that lead to furthering success for their students.

Our next steps are to work directly with school leadership and other dedicated staff in using what we learned to improve parental experience as they navigate schooling for their child who has specialized needs.

Professional Learning

With a focus on ensuring student growth and achievement, division structures support professional learning at the system, school, and individual level. These include:

- Inquiry-based professional growth plans, aligned with the professional practice standards, are supported by leadership;
- Staff professional learning days, which may include school improvement planning, professional learning, individual growth planning or collaborative time, are scheduled monthly;
- Administrator professional learning is scheduled monthly;
- Facilitated teacher professional learning, aligned with the Optimum Learning Framework and curricular areas;
- Supported opportunities to increase our system understanding of Truth and Reconciliation.

Resourcing our System

The division's allocation model resources the priority areas and strategies outlined in the Division 3-Year Education Plan. Targeted staffing, a focus on professional learning and operational support for key initiatives support the implementation of the plan.

Staffing allocations:

- Instructional Staff: Classroom Teachers, Administrators, Learning Support Teachers, High School Completion, Curriculum Lead, Numeracy/Literacy Coordinators, PUF Pre-Kindergarten, Educational Programmers, music specialists, STEM leads, Intervention Program Leads.
- Non-Instructional Staff: Social Workers, K-3 Interventionists, EAL Interventionists, multi-disciplinary professional support staff, indigenous programming coordinator, indigenous liaisons, family outreach.

Supports for Key Initiatives:

Frameworks and Resource Documents

Frameworks serve as guidelines providing a common language and shared understanding around expectations of consistent practice for both the teacher and the leader.

- Optimal Learning Framework (OLF): foundational framework for quality teaching (planning, instruction, assessment through the curriculum)
 - Numeracy and Literacy Guiding Documents
 - Planning Companion Document
 - Indigenous Education Guiding Document
 - English as an Additional Language Resource Guide
- Wellness Framework
- Career Pathways Framework

Curriculum Implementation

The division has been intentional and purposeful to ensure the system is prepared to support continued implementation. Lead teachers with subject-area expertise support the implementation of new curricula through enhancing teacher understanding of curriculum design and architecture, planning, assessment and supporting instruction with resource development and curation. The flexibility of the system ensures that continued teacher and leader knowledge is differentiated. Working groups ensure that classroom teachers have the opportunity to be supported through the piloting and implementation processes.

Intervention

- K-3: Early Literacy and Numeracy intervention project: Focusing on students identified through provincial assessments, this intervention program is supported by lead teachers and education assistants;
- 4-8: English as and Additional Language (EAL) project: Focusing on EAL this intervention program is supported by lead teachers and education assistants at schools with needs identified among the target population;
- 9-12 High School Completion: Focusing on ensuring students complete high school, this is supported by teachers at high school who work within the student services teams at each site.

Engagement

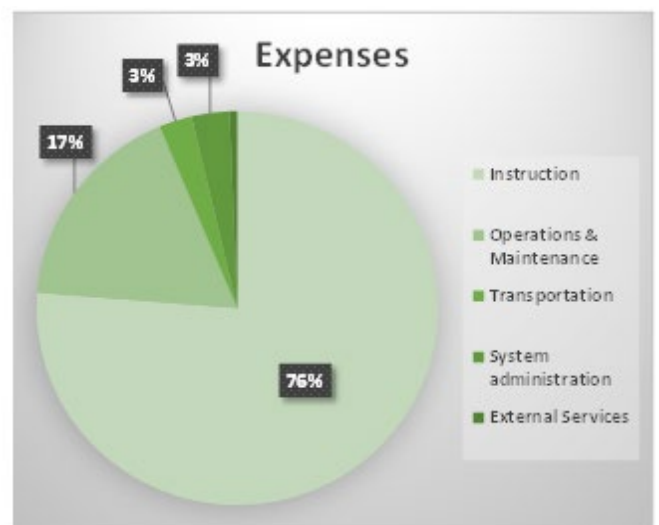
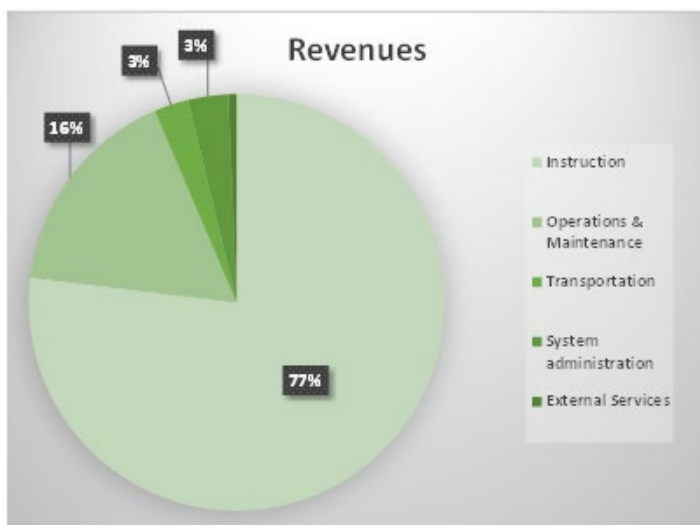
Meaningful engagement is evident in our work. Informing, collaborating, seeking feedback and engaging in structured activities with stakeholders enhances decision making. The work of principals with their School Councils and the information collected from staff, student, and parent Assurance Surveys, are examples of practices that help us to identify evidence to inform our planning and to assess our success. Other types of engagements include employee liaison groups, administration and teacher committees, Council of School Councils, Board of Trustee Student Advisory, and school-trustee assurance meetings.

2025-2026 Budget

Budget Principles

The Board of Trustees reaffirmed the following budget principles to guide the Division's administration team in preparing the budget:

- The 2025-2026 GPPSD Budget shall be developed in alignment with the principles identified in Board Policy 1: GPPSD Mission and Guiding Principles.
- The Division's budget shall be developed to support the 3 priority areas identified in the Division's Strategic Plan: Teaching and Learning, Belonging, and Leading.
- The Division's budget shall be developed collaboratively. Principals and site supervisors will discuss the school and system priorities with staff and school councils and provide feedback from their school to inform the budget development process.
- All students deserve access to a learning environment that will meet their specific needs. The Division's budget shall support diversity and equity in our schools for the purpose of helping every student to succeed.
- The Division's budget shall support the continuous improvement of our Division.
- The Division's budget shall prioritize the provision of front-line services to students.
- The Board and Division administration shall continue to strive to find financial efficiencies inside and outside the Division.
- The Division's budget shall consider the need for appropriate, reasonable, and sustainable levels of reserves to support future decision-making by the Board.
- The budget planning process shall consider the long-term sustainability of optional programs offered within the Division.
- The Division shall allocate resources equitably to ensure that all schools, regardless of size, allow students to have access to high quality education resources regardless of socioeconomic status or demographic factors



	Revenues	Expenses
Instruction	\$ 90,120,705	\$ 90,054,922
Operations & Maintenance	19,490,782	20,585,870
Transportation	3,122,803	3,122,803
System administration	3,666,829	3,588,291
External Services	747,805	747,805
Total	\$ 117,148,924	\$ 118,099,691

Link to budget documents: [Division Budget - Grande Prairie Public School Division \(gppsd.ab.ca\)](https://gppsd.ab.ca/Division-Budget)

2026-2029 Capital Plan

The Grande Prairie Public School Division maintains 18 facilities for a student population of nearly 9,000 students. In the recent couple of years, the City of Grande Prairie has benefited from families moving into the province from across Canada as well as outside of the country. As a result, our Division has experienced significant growth over recent years. With enrolment growth near 1.7% in the current year, our short-term outlook indicates increased enrolment pressure to occur in our high schools. To meet future growth our three-year capital plan focuses on the need to expand the Division's high school capacity from current level. To meet the growth needs, the three-year capital plan addresses the largest priorities for the Division's facilities. The latest three-year plan includes core building additions at one of our two high schools, along with a new school, modernization and a new replacement school.

Capital Plan Priorities

Facility	Configuration	Project Description	Capacity
Kensington School	K-8	New School	750
Harry Balfour School	K-8	Modernization	600
Charles Spencer High School	9-12	Core building addition	1,200
Crystal Park School	K-8	Replacement School	680

Link to Capital plans: [Division: School & Facilities Planning - Grande Prairie Public School Division \(gppsd.ab.ca\)](https://gppsd.ab.ca/Division-School-Facilities-Planning)

Infrastructure, Maintenance and Renewal Projects

The Division's maintenance team continually addresses the normal wear and tear on our facilities to ensure the safety of all students, staff, and public visitors. Planning in this area includes the following identified priorities:

Infrastructure, Maintenance and Renewal Planning	Location
Playground Repairs	Roy Bickell
Landscaping	Riverstone
Replacing Ceiling Tiles	Parkside
Painting	All Schools
Sidewalk and Fencing	Ecole Montrosse
Landscaping	Isabell Campbell
Flooring	Crystal Park
Heating Coils Replacement	Charles Spencer High School
Ceiling Tiles and Lighting Replacement	Avondale
Landscaping	Aspen Grove

Capital, Maintenance and Renewal Projects

Capital, Maintenance and Renewal Planning	Location
Flooring Replacement	Alexander Forbes
Concrete and Parking Lot Repair	Composite High School
Sidewalk Replacement	I.V. Macklin Public School
Lighting Controls Upgrade	Maude Clifford



**Grande Prairie
Public School
Division**

DATE: May 27, 2025

TO: Board of Trustees

FROM: Corinne Kruse, Director of Teaching and Learning

SUBJECT: Locally Developed Course Approval Summary

REFERENCE: Board Policy 2 – the Role of the Board, Section 10.9: Approve Locally Developed Courses

PURPOSE

The Locally Developed Courses (LDC) listed below have been developed by Alberta school divisions (the originating division) and are approved by Alberta Education for other school divisions to acquire and use in their schools. More information about Locally Developed Courses is available online: [Locally developed courses | Alberta.ca](https://www.alberta.ca/locally-developed-courses). Copies of the curriculum for the courses that follow are not included in this package, however they can be made available by email in advance of the Board meeting through request of the Executive Assistant to the Board.

RENEWED COURSES FOR WHICH RE-AUTHORIZATION IS BEING SOUGHT

Previous Boards have authorized support for each course on the list below to be offered by schools in the Grande Prairie Public School Division. A Board motion is requested at this time to support administration to engage in the process of renewing our division's ability to acquire each of the courses for the effective dates shown in the table and to apply for those courses that are new. The intent is to have access to the following courses available so they may be offered contingent upon student interest.

Course Renewals

Course Name	School Requesting	Course Summary	Effective Dates	
Foundations in Industry Workplace Safety 35 (5 credits)	GP Composite	Students will be provided with an understanding of each aspect of workplace safety in each of the seven areas. This course is designed to help students understand and, if desired, complete the rigors of attaining certification.	2021-2025	*2024-2025
Leadership, Character & Social Responsibility 15 (3 Credits) 25 (3 Credits) 35 (3 Credits)	GP Composite	Students will be provided with leadership opportunities, character development and social responsibility in local and global contexts. Through this involvement, students will also define their leadership style; including their personal interests, passions, and an understanding of their social responsibilities.	2021-2022	*2024-2025
Forensic Studies 25 (3 Credits) 35 (3 Credits)	GP Composite Bridge Network	Students will investigate and evaluate the processes involved in the collection and preservation of crime scene evidence. This course sequence focuses on the ethical considerations involved in the use of forensic evidence. Also, students will explore a variety of occupations and	2021-2022	*2024-2025

		potential career opportunities in the field of forensics.		
Film and Media Art 15 (3 Credit) 15 (5 Credit)	GP Composite	Students identify and describe the foundational aspects of film study, examine film expressions and will create films with an emphasis on collaboration and communication. Film and Media Art include various formats and genres, such as short and long-form films and animations, documentaries, commercials, broadcasts, and music videos.	2021-2022	*2024-2025
Film and Media Art 25 (3 Credit) 25 (5 Credit)	GP Composite	Students identify and describe the foundational aspects of film study, examine film expressions and will create films with an emphasis on collaboration and communication. Film and Media Art include various formats and genres, such as short and long-form films and animations, documentaries, commercials, broadcasts, and music videos. Students demonstrate a range of creative and technical roles required for the planning and creation of films and media art with in-depth application of technical skills, techniques, and equipment.	2021-2022	*2024-2025
Film and Media Art 35 (3 Credit) 35 (5 Credit)	GP Composite	Students identify and describe the foundational aspects of film study, examine film expressions and will create films with an emphasis on collaboration and communication. Film and Media Art include various formats and genres, such as short and long-form films and animations, documentaries, commercials, broadcasts, and music videos. Students demonstrate a range of creative and technical roles required for the planning and creation of films and media art with in-depth application of technical skills, techniques, and equipment.	2021-2022	*2024-2025
Choir 15 (3 Credit) 15 (5 Credit) 25 (3 Credit) 25 (5 Credit)	GP Composite Charles Spencer	Students will explore fundamental choral skills and collaboration in performances in a large ensemble performance-based context. Students will explore fundamental choral skills, collaboration, and critical reflection on performances in a large ensemble performance-based context.	2021-2022	*2024-2025
Choir 25 (3 Credit) 25 (5 Credit)	GP Composite Charles Spencer	Students will synthesize fundamental choral skills, collaborate, and explore leadership roles in a large ensemble performance-based context. Students will synthesize fundamental choral skills, collaborate and apply leadership skills through sectional	2021-2022	*2024-2025

		mentorship in the ensemble, and critically analyze performances in a large ensemble performance-based context.		
Band 15 (3 Credit) 15 (5 Credit)	GP Composite Charles Spencer	Students are introduced to large ensemble playing and explore ensemble-based musical skills through preparation and performance of diverse repertoire. Students develop and demonstrate individual responsibility, creative and collaborative group practice routines, and appropriate rehearsal etiquette as members of a large ensemble.	2021-2022	*2024-2025
Band 25 (3 Credit) 25 (5 Credit)	GP Composite Charles Spencer	Students continue to expand upon ensemble-based musical skills through refining their preparation process and performance of diverse repertoire. Students apply individual responsibility, creative and collaborative group practice routine and appropriate rehearsal etiquette as members of a large ensemble.	2021-2022	*2024-2025
Band 35 (3 Credit) 35 (5 Credit)	GP Composite Charles Spencer	Students further refine ensemble-based musical skills through intuitively interpreting repertoire during the preparation and performance process. Students model individual responsibility, creative and collaborative group practice routines and appropriate rehearsal etiquette as members of a large ensemble.	2021-2022	*2024-2025
Paleontology 15 (3 Credit) 15 (5 Credit) 25 (3 Credit) 25 (5 Credit) 35 (3 Credit) 35 (5 Credit)	GP Composite	Students delve into the history of life on Earth and discover the fundamentals of the scientific process. By examining the fossil record, geologic processes, phylogeny, and the study of past life, they gain a greater understanding of the past.	2021-2022	*2024-2025
Social Psychology 15 (5 Credits)	GP Composite	Students will analyze human behaviour and be involved in a community of inquiry.	2021-2022	*2024-2025

*Note it is assumed the school authority that originally developed the course will create new version for 2025-2029. If not, GPPSD will not offer the course.

New Course Requests

Course Name	School Requesting	Course Summary	Effective Dates	
Creative Writing and Publishing 15 (3 Credit) 15 (5 Credit) 25 (3 Credit) 25 (5 Credit) 35 (3 Credit) 35 (5 Credit)	GP Composite	Students will cultivate their creativity and communication skills to become engaged thinkers about the media they create and participate in, and awareness of their role as ethical citizens with an entrepreneurial spirit in writing and publishing. Students follow their writing interests and passions and engage in opportunities to write in a variety of genres that encourage them to experiment with new ideas, concepts and processes in various communication forms and mediums. Students will create and manage their own portfolios.	2021-2022	*2024-2025
Content Literacy 15 (3 Credit) 15 (5 Credit) 25 (3 Credit) 25 (5 Credit)	Bridge Network	Students will focus on reading strategies for comprehending text outside the parameters of the language arts. This course is designed for students of all academic levels and for all core subject areas and is not intended for those students who require intense remedial reading intervention.	2021-2022	*2024-2025
History of War and Warfare 15 (3 Credit) 25 (3 Credit)	GP Composite	Students will be provided the opportunity to explore in depth the causes, courses, military strategies, technologies, soldier experiences, devastation, aftermath, short- and long-term impacts, and lessons learned of war and warfare, from ancient times through to the specter of war today.	2022-2023	2025-2026
Big History 15 (5 Credits)	GP Composite	Students will be provided opportunities to see the whole picture and make sense of the pieces: it looks at the past from the Big Bang to modernity, seeking out common themes and patterns that can help us better understand people, civilizations, and the world in which we live. In contrast to delving deeply into narrow topics across a range of specialized subjects, the broader, interdisciplinary approach of this course serves as a solid foundation for students entering streams of social studies, science, mathematics and language arts.	2023-2024	2026-2027
Competencies in Science 15 (5 Credits)	GP Composite	Students will be provided opportunities to improve their foundational science knowledge and skills prior to undertaking Science 10. Through science 15, students'	2024-2025	2027-2028

		deepen knowledge and skills in order to build a strong foundation for success in Science 10, other high school science courses, and post-secondary programs.		
Improviseational Theatre 15 (3 Credit) 15 (5 Credit)	GP Composite	Students will have the opportunity to engage, collaborate and gain multiple perspectives through participating in a variety of improv settings, character exploration and storytelling in the moment. Students examine the relationship between improviseational theatre and society. Students also explore how the study of improvisation can help to develop skills and open career opportunities.	2024-2025	2027-2028
Improviseational Theatre 25 (3 Credit) 25 (5 Credit)	GP Composite	Students will have the opportunity to build ensembles, participate in a variety of improv settings, create dynamic characters, and explore storytelling and spontaneity in an improvised setting. Students examine how improviseational theatre reflects societal, cultural, historical and contemporary context.	2024-2025	2027-2028
Tabletop Game Design 15 (3 Credit) 25 (3 Credit)	GP Composite	Students will be provided with an opportunity to use the inductive design method to develop a novel table-top role-playing game. Students will inquire into, explore, assess the qualities of appropriate social behaviour and strategic game design. Students will create an original role-playing game by the end of the course.	2021-2022	2025-2026

***NOTE:** It is assumed that any course expiring in August 2025, the school authority that originally developed the course will create new version for 2025-2029. If not, GPPSD will not offer the course.

SUMMARY

Administration is recommending Board approval for the requested Locally Developed Courses using the following omnibus motion:

Trustee X moves the Board approve administration's request to acquire and renew the Locally Developed Courses levels and credits as presented, for the term identified, from Alberta Education.



**Grande Prairie
Public School
Division**

DATE: May 13, 2025

TO: Board of Trustees

FROM: Ola Oladele, Associate Superintendent, Business Services

SUBJECT: Associate Superintendent Update

REFERENCE: Board Policy 2 – Role of the Board; Board Policy 15 – Financial Management

PURPOSE

The purpose of this report is to seek the Board's approval for The Grande Prairie Public School Division's Draft 2025/2026 Budget

Draft 2025-2026 Budget Report Highlights

The Draft 2025/2026 Budget (attached) reflects a strategic and disciplined approach to financial planning based on the Board's Budget Development Guiding Principles. With a focus on long-term financial sustainability and direct support to students, this year's budget presents a notable reduction in the annual deficit, positioning the Division on a more stable financial path.

For the 2025/2026 school year, the Division is projecting revenues of \$117.1 million and expenditures of \$118.1 million, resulting in a planned deficit of \$950,767. This is a substantial improvement from the \$4.3 million starting deficit from the current school year. The reduced deficit was achieved through targeted adjustments, responsible use of reserves, and careful planning around staffing and programs. This budget reflects a commitment to not only addressing immediate financial needs but also considering the medium to long-term impacts of any decisions.

The change in the provincial funding model to the Adjusted Enrolment Method (AEM) offers improved alignment between funding and enrolment. However, the absence of inflationary increases in grant rates continues to place pressure on the Division's operating budget. Rising costs in employee benefits, unfunded union settlements and other unavoidable costs continue to present significant challenges.

Despite these pressures, the draft budget preserves all existing programs and responded to enrolment growth of 1.4% by making provision for additional classroom staff, Educational Assistants and maintaining a manageable average class sizes. Mental health support, inclusive education, intervention programming, and curriculum implementation remain priority areas.

The Division is expected to be within the provincially mandated Accumulated Surplus from Operations (ASO) limit of 6% by the end of 2024/2025. This allows GPPSD to continue drawing on reserves in the short term but reinforces the need for balanced budgets moving forward. The current financial outlook indicates that, without increased funding or adjustments to services, continued deficits would eventually impact available reserves and the ability to respond to emergent needs.

The following assumptions were used in preparation of the budget:

- The Division will maintain class sizes at 22.8 students per 1 certificated teacher.
- Revenue was projected utilizing 1.4% enrolment growth for 2025/2026 and 2026/2027 and 0.2% for 2027/2028.
- Funding calculated utilizes the grant rates published by Alberta Education for the 2025/2026 school year.
- The planned reduction of reserves will be fully realized by the end of the 2024/2025 school year. There needs to be a plan to not let reserves drop below \$5 million going forward to ensure sustainability and preserve the ability to respond to emergencies.
- All other revenues such as other sales and revenue, and fees remain constant over the three years.
- Investment income has been reduced to account for the current interest rate environment. Some risk exists if the interest rates decrease in years two and three, revenue may decrease from the scenario above.
- The budget and projections assume the provincial government will not provide additional funding for any collective agreements cost increases for the non-instructional support staff.
- The scenario assumes the provincial government will fund collective agreement cost increases to the teachers' collective agreement.

Recommended Motion:

Trustee _____ move that the Board of Trustees approve 2025/2026 Budget for Grande Prairie Public School Division.

2025-2026 Annual Budget Report

FOR FISCAL YEAR ENDING AUGUST 31, 2026 - GRANDE PRAIRIE, ALBERTA, CANADA



**Grande Prairie
Public School Division**

www.gppsd.ab.ca



GPPSD2357

Grande Prairie Public School Division



**Grande Prairie
Public School
Division**

2025-2026 BUDGET REPORT

For the fiscal year ended August 31, 2026

Strategic Plan

PRIORITY 1: TEACHING AND LEARNING

Outcome: Student success is ensured through quality teaching in optimum learning environments.

Outcome: Students are supported to succeed from early learning to high school completion and beyond.

Outcome: Students who self-identify as Indigenous experience improved achievement.

PRIORITY 2: BELONGING

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

Outcome: The emotional, physical, and mental health of all students and staff is supported.

PRIORITY 3: LEADING

Outcome: Leadership ensures quality teaching in optimum learning environments.

Outcome: Leadership is distributed and collaborative.

Budget Development Guidelines

The Board of Trustees for the Grande Prairie Public School Division (GPPSD) are responsible for providing direction to school division administration and ensuring that Division funds are used in a responsible and sustainable manner.

- The 2025-2026 GPPSD Budget shall be developed in alignment with the principles identified in *Board Policy 1: GPPSD Mission and Guiding Principles*.
- The Division's budget shall be developed to support the 3 priority areas identified in the Division's Strategic Plan: Teaching and Learning, Belonging, and Leading.
- The Division's budget shall be developed collaboratively. Principals and site supervisors will discuss the school and system priorities with staff and school councils and provide feedback from their school to inform the budget development process.
- All students deserve access to a learning environment that will meet their specific needs. The Division's budget shall support diversity and equity in our schools for the purpose of helping every student to succeed.
- • The Division's budget shall support the continuous improvement of our Division.
- The Division's budget shall prioritize the provision of front-line services to students.
- The Board and Division administration shall continue to strive to find financial efficiencies

inside and outside the Division.

- The Division's budget shall consider the need for appropriate, reasonable, and sustainable levels of reserves to support future decision-making by the Board.
- The budget planning process shall consider the long-term sustainability of optional programs offered within the Division.
- • The Division shall allocate resources equitably to ensure that all schools, regardless of size, allow students to have access to high quality education resources regardless of socioeconomic status or demographic factors

Executive summary

GPPSD has developed its 2025/2026 budget as part of a three-year financial plan that prioritizes stability, strategic alignment, and responsible use of reserve. The annual budget plays a central role in supporting the Division's 3-Year Education Plan by ensuring that resources are allocated to the areas of greatest impact for students.

For 2025/2026, GPPSD is budgeting revenues of \$117.1 million and expenditures of \$118.1 million, resulting in a planned deficit of \$950,767, to be funded from reserves. This is a significant improvement from the planned \$4.3 million deficit in the 2024/2025 budget and reflects a more balanced approach to long-term financial planning. Overall, expenses has been reduced by \$1.2 million from the fall budget.

A key factor influencing this year's budget is the provincial change to the education funding formula. The new Adjusted Enrolment Method (AEM) replaces the Weighted Moving Average (WMA) model and shifts funding calculations to of 30% current-year and 70% projected enrolment. In addition, the Supplemental Enrolment Growth Grant has been eliminated, and several other grant changes have been introduced, including Technology Support Grant, Supplemental Rural Operations and Maintenance Grant, and the consolidation of Specialized Learning Supports for Kindergarten into the broader Program Unit Funding (PUF) grant.

While these changes have created some funding stability tied to enrolment growth, the Division continues to face significant inflationary pressures that are not addressed by grant rate increases. Rising costs are evident in several areas, including a 20% increase in transportation over the past three years (with a further 3.5% projected), ongoing 4–5% annual increases in software licensing, and a projected \$400,000 increase in instructional group benefit premiums. The Division is planning to transition non-instructional staff to a new benefits provider in response to unsustainable cost increases under the current plan.

Enrolment is projected to grow by 1.4% in 2025/2026, with increases of 1.4% and 0.2% projected in the subsequent two years. While these increases support some revenue growth, they are not enough to offset rising operational costs. As a result, projected deficits of \$510,310 and \$531,431 are forecast for the 2026/2027 and 2027/2028 school years, respectively.

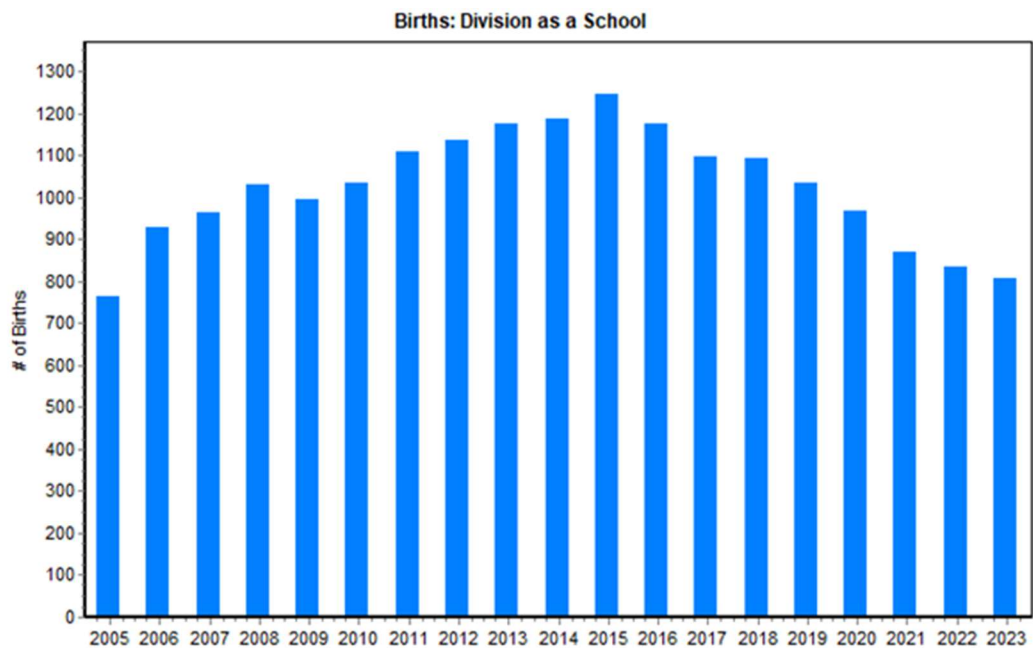
The Division is expected to be within the provincially mandated Accumulated Surplus from Operations (ASO) limit of 6% by the end of 2024/2025. This allows GPPSD to continue drawing on reserves in the short term but reinforces the need for balanced budgets moving forward. The current financial outlook indicates that, without increased funding or adjustments to services, continued deficits would eventually impact available reserves and the ability to respond to emergent needs.

In summary, the 2025/2026 budget reflects a deliberate step towards a balanced budget, balancing short-term needs with future programming needs in mind. The Division will continue monitoring enrolment, cost pressures, and funding changes while aligning spending with the 3-Year Education Plan to ensure students continue receiving strong support across all schools.

Enrolment and Demographic Trends

Demographic Trends and Influencing Factors

Student enrolment trends in GPPSD is closely tied to the broader demographic shifts occurring across the City of Grande Prairie and the region. According to data from Baragar, the Division’s enrolment projection tool, local birth rates peaked in 2015 at 1,247 and have steadily declined since. From 2007 to 2020, the period that produced current K–12 students, the average number of births was 1,089 per year. In contrast, the past three years have seen the number fall to an average of 838 births per year, a decrease of 251 births annually.

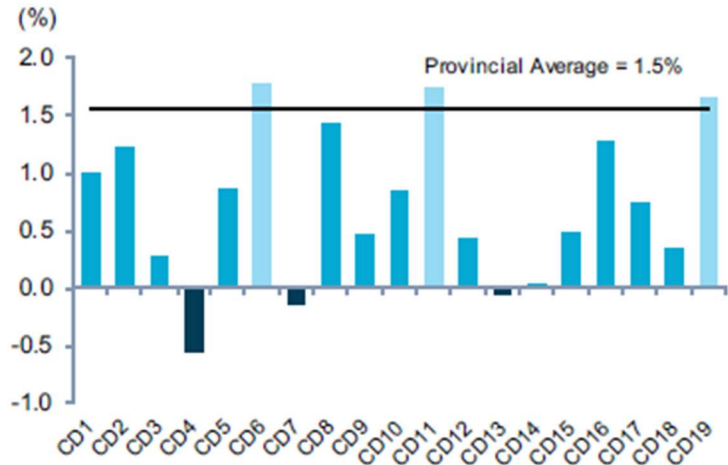


Grande Prairie is located in Census Division 19, which, according to Statistics Canada and Alberta Treasury Board and Finance, is projected to experience an average annual population growth rate of 1.5% between 2022 and 2051, slightly above the provincial average. While the region experienced net outmigration between 2020 and early 2022, recent trends show a reversal to net inflows, coinciding with the recovery of the resource-based local economy.

Grande Prairie, along with Calgary (CD6) and Edmonton (CD11), is expected to be among the fastest-growing urban centres in Alberta over the coming decades. The “Alberta is Calling” campaign, launched by the provincial government to attract skilled workers to the province, continues to influence in-migration. As reported by Global News on May 9, 2024, the campaign has entered Phase Three, with an emphasis on recruiting tradespeople from across Canada. While the campaign's long-term impact remains to be seen, it may continue to affect population trends in Grande Prairie.

FIGURE 10: AVERAGE ANNUAL POPULATION GROWTH BY CENSUS DIVISION

Census Divisions, 2022-2051



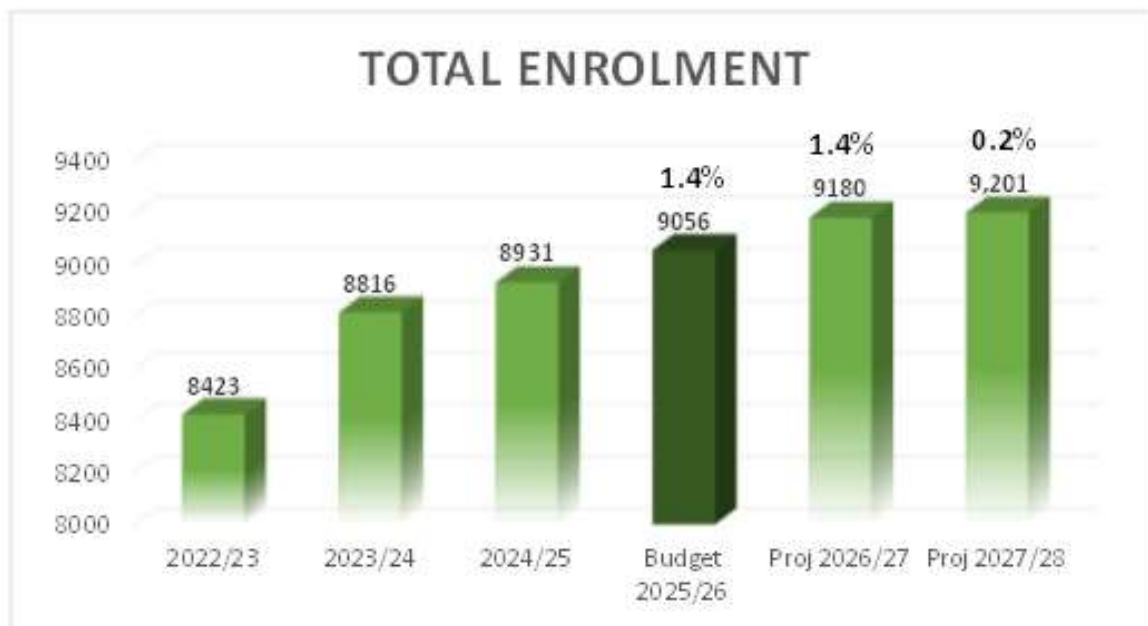
Sources: Statistics Canada and Alberta Treasury Board and Finance

Enrolment Growth and Projections

For the 2025/2026 school year, GPPSD projects a total enrolment of 9,056 students from pre-kindergarten to Grade 12, up from 8,931 in 2024/2025.

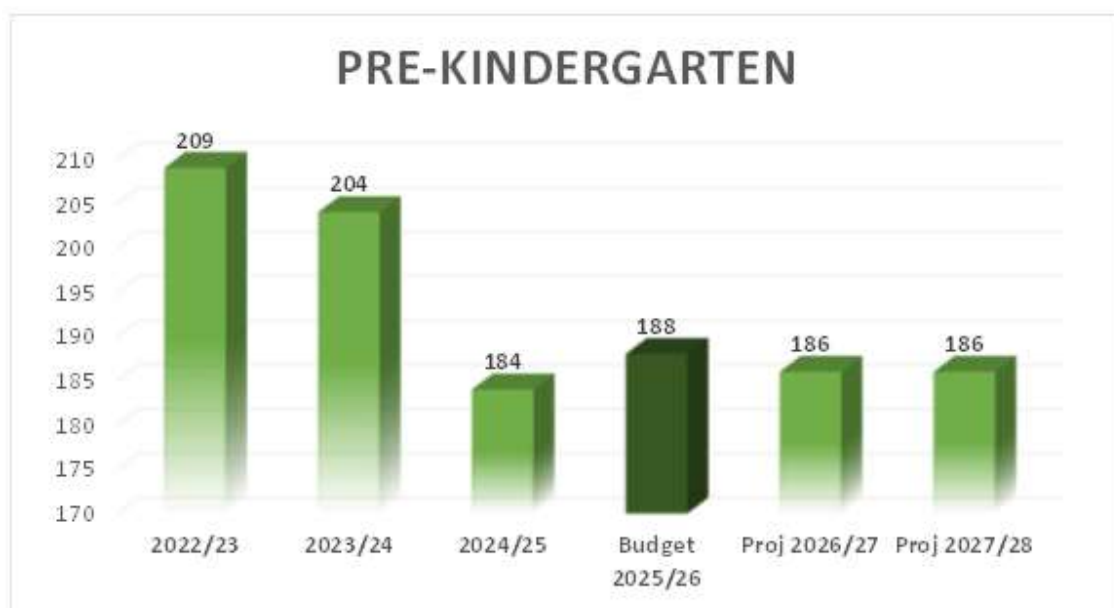
The Division experienced strong enrolment growing in the two years following the pandemic, with increases of 4.5% in 2022/2023 and 4.7% in 2023/2024, primarily due to more families moving to Alberta from other provinces and countries. In 2024/2025, growth began to stabilize, rising by 1.7%, a sign that trends may be returning to more typical level.

Looking ahead, GPPSD expects continued but modest enrolment growth, with projected increases of 1.4% in 2025/2026, similar levels in 2026/2027, and a more conservative 0.2% in 2027/2028. These forecasts are based on current demographic indicators, including declining birth rates and the potential softening of interprovincial migration trends.



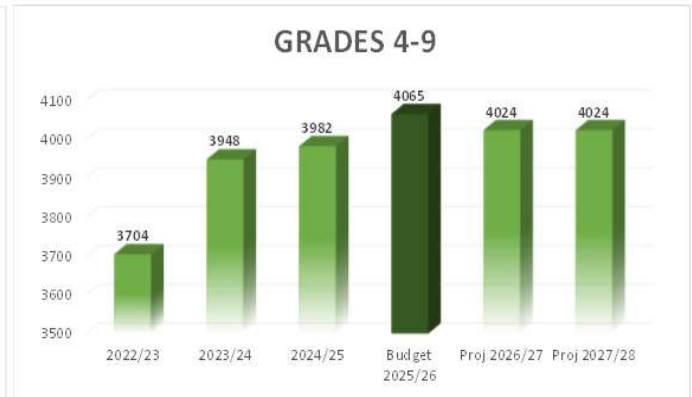
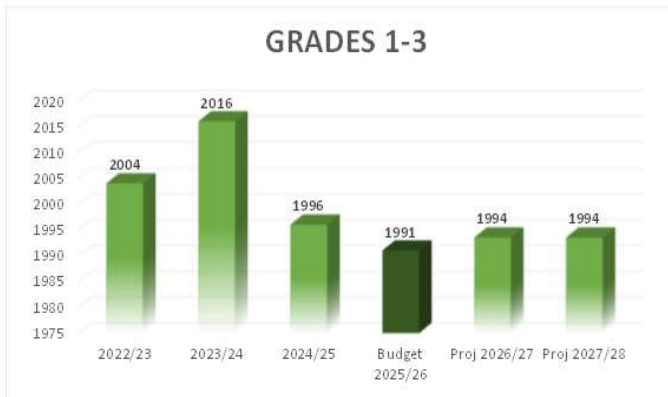
Grade-level projections show stable enrolment in pre-kindergarten, continued growth at the kindergarten level, and a temporary dip in Grades 1 - 3 due to smaller incoming cohorts. Grades 4 - 9 are expected to grow as larger student groups progress through the system. High school enrolment will also increase over the next three years as junior high students transition to senior grades. These projections use a cohort roll-forward method and align with the Division's staffing and programming models.

The following charts illustrate the enrolment history of this current year and the prior year besides the projected enrolment for the budget year 2025/2026. In addition to these years, the charts extend the enrolment projection another two years past the budget year in question.

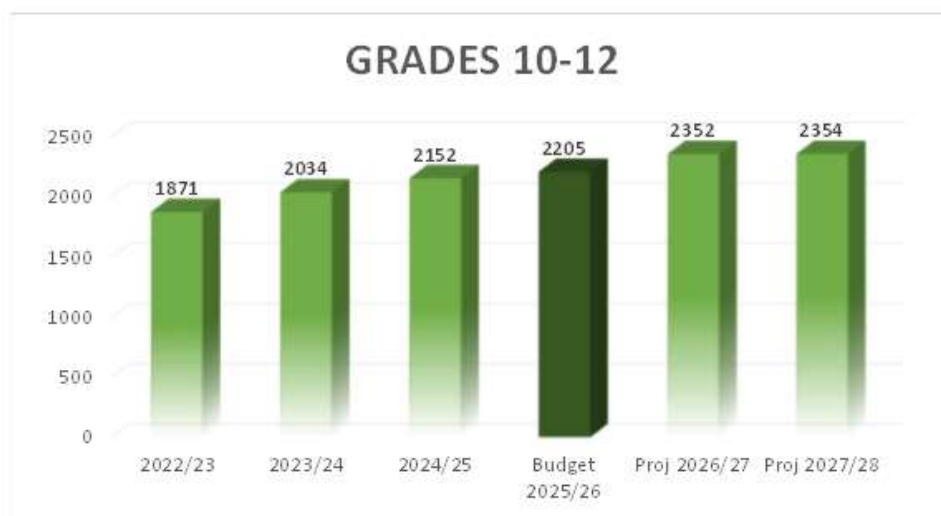




In the bar graph illustrations below, we observe in the one to three grades a decrease in enrolment as a result lower enrolments driven by decreasing birth rates and the high grade levels transitioning to grades 4-9. Enrolment in grades four to nine increases next year with a downward trend over the following two-year projections as growth in the city is expected as projected



High school enrolments will be experiencing an increase in the next three years as students transition from the junior high level. The projection for the next three years is developed by rolling forward the classes from year to year with some adjustments based on local knowledge.



Financial Information

Revenue

GPPSD receives approximately 97% of its funding from the Government of Alberta, with the remaining 3% generated locally through school fees, fundraising, donations, facility rentals, and cafeteria operations.

For the 2025/2026 school year, total budgeted revenue is \$117.1 million, representing a net increase of \$2.15 million (1.9%) compared to the 2024/2025 Fall Budget Update. This modest increase is largely the result of projected enrolment growth and related adjustments to provincial grant funding.

Revenues	2025/2026	2024/2025	Variance	% Chg
Base Instruction	57,714,666	\$ 55,838,981	\$ 1,875,685	3.4%
Services and Support	13,422,575	12,674,128	748,447	5.9%
Plant, Operations and Maintenance	9,443,762	8,564,638	879,124	10.3%
Geographic and Socio-economic	7,810,924	7,682,950	127,974	1.7%
Capital and Debt Servicing	8,734,649	8,728,297	6,352	0.1%
Alberta Teachers Retirement Fund	4,667,000	4,667,000	-	0.0%
System Administration	3,621,829	3,494,058	127,771	3.7%
Transportation	3,150,343	2,961,264	189,079	6.4%
Infrastructure Maintenance Renewal	997,000	1,007,665	(10,665)	-1.1%
School Nutrition Program	306,448	299,500	6,948	2.3%
Other Provincial Government funds	3,715,292	3,464,220	251,072	7.2%
Federal Government funds - Jordan's Principle	-	1,862,506	(1,862,506)	NA
Fees, Fundraising, Donations and other revenue	3,564,436	3,746,845	(182,409)	-4.9%
Total	\$ 117,148,924	\$ 114,992,052	\$ 2,156,872	1.9%

The 2024/2025 figures used as comparison are from the Division's fall budget update for the 2024/2025 school year.



Base Grants

Based on a projected 1.4% increase in enrolment, the Division expects to receive approximately \$1.87 million more in base instruction funding compared to the 2024/2025 Fall Budget Update. This increase reflects both the enrolment growth and the impact of the updated funding formula.

It is important to note that no grant rate increases have been introduced for 2025/2026 to address inflation in operating costs, which continues to place pressure on school division budgets across the province.

Services and Supports Grants

This funding category includes grants that support inclusive education, student wellness and diverse learning needs. These include PUF, moderate language delay, Specialized Learning Support (SLS), Indigenous education, English as an Additional Language (EAL), and the Refugee Student Grant. A notable change this year is the consolidation of the SLS Kindergarten Severe Grant into the PUF grant.

The Classroom Complexity Grant, totaling \$547,071, remains in place for the 2025/2026 school year. This grant supports students with complex learning needs and gives divisions flexibility to hire additional teachers, educational assistants, or expand specialist teams.

Starting in 2025/2026, the Mental Health and Addictions Grant will be distributed based on a provincial funding formula, rather than through an application process. GPPSD is scheduled to receive \$311,000, which is sufficient to maintain the Division's current complement of mental health workers.

Overall, the funding in this category has increased by \$748,447 from the 2024/2025 school year.

Operations and Maintenance

For the 2025/2026 school year, Operations and Maintenance (O&M) funding totals \$9.44 million, an increase of \$879,124 from the previous year. This increase in funding is attributed to both the enrolment projection and the introduction of a new Rural Supplemental Operations and Maintenance Grant.

This new grant is designed to help rural school divisions offset higher costs related to geography, infrastructure, and service delivery. GPPSD has been allocated \$538,860 under this program for 2025/2026 to support ongoing facility operations and maintenance needs.

Transportation

Starting September 1, 2025, new provincial transportation regulations will take effect, updating the criteria for student eligibility for school transportation services. In preparation for this change, GPPSD is working with transportation providers and partner divisions to ensure a smooth transition.

Based on Alberta Education's funding estimates, the Division has been allocated \$3.15 million in transportation funding for the 2025/2026 school year. This funding is part of a targeted grant, which means it must be used specifically for transportation services. Any unused funds must be set aside in a reserve for future transportation needs.

The actual transportation funding allocation will be confirmed in Fall 2025, once the Division submits its grant application and verifies the number of eligible students.

Infrastructure and Maintenance Renewal and Capital Maintenance and Renewal

The Infrastructure Maintenance and Renewal (IMR) Grant is allocated to maintain and enhance the quality of school facilities. It supports the replacement of ageing building components and upgrades to learning environments to meet programming needs. For 2025/2026, IMR funding remains stable at \$997,000.

The Capital Maintenance and Renewal (CMR) Grant is provided for larger-scale capital projects that extend beyond one fiscal year. These funds are used for major facility upgrades and are capitalized, meaning costs are expensed over the useful life of the asset. The Division's 2025/2026 CMR funding is \$1.27 million.

Other Provincial Government Funds

The "Other Government Funds" budget line includes a combination of targeted grants provided by the province. The largest portion of this funding is a new \$1.9 million grant to support school jurisdictions with the increased teacher salary resulting from the most recent provincial bargaining agreement.

In addition, the Division will receive approximately \$1.5 million in other provincial grants, which include funding for SuperNet connectivity, curriculum implementation, the Mental Health in Schools program, and lease support related to the Grande Prairie Christian School facility.

Overall, this category remains relatively unchanged from previous year at \$3.4 million.

Federal Government funds – Jordan’s Principle

In recent years, the Division has received indirect federal funding through Jordan’s Principle, an initiative of Indigenous Services Canada (ISC). Under this program, families applied for support to meet their child’s needs within the school environment, and approved funding was typically used to provide resources such as Educational Assistants (EAs) to support those students.

As of the current school year, ISC has revised its funding approach and will no longer provide Jordan’s Principle funding to off-reserve schools. This change has resulted in a loss of approximately \$1.86 million in annual revenue for the Division. Consequently, no federal revenue is reflected in the 2025/2026 budget.

Fees, Fundraising, Donations and Other Revenues

This portion of the budget shows a net decrease of \$182,000, mainly due to a \$200,000 drop in investment income as interest rates continue to fall following decisions by the Bank of Canada. In addition, transportation fee revenue is expected to decline by \$10,000 as more students become eligible for free bussing under the new provincial regulations.

Expenditures

Illustrated in the table is a comparison of the 2025/2026 budgeted expenditures to the fall budget of 2024/2025.

Expenses by program	2025/2026	2024/2025	Variance	% Chg
Instruction	90,054,922	91,229,447	(1,174,525)	-1.3%
Operations and Maintenance	20,585,870	21,070,430	(484,560)	-2.3%
Transportation	3,122,803	3,033,056	89,747	3.0%
Board & system administration	3,588,291	3,423,074	165,217	4.8%
External Services	747,805	598,227	149,578	25.0%
Grand Total	118,099,691	119,354,234	(1,254,543)	-1.1%

Overall, the total expenses budgeted for 2025/2026 is a decrease of 1.1% from the 2024/2025 Fall budget. The main factor is the removal of the discontinued Jordan Principle’s expenses from the budget.

The changes from the current year budget are highlighted in detail below.

Board Governance & System Administration

This area of the budget is comprised of three key expenditure categories:

Board Governance: This category includes all costs related to the operations of the Board of Trustees. It includes trustee salaries, benefits, honoraria, and associated travel expenses. For 2025/2026, the budget allocates approximately \$521,504 to board governance, representing an increase of \$104,510 compared to the current school year. The increase is attributed mainly to the additional cost of the upcoming general elections.

Central Administration: This category reflects the operational costs of the Division's central office, including executive leadership and support staff. It also covers associated expenses such as professional memberships, travel, and professional development. The budgeted amount for this area is approximately \$2.77 million.

Facilities and Utilities: This final component includes the costs associated with operating the central office facility, including utilities and amortization of the building. The budget for this area is approximately \$300,000.

In total, the system administration and governance budget is \$3.6 million. It is important to note that this amount is within the limits of the System Administration Grant for 2025/2026. Under provincial funding rules, any amount spent above the allocated grant would result in a reduction to the grant in the following year, and additional funds cannot be redirected from other grants to cover overages in this area.

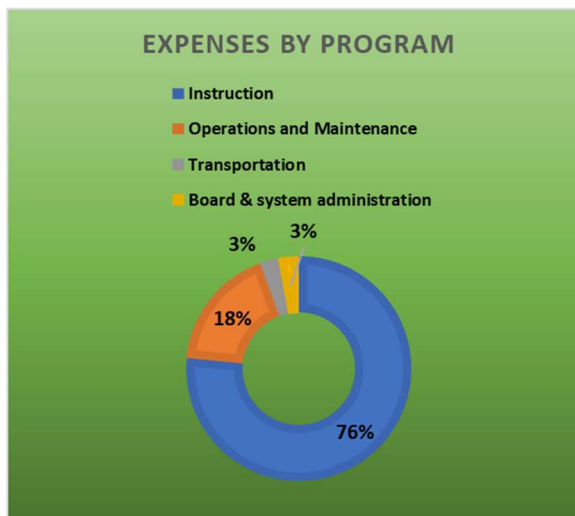
Instruction: The Instruction budget includes all costs related to teaching and learning in schools. This includes salaries and benefits of teachers, educational assistants, school administrators, and other support staff who work directly with students. It also includes the resources and services needed to support student learning across the Division.

In addition to classroom instruction, this area funds important student support such as Mental health and counselling services, PUF program for early learners with complex needs and programs supporting First Nation, Métis, and Inuit (FMNI) students.

Certificated staff levels for the budget year (2025/2026) and the projected two years (2026-2028) are compared to the past eight years in the chart below.

Classroom Certificated FTE – Teachers who work directly in the classrooms.

School Based Certificated FTE – Teachers who are based in the school but are not assigned a class directly, such as the school administrators, Learning Support Teachers, counsellors, work experience teachers, English language learner teachers.



Division Certificated FTE – Teachers based at the central office or who have a central support roll such as PUF, inclusive education, math coordinator, education directors, and individuals in similar positions.

In summary the Division is planning to increase certificated staffing by 3 full-time equivalent (FTE) to account for projected enrolment growth. This brings the average student-to-classroom teacher ratio to 22.8:1, slightly higher than the current year. The Division’s target is to maintain average class sizes around 22.7 students, consistent with historical practice. Final staffing levels will be reviewed and adjusted in the Fall Budget Update, once actual enrolment data is confirmed.

Along with the certificated staffing costs, the Division was advised that the benefit premiums with ASEBP will be increasing by approximately 5% for the coming year. The budget includes an increase for this identified cost.

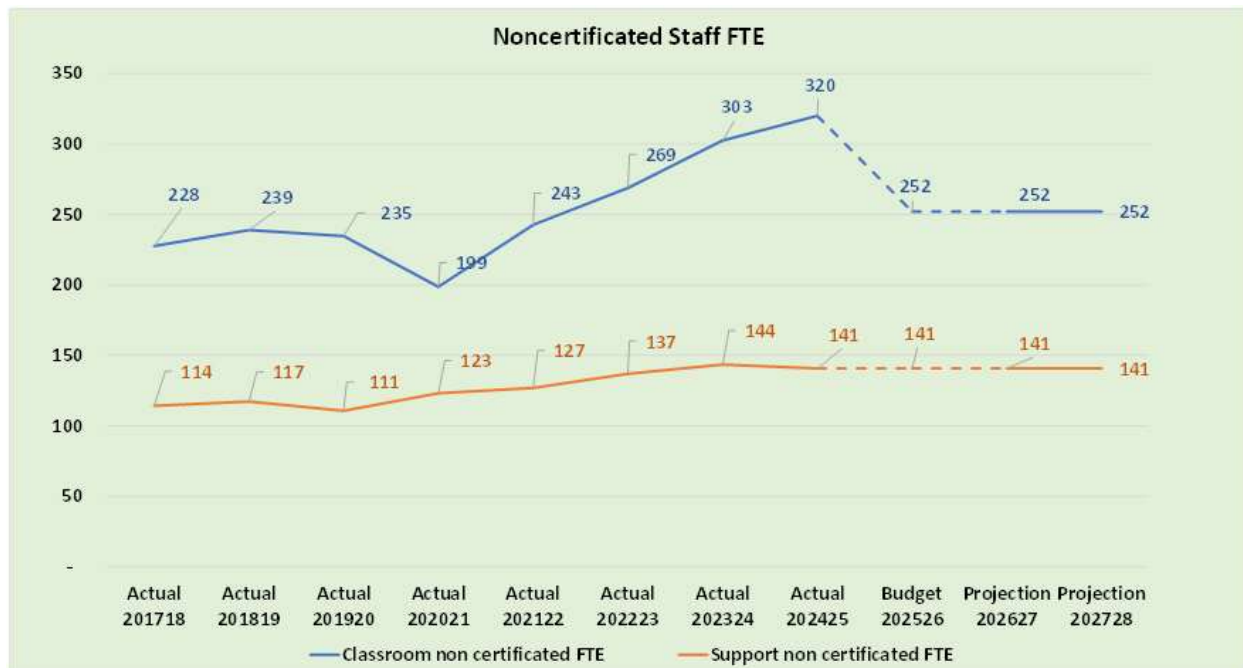


	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Students per Classroom Cert FTE	22.8	22.4	22.8	21.9	22.7	22.9	23.0	22.6	22.78	22.74	22.79
Students per School Cert FTE	116.5	115.0	108.9	119.9	124.2	122.4	124.3	120.6	119.9	121.5	121.8
Students per Division Cert FTE	327.3	320.9	396.3	508.9	510.8	448.0	428.0	449.1	464.7	470.8	471.8

Illustrated below on the next page are the non-certificated staff levels for the 2025/2026 budget year along with the following two years compared to the past eight years. Non-certificated staff are divided between personnel related directly to the school (CB – classroom based) and the division support group (support based staff) consisting of central office, maintenance and custodial personnel that are compared to the past eight years.

Classroom non-certificated FTE – Staff consisting primarily of Educational Assistants and non-certificated early learning instructors assigned to classrooms.

Division Support non-certificated FTE – Staff consisting of all central office support personnel who are not teachers, members of the multidisciplinary team, maintenance and custodial personnel and Division’s FMNI staff.



	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Students per classroom Noncert FTE	36	35	36	40	33	31	29	28	36	36	37
Students per division Noncert FTE	73	72	76	64	64	62	61	63	64	65	65

Operations and Maintenance: The Operations and Maintenance budget reflects the costs associated with keeping the Division’s facilities safe, clean, and fully operational. This includes staffing expenses for the Division’s maintenance, safety, and custodial teams. In addition to personnel, the budget covers a range of essential services such as facility repairs, insurance premiums, utilities, and building amortization. These costs are critical to ensuring that students and staff have access to safe, well-maintained learning environments.

For the 2025/2026 school year, this area of the budget is decreasing by approximately \$626,000 compared to the 2024/2025 Fall Budget. This is primarily due to reduced IMR funding, lower insurance premiums, and adjustments for completed prior year projects.

Transportation: The new provincial transportation regulations, first announced in the 2022 provincial budget will be implemented by the Division starting in September 2025. These changes will revise student eligibility requirements for transportation services across Alberta. The Division is actively preparing for this transition and is working with partner Division and transportation contractor to ensure a smooth transition process for students and parents.

From a budget perspective, transportation costs for 2025/2026 are projected to increase modestly, largely due to inflationary adjustments to contracted service rates. Based on preliminary estimates, the Division expects to receive \$3.15 million in Transportation funding, reflecting an increase of approximately \$300,000 over the current year. Final funding will be confirmed in the fall, once actual student ridership data is collected and submitted to the province.

External Services: The External Services budget includes programs and activities that fall outside the scope of Alberta Education’s publicly funded mandate. These services are not supported by provincial grants and are typically operated on a cost-recovery or fee-for-service basis. For the 2025/2026 school year, external services expenses are projected at approximately \$700,000. This includes secondment arrangements, where GPPSD staff are temporarily placed in roles with government departments or external agencies, with revenues recovered through secondment agreements. It also includes the operations of the Division’s KinderPal program, an early learning initiative that operates outside of Alberta Education’s funded programming.

SIGNIFICANT BUDGET CHANGES FROM THE 2024/2025 SCHOOL YEAR

The budget deliberations and planning yielded the identification of expenditures that can be generally categorized in two:

1. **Project based expenditures** – These expenditures are targeting specific needs in the short term with a known fixed period, whether it’s one or multiple years.
2. **Additional non-project expenditures, indeterminate** – These expenditures are targeting specific needs and supports that align with the Division’s three-year education plan. They are categorized as indeterminate as there is no set time frame as to the commitment and will be continually assessed during each budget cycle to determine the continued sustainability based on the confirmed yearly provincial funding.

PROJECT BASED EXPENDITURES

Expenses	Amount
Teaching and learning	248,000
Curriculum Implementation	110,000
K-12 Intervention programming	470,600
Indigenous programming	20,000
Information technology	171,800
Various	86,800
Total estimated project expenses	\$ 1,107,200

1. **Curriculum Implementation** – Additional expenditures of **\$110,000** next year for further support in the new curriculum implementation. The expenditures are the combination of funds for resources and professional development. A portion of the funds will be utilized to fund a central teacher position who will focus on providing classroom teacher support for the curriculum implementation.
2. **Intervention Programming** – Continuation of the 2024/2025 intervention programming into the next year with \$470,600. Provincial funding for the program has essentially ended for this initiative that was created originally as a result of the pandemic impact on student learning in 2020 and 2021. The Division continues to fund the support out of reserves to provide intervention programming for GPPSD students. Our financial plan provides sufficient operational reserves to

offer intervention support for the 2025/2026 school year in a redefined model. In future years, the program will be reviewed to determine the need of the program along with the required funding.

Funding would likely have to come from increased enrolment and other existing budget areas.

- a. Teachers for primary levels (2 FTE).
 - b. Educational Assistants for primary levels (7 FTE).
3. **Indigenous Programming** – Nonrecurring expenses of **\$20,000** for 2024/25 are included for Indigenous Programming to enhance professional learning for teachers and administrators in indigenous programming.
 4. **Information Technology** – Next year's budget includes **\$171,800** in nonrecurring project expenses to enhance and refresh end user hardware as well as networking items.
 - a. The most significant project in Information Technology is the replacement of aging data wiring in the Division's oldest schools. This project is estimated to take four years beginning next year. The 2025/2026 budget includes \$141,800 in expenses to complete the next set of schools next year.
 - b. Hardware such as the replacement of old computer monitors, and telephone system handsets are included for replacement.
 5. **Various** – Additional expenditures of **\$86,800** in various other areas.

ADDITIONAL EXPENDITURES (indeterminate)

Expenses	Amount
Classroom teachers (3 FTE)	333,000
Other staffing costs (group health plans, non-instructional settlement)	1,116,935
Jordan's Principle Discontinued	(1,862,506)
K-12 Intervention Programming	(570,000)
Teaching and Learning	147,710
Human Resources	71,080
Additions Grant Ended	(230,714)
Election Costs	80,000
Transportation	81,941
Information Technology	164,000
Other	(586,039)
Increase in expenses	\$ (1,254,593)

1. **Certificated Staff** – Additional expenditure of **\$333,000** for additional certificated staff to address the projected 1.4% in enrolment growth.
 - a. The Division has averaged approximately 22.7 students for each certificated classroom staff in past years.

- b. The addition of 3 classroom-based FTE for 2025/2026 results in 22.8 students for each certificated FTE. It is the largest expense addition for next year and aligns with the Board of Trustees' budget guiding principle of making front line services to students at GPPSD a priority.
- 2. **Other Division staff costs** – Changes to various staff costs including professional development and employee group health plans have resulted in a net increase of **\$1.1 million** in expenses from the current school year's Fall budget.
 - a. The largest change in this area is the inflationary increase of our two employee group health plans.
 - i. The teachers' group health plan is administered by the Alberta School Employee Benefit Plan (ASEBP) a nonprofit organization established by the Alberta School Boards Association (ASBA) and the Alberta Teachers' Association (ATA). The premiums increased by 8% in the 2023/2024 year, approximately 7.8% for the 24/25 school year and is again expected to increase by 5% or approximately \$400K for the 2025/2026 school year.
 - ii. The non instructional support staff group health plan is administered by Sunlife Canada. The rate freeze provided to GPPSD when we transitioned to Sunlife has mostly expired and we experienced substantial rate increases during the most recent renewal. Premium rates increased by 44% (\$900,000 annual premium increase) in February 2024. The Division is recommending a switch to ASEBP, which is expected to result in meaningful savings if approved. The budget includes a savings of approximately \$135,000 from switching benefits providers
 - b. Other changes in this area includes:
 - i. \$754K reduction in certificated staffing for the removal of the staffing contingency previously included in the 2024/25 budget. In past years, the Division budgeted for extra teaching staff to prepare for enrolment that might exceed projections. Staffing levels will be reviewed and adjusted as needed during the Fall Budget Update, once actual enrolment numbers are confirmed.
 - ii. Non-instructional staff wages have increased due to standard grid movements and the 3% settlement agreement approved last year.
- 3. **Specialized Learning Supports, Educational Assistants** - The number of Educational Assistants has been adjusted for the 2025/26 school year to adjust for funding available to the Division.
 - a. The Division has experienced significant enrolment growth over the 2022/2023 and 2023/2024 school year and a modest growth in the 2024/25 school year. In the absence of funding increases to address inflationary pressures, GPPSD has utilized operational reserves to continue to prioritize front line student services and increased the number of Educational Assistants in the last few years.
 - b. New for the 2025/2026 budget is the exclusion of Educational Assistants (EA) funded by the Jordan's Principle. The Division has been informed that starting from the next school

year, ISC will no longer provide funding for off-reserve schools like GPPSD. With the loss of this funding, 56 EAs have been removed from the Division's budget as they were solely funded through Jordan's Principle.

- c. For the 2025/2026 school year, the Divisions has budgeted a contingency of 3 EAs for assignment in the fall to address emergent needs. For the 2025/2026 school year, the Division has budgeted for a contingency of three EAs to be assigned in the fall to address emergent needs.
4. **Inclusive Education** –Mental health support is a budget under the inclusive education budget area. This area of support continues to be a priority for the Division, and we are pleased that we will be able to continue with the excellent mental health support our nine social workers have provided to students. The Division continues to fund four of the Social Workers with the Classroom Complexity Grant as a permanent grant and form part of our Division's Multi-Disciplinary Team. This is the team that provides additional support for students with complex needs. Mental health continues to be a high priority area for the Division and the budget continues to support the work in a significant manner.
5. **Human Resources and Wellness** – The Human Resources and Wellness budget for 2025/2026 remains largely consistent with the previous year, continuing to support initiatives that promote staff well-being and engagement. Highlights include ongoing investment in staff wellness, such as the annual Division-wide Wellness Day held in February 2025, which received strong positive feedback. New for this year is funding for a records management consulting, along with a provision for the purchase of health and safety equipment for staff.
6. **Information Technology** – Additional net expenses of **\$150,000** for additional ongoing software licensing, internet connectivity and casual wages.
 - a. We have experienced increases of 4% to 5% per year in software licensing and usage agreements from the various software providers in recent years. Similar increases are anticipated in next year's budget.
 - b. Additional leasing costs have been included to provide additional devices for the increase in staff next year.
 - c. The Division receives a Supernet grant from the province, which for the first time in 7 years saw an increase of 5%, reducing the amount having to be funded from other parts of the budget.
 - d. The budget also includes provision to hire 2 additional staff for the department, an Information Security Specialist and another Field Tech to support and be more responsive to schools.
7. **Maintenance and Operations** – The department has an overall net decrease of **approximately \$505,000** which is a combination of a few more significant changes itemized below.
 - a. Property insurance premiums are estimated to reduce for the next school year by \$200,000. Our Division is a founding member of the Urban Schools Insurance Reciprocal

(USIC) which provides for the Division's multi-layer insurance program. It is a combination of USIC self-insured levels along with third party insurance policies to secure comprehensive property, liability, and ancillary policies.

- b. \$140K in projects during the 2024/2025 school year for a boiler replacement was removed as that project will be completed at the end of this school year.
- c. Other changes to this budget area include adjustments for reduced IMR funding, anticipation of lower fuel cost due to the reduction of the carbon tax and adjustments for utilities to reflect actuals for the last couple of years.

- 8. Student Transportation** – We are currently in the third year of our five-year contract term for transportation services. Over the last two years we have experienced a combined increase of 16%. The transportation budget for 2025/2026 has increased by approximately \$90,000.

The details of the changes identified for the 2025/2026 budget along with the following two years continues to provide the necessary supports for our students to support their success and wellbeing as guided by the priorities identified in the Division's education plan.

Expenses by Object

In the chart below the budget expenses presented by object are compared to the 2025/2026 Fall budget.

Expenses by Object	2024/2025	2023/2024	Variance	% Chg
Certificated salaries & wages	51,642,176	51,687,718	(45,542)	-0.1%
Certificated benefits	11,671,602	11,617,079	54,523	0.5%
Non-certificated salaries & wages	20,901,318	21,777,476	(876,158)	-4.0%
Non-certificated benefits	6,046,705	5,883,752	162,953	2.8%
Services, contracts and supplies	18,724,225	19,293,660	(569,435)	-3.0%
Amortization expense	9,089,365	9,068,399	20,966	0.2%
Interest on capital debt	24,300	26,200	(1,900)	-7.3%
Grand Total	118,099,691	119,354,284	(1,254,593)	-1.1%

Salaries, wages, and benefits comprise approximately 77% of budgeted expenses in 2025/2026 versus 76.2% for 2024/2025. The various increases are attributed to the itemized changes listed above in the project based expenses as well as the additional indeterminate expenses.

Three Year Projection

A two-year financial projection was developed alongside the 2025/2026 budget to support long-term stability and reduce the risk of unexpected financial challenges. Planning beyond a single year allows the Division to better manage future costs and maintain consistent programming for students. These projections are based on the best available information at this time and reflect the key assumptions outlined earlier in the report.

	Fall Budget 2024/25	Spring Budget 2025/26	Projection 2026/27	Projection 2027/28
AB ED revenue	\$ 99,654,166	\$ 103,824,585	\$ 105,089,002	\$ 104,786,735
Federal Gov't	\$ 1,862,506	\$ -	\$ -	\$ -
Project Grants (Curriculum)	\$ 553,950	\$ 553,950	\$ 553,950	\$ 553,950
Other revenue (incl capital)	\$ 12,921,430	\$ 12,770,389	\$ 12,216,439	\$ 12,216,439
Total revenue	114,992,052	117,148,924	117,859,391	117,557,124
Expenditures	115,452,828	114,438,080	114,438,080	116,140,881
Additional expenditures - Projects/Curriculum/In	3,325,118	3,661,611	2,228,830	967,675
Additional classroom staff - enrolment growth			1,702,801	980,000
Total expenditures	118,777,946	118,099,691	118,369,711	118,088,555
Surplus (Deficit)	\$ (3,785,894)	\$ (950,767)	\$ (510,319)	\$ (531,431)

The following assumptions were used in preparation of the budget and the financial projections in the table on the previous page:

- The Division will maintain class sizes at 22.8 students per 1 certificated teacher.
- Revenue was projected utilizing 1.4% enrolment growth for 2025/2026 and 2026/2027 and 0.2% for 2027/2028.
- Funding calculated utilizes the grant rates published by Alberta Education for the 2025/2026 school year.
- The planned reduction of reserves will be fully realized by the end of the 2024/2025 school year. There is a careful plan to not let reserves drop below \$5 million going forward to ensure sustainability and preserve the ability to respond to emergencies.
- All other revenue such as other sales and revenue, and fees remain constant over the three years.
- investment income has been reduced to account for the current interest rate environment. Some risk exists if the interest rates decrease in year two and three, revenue may decrease from the scenario above.
- The budget and projections assume the provincial government will not provide additional funding for any collective agreements cost increases for the non-instructional support staff.
- The scenario assumes the provincial government will fund collective agreement cost increases to the teachers' collective agreement.

GPPSD has prepared a multi-year financial forecast alongside its 2025/2026 budget to promote long-term stability and responsible planning. The budget projects a \$950,767 operating deficit for 2025/2026, following a planned reduction in reserves that will bring the Division into compliance with Alberta

Education's Accumulated Surplus from Operations (ASO) cap of 6% by the end of the 2024/2025 school year.

Looking ahead, based on current funding rates, staffing levels, and enrolment projections, the Division anticipates ongoing deficits of approximately \$500,000 in both 2026/2027 and 2027/2028. These shortfalls reflect the impact of rising operational costs, particularly staffing and benefits, without corresponding increases in grant rates.

The Division's long-term goal is to achieve a balanced budget each year while preserving a minimum reserve balance of \$5 million to support financial sustainability and allow for emergency responses. Moving forward, the Division's goal is to work toward a balanced budget each year, which will require closing the projected in 2026/2027 and 2027/2028 unless funding or cost structures change.

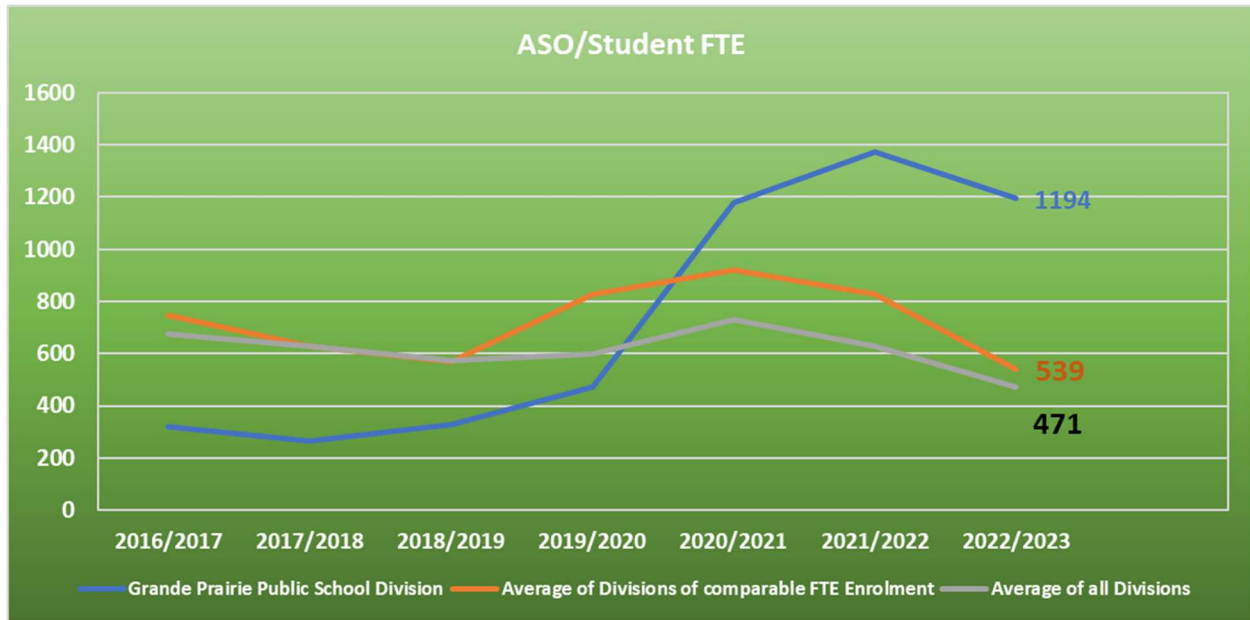
Accumulated Surplus from Operations (ASO)	2024/25	2025/26	2026/27	2027/28
Projected Surplus/(Deficit) (from the table above)	\$ (3,785,894)	\$ (950,767)	\$ (510,319)	\$ (531,431)
Opening adjusted ASO (net of SGF)	10,332,576	6,475,797	5,454,144	4,872,940
Net transfers	(70,885)	(70,885)	(70,885)	(70,885)
Projected Closing adjusted ASO (net of SGF)	\$ 6,475,797	\$ 5,454,144	\$ 4,872,940	\$ 4,270,624
6% ASO Limit	\$ 6,790,929	\$ 7,085,981	\$ 7,102,183	\$ 7,085,313
Projected over/(under) ASO Limit	\$ (315,133)	\$ (1,631,837)	\$ (2,229,243)	\$ (2,814,690)

The table below summarizes the enrolment projection information for the financial plan along with the yearly ratio of students to classroom certificated teachers.

Enrolment projection	Fall Budget 2024/2025	Spring Budget 2025/26	Projection 2026/27	Projection 2027/28
PUF	101	102	101	91
PK	85	86	83	79
Kinder	617	607	614	626
1-8	5324	5342	5372	5367
9-12	2804	2919	3010	3038
Total enrolment (headcount)	8931	9056	9180	9201
% change	1.3%	1.4%	1.4%	0.2%
Classroom Certificated FTE	393.77	395.96	402.0	402.0
Student per classroom certificated FTE	22.7	22.81	22.7	22.8

Operating Reserves and Accumulated Surplus from Operations

The Division's Accumulated Surplus from Operations (ASO) includes all unrestricted and internally restricted operating reserves, excluding unspent school-generated funds. The Division's ASO was \$10.3 million as of August 31, 2024, which was carried forward as the opening balance for the 2024/2025 school year. It is projected to decline to \$6.47 million by year-end due to planned reserve use. The 2025/2026 budget is based on this projection and will be updated in the fall after the audited financial statements are finalized.



This amount increased during the pandemic years due to lower operating costs and additional government funding. Since then, the Division has used some of these funds to support students and programming during years with planned deficits.

Based on the budget and subsequent two-year financial projection, the anticipated adjusted accumulated surplus from operations (ASO) for the next three years is illustrated in the chart below. The adjusted ASO is estimated to be \$6.4M on August 31, 2025, and below the 6% provincial cap.



Capital Reserves

As of August 31, 2023, the Division’s capital reserve balance was \$1.68 million. These funds are set aside to support the replacement of aging or unsupported capital assets that are not covered through provincial funding.

To maintain this reserve and ensure long-term readiness, the Division plans to transfer \$100,000 annually beginning in 2025/2026. With this contribution schedule, the reserve is projected to grow to approximately \$1.9 million by August 31, 2028.

Appendix: Alberta Education Budget Template

School Jurisdiction Code: 3240

BUDGETED STATEMENT OF OPERATIONS for the Year Ending August 31

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual Audited 2023/2024
REVENUES			
Government of Alberta	\$ 113,280,472	\$109,243,800	\$107,706,309
Federal Government and First Nations	\$ -	\$1,104,873	\$875,808
Property taxes	\$ -	\$0	\$0
Fees	\$ 1,881,436	\$1,757,178	\$2,051,811
Sales of services and products	\$ 800,000	\$804,900	\$1,352,593
Investment income	\$ 350,000	\$550,000	\$846,271
Donations and other contributions	\$ 699,016	\$689,551	\$843,769
Other revenue	\$ 158,000	\$158,000	\$220,307
TOTAL REVENUES	\$117,148,924	\$114,308,302	\$113,896,868
EXPENSES			
Instruction - ECS	\$ 5,063,846	\$4,419,706	\$3,739,060
Instruction - Grade 1 to 12	\$ 84,991,076	\$85,585,168	\$81,834,303
Operations & maintenance	\$ 20,585,870	\$21,081,456	\$20,624,480
Transportation	\$ 3,122,803	\$3,042,124	\$2,940,690
System Administration	\$ 3,588,291	\$3,419,373	\$3,236,118
External Services	\$ 747,805	\$734,367	\$807,506
TOTAL EXPENSES	\$118,099,691	\$118,282,194	\$113,182,157
ANNUAL SURPLUS (DEFICIT)	(\$950,767)	(\$3,973,892)	\$714,711

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT) for the Year Ending August 31

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual Audited 2023/2024
EXPENSES			
Certificated salaries	\$ 51,642,176	\$51,917,524	\$48,966,394
Certificated benefits	\$ 11,671,602	\$11,655,670	\$11,625,821
Non-certificated salaries and wages	\$ 20,901,318	\$20,866,457	\$19,553,477
Non-certificated benefits	\$ 6,046,705	\$5,710,601	\$5,020,512
Services, contracts, and supplies	\$ 18,724,225	\$18,869,653	\$18,666,488
Capital and debt services			
Amortization of capital assets			
Supported	\$ 8,734,649	\$8,887,210	\$8,970,281
Unsupported	\$ 354,716	\$348,879	\$350,413
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ 6,000	\$11,600	\$11,416
Other interest and finance charges	\$ 18,300	\$14,600	\$17,355
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ -	\$0	\$0
TOTAL EXPENSES	\$118,099,691	\$118,282,194	\$113,182,157

[Education Act, Sections 139(2)(a) and 244]

Legal Name of School Jurisdiction

Contact Address, Telephone & Email Address

Name

Signature

Name

Signature

Name

Signature

Date _____

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Classification: Protected A

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Legend:

Blue	Data input is required
Pink	Populated from data entered in this template (i.e. other tabs)
Green	Populated based on information previously submitted to Alberta Education

Grey	No entry required - the cell is protected.
White	Calculation cells. These are protected and cannot be changed.
Yellow	Flags to draw attention to sections requiring entry depending on other parts of the su

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2025/2026 BUDGET REPORT

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

Budget Highlights, Plans & Assumptions:

GPPSD is budgeting revenues of \$117.1 million and expenditures of \$118.1 million, resulting in a planned deficit of \$950,767.

The planned reduction of reserves will be fully realized by the end of the 2024/2025 school year. Looking ahead, based on current funding rates, staffing levels, and enrolment projections, the Division anticipates ongoing deficits of approximately \$500,000 in both 2026/2027 and 2027/2028. These shortfalls reflect the impact of rising operational costs, particularly staffing and benefits, without corresponding increases in grant rates.

Enrolment is projected to grow by 1.4% in 2025/2026, with increases of 1.4% and 0.2% projected in the subsequent two years. While these increases support some revenue growth, they are not enough to offset rising operational costs.

ISC has revised its funding approach and will no longer provide Jordan's Principle funding to off-reserve schools. This change has resulted in a loss of approximately \$1.86 million in annual revenue for GPPSD. This means a reduction of 56 EAs in our division.

The budget assumes the provincial government will fund collective agreement cost increases to the teachers' collective agreement.

Significant Business and Financial Risks:

No unusual business or financial risks are noted above the normal yearly business risk that the division manages every year.

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual Audited 2023/2024
REVENUES			
Government of Alberta	\$ 113,260,472	\$109,243,800	\$107,706,309
Federal Government and First Nations	\$ -	\$1,104,873	\$875,808
Property taxes	\$ -	\$0	\$0
Fees	\$ 1,881,436	\$1,757,178	\$2,051,811
Sales of services and products	\$ 800,000	\$804,900	\$1,352,593
Investment income	\$ 350,000	\$550,000	\$846,271
Donations and other contributions	\$ 699,016	\$689,551	\$843,769
Other revenue	\$ 158,000	\$158,000	\$220,307
TOTAL REVENUES	\$117,148,924	\$114,308,302	\$113,896,868
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Instruction - ECS	\$ 5,063,846	\$4,419,706	\$3,739,060
Instruction - Grade 1 to 12	\$ 84,991,076	\$85,585,168	\$81,834,303
Operations & maintenance	\$ 20,585,870	\$21,081,456	\$20,624,480
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External Services	\$ 747,805	\$734,367	\$807,506
TOTAL EXPENSES	\$118,099,691	\$118,282,194	\$113,182,157
ANNUAL SURPLUS (DEFICIT)	(\$950,767)	(\$3,973,892)	\$714,711

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual Audited 2023/2024
EXPENSES			
Certificated salaries	\$ 51,642,176	\$51,917,524	\$48,966,394
Certificated benefits	\$ 11,671,602	\$11,655,670	\$11,625,821
Non-certificated salaries and wages	\$ 20,901,318	\$20,866,457	\$19,553,477
Non-certificated benefits	\$ 6,046,705	\$5,710,601	\$5,020,512
Services, contracts, and supplies	\$ 18,724,225	\$18,869,653	\$18,666,488
Capital and debt services			
Amortization of capital assets			
Supported	\$ 8,734,649	\$8,887,210	\$8,970,281
Unsupported	\$ 354,716	\$348,879	\$350,413
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ 6,000	\$11,600	\$11,416
Other interest and finance charges	\$ 18,300	\$14,600	\$17,355
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ -	\$0	\$0
TOTAL EXPENSES	\$118,099,691	\$118,282,194	\$113,182,157

**BUDGETED SCHEDULE OF PROGRAM OPERATIONS
for the Year Ending August 31**

REVENUES	Approved Budget 2025/2026							Actual Audited 2023/24
	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	ECS	Grade 1 to 12						
(1) Alberta Education	\$ 4,606,839	\$ 82,627,987	\$ 10,958,690	\$ 3,027,803	\$ 3,658,829	\$ -	\$ 104,880,148	\$ 99,085,806
(2) Alberta Infrastructure - non remediation	\$ -	\$ -	\$ 7,692,305	\$ -	\$ -	\$ -	\$ 7,692,305	\$ 7,699,491
(3) Alberta Infrastructure - remediation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(4) Other - Government of Alberta	\$ -	\$ 352,248	\$ 335,771	\$ -	\$ -	\$ -	\$ 688,019	\$ 921,012
(5) Federal Government and First Nations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 875,808
(6) Other Alberta school authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(10) Fees	\$ 355,956	\$ 793,694		\$ 95,000		\$ 636,786	\$ 1,881,436	\$ 2,051,811
(11) Sales of services and products	\$ -	\$ 658,981	\$ 30,000	\$ -	\$ -	\$ 111,019	\$ 800,000	\$ 1,352,593
(12) Investment income	\$ -	\$ 350,000	\$ -	\$ -	\$ -	\$ -	\$ 350,000	\$ 846,271
(13) Gifts and donations	\$ -	\$ 150,000	\$ 324,016	\$ -	\$ -	\$ -	\$ 474,016	\$ 381,949
(14) Rental of facilities	\$ -	\$ -	\$ 150,000	\$ -	\$ 8,000	\$ -	\$ 158,000	\$ 220,307
(15) Fundraising	\$ -	\$ 225,000	\$ -	\$ -	\$ -	\$ -	\$ 225,000	\$ 461,820
(16) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(17) Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(18) TOTAL REVENUES	\$ 4,962,795	\$ 85,157,910	\$ 19,490,782	\$ 3,122,803	\$ 3,666,829	\$ 747,805	\$ 117,148,924	\$ 113,896,868

EXPENSES

(19) Certificated salaries	\$ 1,853,280	\$ 49,202,129			\$ 489,467	\$ 97,300	\$ 51,642,176	\$ 48,966,394
(20) Certificated benefits	\$ 293,341	\$ 11,264,401			\$ 100,141	\$ 13,719	\$ 11,671,602	\$ 11,625,821
(21) Non-certificated salaries and wages	\$ 1,822,503	\$ 12,198,744	\$ 4,747,093	\$ 202,730	\$ 1,456,652	\$ 473,596	\$ 20,901,318	\$ 19,553,477
(22) Non-certificated benefits	\$ 456,084	\$ 3,403,513	\$ 1,541,737	\$ 60,819	\$ 430,862	\$ 153,690	\$ 6,046,705	\$ 5,020,512
(23) SUB - TOTAL	\$ 4,425,208	\$ 76,068,787	\$ 6,288,830	\$ 263,549	\$ 2,477,122	\$ 738,305	\$ 90,261,801	\$ 85,166,204
(24) Services, contracts and supplies	\$ 638,638	\$ 8,922,289	\$ 5,427,020	\$ 2,859,254	\$ 867,524	\$ 9,500	\$ 18,724,225	\$ 18,666,488
(25) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 8,734,649	\$ -	\$ -	\$ -	\$ 8,734,649	\$ 8,970,281
(26) Amortization of unsupported tangible capital assets	\$ -	\$ -	\$ 106,257	\$ -	\$ 219,345	\$ -	\$ 325,602	\$ 321,299
(27) Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(28) Amortization of unsupported ARO tangible capital assets	\$ -	\$ -	\$ 29,114	\$ -	\$ -	\$ -	\$ 29,114	\$ 29,114
(29) Accretion expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(31) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ 6,000	\$ -	\$ 6,000	\$ 11,416
(32) Other interest and finance charges	\$ -	\$ -	\$ -	\$ -	\$ 18,300	\$ -	\$ 18,300	\$ 17,355
(33) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(34) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(35) TOTAL EXPENSES	\$ 5,063,846	\$ 84,991,076	\$ 20,585,870	\$ 3,122,803	\$ 3,588,291	\$ 747,805	\$ 118,099,691	\$ 113,182,157
(36) OPERATING SURPLUS (DEFICIT)	\$ (101,051)	\$ 166,834	\$ (1,095,088)	\$ -	\$ 78,538	\$ -	\$ (950,767)	\$ 714,711

BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual 2023/2024
FEES			
TRANSPORTATION	\$95,000	\$57,173	\$62,188
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$0	\$0	\$0
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES	\$0	\$0	\$0
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$708,706	\$660,600	\$701,193
Fees for optional courses	\$183,130	\$167,305	\$201,736
ECS enhanced program fees	\$650,750	\$626,000	\$607,589
Activity fees	\$92,250	\$94,500	\$105,117
Other fees to enhance education (Describe here)	\$0	\$0	\$0
NON-CURRICULAR FEES			
Extra-curricular fees	\$150,000	\$150,000	\$368,966
Non-curricular goods and services	\$1,600	\$1,600	\$5,022
Non-curricular travel	\$0	\$0	\$0
OTHER FEES (Describe here)	\$0	\$0	\$0
TOTAL FEES	\$1,881,436	\$1,757,178	\$2,051,811

PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual 2023/2024
Cafeteria sales, hot lunch, milk programs	\$540,000	\$540,000	\$542,230
Special events	\$50,000	\$50,000	\$88,316
Sales or rentals of other supplies/services	\$50,000	\$50,000	\$52,818
International and out of province student revenue	\$37,500	\$37,500	\$63,000
Adult education revenue	\$0	\$0	\$0
Preschool	\$0	\$0	\$0
Child care & before and after school care	\$0	\$0	\$0
Lost item replacement fees	\$0	\$0	\$0
Other (describe) Other (Describe)	\$0	\$0	\$0
Other (describe) Other (Describe)	\$0	\$0	\$0
Other (describe) Other (Describe)	\$0	\$0	\$0
Other (describe)	\$0	\$0	
Other (describe)	\$0	\$0	
TOTAL	\$677,500	\$677,500	\$746,364

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)

for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS/DEFICITS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2024	\$16,363,413	\$3,655,402	\$0	\$11,029,708	\$301,389	\$10,728,319	\$1,678,303
2024/2025 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus(deficit)	(\$4,300,000)			(\$4,300,000)	(\$4,300,000)		
Estimated board funded capital asset additions		\$155,135		(\$55,135)	(\$55,135)	\$0	(\$100,000)
Projected board funded ARO tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Estimated disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$9,060,252)		\$9,060,252	\$9,060,252		
Estimated capital revenue recognized - Alberta Education		\$382,557		(\$382,557)	(\$382,557)		
Estimated capital revenue recognized - Alberta Infrastructure		\$7,692,305		(\$7,692,305)	(\$7,692,305)		
Estimated capital revenue recognized - Other GOA		\$335,771		(\$335,771)	(\$335,771)		
Estimated capital revenue recognized - Other sources		\$324,016		(\$324,016)	(\$324,016)		
Budgeted amortization of ARO tangible capital assets		(\$29,114)		\$29,114	\$29,114		
Budgeted amortization of supported ARO tangible capital assets		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - recognition		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated unsupported debt principal repayment		\$127,558		(\$127,558)	(\$127,558)	\$0	\$0
Estimated reserve transfers (net)				(\$100,000)	\$3,900,000	(\$4,000,000)	\$100,000
Estimated assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Balances for August 31, 2025	\$12,063,413	\$3,583,378	\$0	\$6,801,732	\$73,413	\$6,728,319	\$1,678,303
2025/26 Budget projections for:							
Budgeted surplus(deficit)	(\$950,767)			(\$950,767)	(\$950,767)		
Projected board funded tangible capital asset additions		\$100,000		\$0	\$0	\$0	(\$100,000)
Projected board funded ARO tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Budgeted disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted amortization of capital assets (expense)		(\$9,060,251)		\$9,060,251	\$9,060,251		
Budgeted capital revenue recognized - Alberta Education		\$382,557		(\$382,557)	(\$382,557)		
Budgeted capital revenue recognized - Alberta Infrastructure		\$7,692,305		(\$7,692,305)	(\$7,692,305)		
Budgeted capital revenue recognized - Other GOA		\$335,771		(\$335,771)	(\$335,771)		
Budgeted capital revenue recognized - Other sources		\$324,016		(\$324,016)	(\$324,016)		
Budgeted amortization of ARO tangible capital assets		(\$29,114)		\$29,114	\$29,114		
Budgeted amortization of supported ARO tangible capital assets		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - recognition		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted unsupported debt principal repayment		\$130,718		(\$130,718)	(\$130,718)		
Projected reserve transfers (net)				(\$100,000)	\$850,767	(\$950,767)	\$100,000
Projected assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Projected Balances for August 31, 2026	\$11,112,646	\$3,459,380	\$0	\$5,974,963	\$197,411	\$5,777,552	\$1,678,303

SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES
for the Year Ending August 31

	Explanation	Unrestricted Surplus Usage			Operating Reserves Usage			Capital Reserves Usage		
		Year Ended	Year Ended	Year Ended	Year Ended	Year Ended	Year Ended	Year Ended	Year Ended	Year Ended
		31-Aug-2026	31-Aug-2027	30-Aug-2028	31-Aug-2026	31-Aug-2027	30-Aug-2028	31-Aug-2026	31-Aug-2027	30-Aug-2028
Projected opening balance		\$73,413	\$197,411	\$174,336	\$6,728,319	\$5,777,552	\$5,327,552	\$1,678,303	\$1,678,303	\$1,678,303
Projected excess of revenues over expenses (surplus only)	Explanation	\$0	\$0	\$0						
Budgeted disposal of board funded TCA and ARO TCA	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Budgeted amortization of capital assets (expense)	Explanation	\$9,089,365	\$9,100,000	\$9,100,000		\$0	\$0			
Budgeted capital revenue recognized, including ARO assets amortization	Explanation	(\$8,734,649)	(\$8,750,000)	(\$8,750,000)		\$0	\$0			
Budgeted changes in Endowments	Explanation	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - recognition	Explanation	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - remediation	Explanation	\$0	\$0	\$0		\$0	\$0			
Budgeted unsupported debt principal repayment	Admin building	(\$130,718)	(\$144,308)	\$0		\$0	\$0			
Projected reserves transfers (net)	Unsupported amortization to capital reserves	\$850,767	\$350,000	\$200,000	(\$950,767)	(\$450,000)	(\$300,000)	\$100,000	\$100,000	\$100,000
Projected assumptions/transfers of operations	Techonology asset renewal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Increase in (use of) school generated funds	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
New school start-up costs	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Decentralized school reserves	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-recurring certificated remuneration	Grid creep, net salary increases	(\$333,000)	\$0	\$0		\$0	\$0			
Non-recurring non-certificated remuneration	Intervention program	(\$465,967)	(\$465,967)	(\$465,967)		\$0	\$0			
Non-recurring contracts, supplies & services	Explanation	\$0	\$0	\$0		\$0	\$0			
Professional development, training & support	Explanation	\$0	\$0	\$0		\$0	\$0			
Transportation Expenses	Explanation	\$0	\$0	\$0		\$0	\$0			
Operations & maintenance	Increased insurance costs - unsupported	\$0	\$0	\$0		\$0	\$0			
English language learners	Explanation	\$0	\$0	\$0		\$0	\$0			
System Administration	Explanation	\$0	\$0	\$0		\$0	\$0			
OH&S / wellness programs	Explanation	\$0	\$0	\$0		\$0	\$0			
B & S administration organization / reorganization	Explanation	\$0	\$0	\$0		\$0	\$0			
Debt repayment	Explanation	\$0	\$0	\$0		\$0	\$0			
POM expenses	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-salary related programming costs (explain)	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - School building & land	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Technology	Network upgrades	(\$151,800)	(\$112,800)	\$0		\$0	\$0			
Repairs & maintenance - Vehicle & transportation	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Administration building	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - POM building & equipment	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Other (explain)	Explanation	\$0	\$0	\$0		\$0	\$0			
Capital costs - School land & building	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modernization	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modular & additions	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School building partnership projects	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Technology	Techonology asset renewal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Vehicle & transportation	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	(\$100,000)	(\$100,000)	(\$100,000)
Capital costs - Administration building	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - POM building & equipment	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital Costs - Furniture & Equipment	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Other	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building leases	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 1 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 2 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 3 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 4 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Estimated closing balance for operating contingency		\$197,411	\$174,336	\$258,369	\$5,777,552	\$5,327,552	\$5,027,552	\$1,678,303	\$1,678,303	\$1,678,303

Total surplus as a percentage of 2026 Expenses	0.064803438	0.060797712	5.90%
ASO as a percentage of 2026 Expenses	5.06%	4.66%	4.48%

**DETAILS OF RESERVES AND
MAXIMUM OPERATING RESERVE LIMIT EXEMPTION CRITERIA
for the Year Ending August 31, 2025**

This template is designed to provide information about your school jurisdiction's reserves and to assist you in determining if you need to submit a letter requesting an exemption to exceed the maximum limit of Operating Reserves to the Minister. It has been split in to two parts, Part 1: exemptions (Row 21 - 51) and Part 2: transfers between operating and capital reserves (Row 52 - 67).

Complete Part 1 if over 6% in cell B24. Check for flag in cell E27.

Part 1: As per the 2024/25 Funding Manual, a formal request for an exemption to exceed the 2024/25 maximum operating reserve must be approved by the board and submitted to the Minister. If a reserve request to exceed the limit is required, please submit your formal letter by November 30, 2025. This tab should be attached as a supplement to your formal request. School jurisdictions who are projecting their 2024/25 operating reserves to be over their 2024/25 maximum limit, which is based on 6% of school jurisdiction's 2023/24 total expenses, and intend to submit a formal 2024/25 exemption request must complete Section A (if a 2023/24 exemption request was made and Ministerial approved) and Section B, explaining the rationale for an exemption and demonstrating when operating reserves will be drawn down below 6% over the subsequent school years.

Complete Part 2 if projecting transfers between operating and capital reserves.

Part 2: If your school jurisdiction is projecting to transfer between operating and capital reserves for the 2024/25 and/or 2025/26 school year, please complete the section under Row 52. The transfer amounts reported should agree with the 'AOS' tab. Please note that a letter requesting Ministerial approval is required to transfer from Capital to Operating Reserves.

PART 1: EXEMPTIONS

		Amount	
Estimated Accumulated Surplus/(Deficit) from Operations as at Aug. 31, 2025		\$	6,801,732
Less: School Generated Funds in Operating Reserves (from 2023/24 AFS)			\$697,132
Estimated 2024/25 Operating Reserves	5.39%		\$6,104,600
Maximum 2024/25 Operating Reserve Limit	6.00%	\$	6,790,929
Estimated 2024/25 Operating Reserves Over Maximum Limit		\$	(686,329)

SECTION A: 2023/24 EXEMPTION REQUEST

Cell E29 reports your school jurisdiction's 2023/24 Ministerial approval exemption amount over your 2023/24 maximum limit.

\$	6,838,518
2024-25	

Cell E30 shows the school year you planned to return below the limit, as per your 2023/24 exemption approval.

If you've been approved for a 2023/24 exemption and will be requesting an exemption for 2024/25, please provide the following details below: Have you followed the drawdown plan from your 2023/24 exemption request? If yes, please outline what has been achieved. Please indicate the \$ figure amounts and initiatives.

If not, please explain any deviations from the original plan and the reasons for the changes.

SECTION B: (MAX LIMIT EXEMPTION CRITERIA)

Please provide **detailed rationale** and planned usage for operating reserves in excess of the 2024/25 maximum: \$ (686,329)

Please note that this does not constitute as a Ministerial request for approval. An exemption request letter submitted to the Minister is still required for an exemption for the 2024/25 school year.

Provide a detailed drawdown plan to illustrate how and when the reserve balance will be below 6.0%.

	2025/26	2026/27	2027/28	
Opening operating reserve balance	\$ 6,104,600	\$ 6,104,600	\$ 6,104,600	Additional Comments
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
	\$ 6,104,600	\$ 6,104,600	\$ 6,104,600	
	5.39%	5.39%	5.39%	

PART 2: TRANSFERS BETWEEN OPERATING AND CAPITAL RESERVES

Please report the projected amounts and detailed rationale for transfers between operating reserves and capital reserves for the 2024/25 and 2025/26 school year. The net transfer between operating and capital reserves should agree the amounts reported in the 'AOS' tab. (Note: Ministerial approval is required to transfer from Capital to Operating Reserves):

		2024-25	Detailed Rationale
Projected Transfer from Operating to Capital Reserves (Please enter a negative amount)	\$	(100,000)	Fund replacement vehicles, equipment, admin, building, and maintena
Projected Transfer from Capital to Operating Reserves (Please enter a positive amount)	\$	-	
Net Transfer Between Operating and Capital Reserves	\$	(100,000)	
		2025-26	Detailed Rationale
Projected Transfer from Operating to Capital Reserves (Please enter a negative amount)	\$	(100,000)	Fund replacement vehicles, equipment, admin, building, and maintena
Projected Transfer from Capital to Operating Reserves (Please enter a positive amount)	\$	-	
Net Transfer Between Operating and Capital Reserves	\$	(100,000)	

PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS

Budgeted 2025/2026 (Note 2)	Actual 2024/2025	Actual 2023/2024
-----------------------------------	---------------------	---------------------

Grades 1 to 12Eligible Funded Students:

Grades 1 to 9	6,056	5,994	5,951	Head count
Grades 10 to 12	2,205	2,101	2,025	Head count
Total	8,261	8,095	7,976	Grade 1 to 12 students eligible for base instruction funding from Alberta Education.
Percentage Change	2.1%	1.5%		

Other Students:

Total	-	-	-	Note 3
-------	---	---	---	--------

Total Net Enrolled Students	8,261	8,095	7,976	
Home Ed Students	13	10	7	Note 4
Total Enrolled Students, Grades 1-12	8,274	8,105	7,983	
Percentage Change	2.1%	1.5%		

Of the Eligible Funded Students:

Students with Severe Disabilities	449	370	339	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	863	786	729	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

EARLY CHILDHOOD SERVICES (ECS)

Eligible Funded Children	741	721	735	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	72	80	113	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	813	801	848	
Program Hours	475	475	475	Minimum program hours is 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	407	401	424	
Percentage Change	1.5%	-5.5%		

Home Ed Students	-	11	-	Note 4
Total Enrolled Students, ECS	813	812	848	
Percentage Change	0.1%	-4.2%		

Of the Eligible Funded Children:

Students with Severe Disabilities (PUF)	66	70	127	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	40	66	67	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

NOTES:

- 1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.
- 2) Budgeted enrolment is to be based on best information available at time of the 2025/2026 budget report preparation.
- 3) Other Grade 1 to 12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.
- 4) Because they are funded separately, Home Education students are not included with total net enrolled students. Home Education Kindergartens, under ECS, do not apply to charter schools.

**PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budget 2025/2026		Actual 2024/2025		Actual 2023/2024		Notes
	Total	Union Staff	Total	Union Staff	Total	Union Staff	
CERTIFICATED STAFF							
School Based	484.9	484.9	488.0	488.0	466.0	466.0	Teacher certification required for performing functions at the school level.
Non-School Based	6.0	-	6.0	-	6.0	-	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	490.9	484.9	494.0	488.0	472.0	466.0	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	-0.6%		4.7%		4.0%		
If an average standard cost is used, please disclose rate:	-		-		-		
Student F.T.E. per certificated Staff	18.51		18.05		18.71		

Certificated Staffing Change due to:

Please Allocate Below	(3.1)						
Enrolment Change							
Other Factors	(3.1)	(3.1)					retirements
Total Change	(3.1)	(3.1)					Year-over-year change in Certificated FTE

Breakdown, where total change is Negative:

Continuous contracts terminated	-						FTEs
Non-permanent contracts not being renewed	-	-					FTEs
Other (retirement, attrition, etc.)	(3.1)	(3.1)					Retirements
Total Negative Change in Certificated FTEs	(3.1)	(3.1)					Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.

Please note that the information in the section below only includes Certificated Number of Teachers (not FTEs):

Certificated Number of Teachers

Permanent - Full time	433.0	433.0	382.0	382.0	389.0	389.0
Permanent - Part time	20.0	20.0	8.0	8.0	10.0	10.0
Probationary - Full time	24.0	24.0	61.0	61.0	41.0	31.0
Probationary - Part time	5.0	5.0	4.0	4.0	-	-
Temporary - Full time	13.0	13.0	31.0	31.0	33.0	33.0
Temporary - Part time	1.0	1.0	3.0	3.0	6.0	6.0

NON-CERTIFICATED STAFF

Instructional - Education Assistants	222.7	222.7	286.0	286.0	243.0	243.0	Personnel support students as part of a multidisciplinary team with teachers and other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	93.6	59.6	91.0	30.0	90.0	78.0	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	69.5	65.5	71.0	67.0	70.0	67.0	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	-	-	-	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	2.0	-	2.0	-	2.0	-	Other personnel providing direct support to the transportation of students to and from school other than bus drivers employed
Other	40.0	-	39.0	-	31.0	-	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	427.8	347.8	489.0	383.0	436.0	388.0	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	-12.5%		12.2%		-1.9%		

Explanation of Changes to Non-Certificated Staff:

Jordan's Principle cut funding for students to get Eas. Reduction to programing due lower planned deficit.

Additional Information

Are non-certificated staff subject to a collective agreement?

Yes

Please provide terms of contract for 2024/25 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.

Collective agreement expires on August 31, 2028.

School Jurisdiction Code: 3240

System Admin Expense Limit %	
3240 The Grande Prairie School Division	3.20%

Grande Prairie Public School Division

DRAFT 2024 – 2025 Board Work Plan



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

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

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

APRIL	<ul style="list-style-type: none"> • 2025 04 22 	<ul style="list-style-type: none"> • Board Policy Review Committee (3:30 pm) 2025 04 22 • Review 2nd Quarter Budget Update 2025 04 22 • Review Annual Leadership Succession Planning Report <i>In Camera</i> 2025 04 22 • Review Annual Division Compensation Report <i>In Camera</i> 2025 04 22 • Review Bi-Annual Legal and Insurance Issues Update 2025 04 22 <i>In Camera</i> 	<p>2025 04 04 – 05</p> <ul style="list-style-type: none"> • NSBA (Atlanta) <p>2025 04 07</p> <ul style="list-style-type: none"> • ASBA Speakers' Corner <p>2025 04 09</p> <ul style="list-style-type: none"> • ASBA Zone 1 <p>2025 04 10 – 11</p> <ul style="list-style-type: none"> • PSBC <p>2025 04 23</p> <ul style="list-style-type: none"> • TEBA/ATA Engagement Session <p>2025 04 23</p> <ul style="list-style-type: none"> • ASBA Protection of Privacy Act and Access to Information Act session
MAY	<ul style="list-style-type: none"> • 2025 05 13 • Committee of the Whole 	<ul style="list-style-type: none"> • Board Spring Governance Retreat 2025 05 01 <ul style="list-style-type: none"> ◦ Review Draft 3 Year Educational Plan ◦ Review Draft Division Assurance Summary ◦ Review 2025-2026 Division Budget Development • TTLC Meeting (3:45 pm) 2025 05 06 • Council of School Councils Meeting 2025 05 08 • Advocacy & Engagement Committee (3:30 pm) 2025 05 13 • Review draft Division 2025-26 Budget 2025 05 13 • Grande Prairie Composite HS Graduation (11:00am) 2025 05 16 	<p>2025 05 05</p> <ul style="list-style-type: none"> • ASBA Speakers' Corner <p>2025 05 14</p> <ul style="list-style-type: none"> • ASBA Zone 1

	<ul style="list-style-type: none"> 2025 05 27 	<ul style="list-style-type: none"> Board Policy Committee (3:30 pm) 2025 05 27 Approve Division 3-Year Education Plan 2025 05 27 Approve Division 2025-26 Budget 2025 05 27 Approve Locally Developed Courses 2025 05 27 Non-Instructional Support Staff Committee (4:15 pm) 2025 05 29 	2025 05 28 <ul style="list-style-type: none"> ASBA Lunch and Learn session with the Alberta Teaching Profession Commission
JUNE	<ul style="list-style-type: none"> 2025 06 10 Committee of the Whole 	<ul style="list-style-type: none"> Indigenous Cultural Celebration Evening (6:30 pm) 2025 06 04 Student Advisory Committee Meeting (9:00 am) 2025 06 06 Advocacy & Engagement Committee (3:30 pm) 2025 06 10 Review 3rd Quarter Budget Update 2025 06 10 Review Annual Summer Operations and Maintenance Report 2025 06 10 Charles Spencer High School Graduation (10:00am) 2025 06 25 	2025 06 01 – 03 <ul style="list-style-type: none"> ASBA SGM 2025 06 03 - 05 <ul style="list-style-type: none"> PSBAA SGM 2025 06 11 <ul style="list-style-type: none"> ASBA Zone 1 2025 06 16 <ul style="list-style-type: none"> ASBA Protection of Privacy Act and Access to Information Act follow up session
JULY			2025 07 02 - 05 <ul style="list-style-type: none"> CSBA Congress (Winnipeg)
AUGUST			2025 08 6 – 8 <ul style="list-style-type: none"> PSBC Meeting



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May 12, 2025

Alexander (Sandy) McDonald, Superintendent
Grande Prairie Public School Division
10127 120 Avenue
Grande Prairie, AB T8V

By email: Sandy.McDonald@gppsd.ab.ca

Dear Sandy:

Thank you for meeting to discuss Grande Prairie Public School Division's annual education results report (AERR) for the 2023-24 school year. I appreciated learning about your authority's accomplishments, challenges, and priorities for planning and reporting. I value opportunities to discuss your education plan and AERR documents and processes, learn how they support continuous improvement and provide assurance to your stakeholders.

Grande Prairie Public School Division has completed the full cycle of planning and reporting as outlined in the Assurance Framework.

As a reminder, the Assurance Framework planning and reporting requirements are outlined in sections B, L and N of the [2025-2026 Funding Manual](#). As well as offering feedback on any draft documents you prepare, Alberta Education can provide you and your staff with resources that support planning and reporting. These tools can be found in the System Assurance File Exchange on Education's extranet site and were prepared in response to common questions and comments from system leaders.

If I can be of further assistance in your planning or reporting process, particularly as you continue to develop your education plan for 2025-26, please contact me at sven.danzinger@gov.ab.ca or 780-422-8881 (toll-free by first dialing 310-0000).

Sincerely,

Sven Danzinger
Field Services Manager
Indigenous and North Services Branch

cc: Joan Nellis, Board Chair, Grande Prairie Public School Division
Joan.Nellis@gppsd.ab.ca
Ronald Taylor, Director, Indigenous and North Services Branch
Corporate Records



May 16, 2025

Hon. Demetrios Nicolaides
 MLA for Calgary-Bow
 423 Legislature Building
 10800 - 97 Avenue NW
 Edmonton, AB T5K 2B6

Dear Hon. Nicolaides,

Albertans have spoken—and their message is clear: public school education matters.

Recent public opinion research conducted by Janet Brown Opinion Research on behalf of the Public School Boards' Association of Alberta, reveals overwhelming support for Alberta's public schools and deep concern about the direction of K–12 education in our province. As you consider decisions that shape the future of our education system, we urge you to listen closely to the voices of your constituents.

When asked where they would send a school-aged child entering the system this year, nearly two-thirds of Albertans (64%) said they would choose a public school. That's a striking endorsement of the public system's value, and a strong vote of confidence in the role it plays in educating the next generation.

However, that confidence does not extend to how public education is currently being managed. Fewer than one in five Albertans (18%) believe the provincial government is doing an excellent or good job supporting / managing public schools while a full 40%—two in five—say the government is doing a poor job. That level of dissatisfaction should give every elected official pause.

Much of this concern is tied directly to funding. A majority of Albertans (59%) say public schools are underfunded and only 27% believe funding levels are about right. Albertans know that properly funding classrooms, teachers, and support services is key to ensuring every student can succeed.

Why does this matter so much to so many? Because Albertans understand that strong public schools mean a strong province. An overwhelming 92% agree that public school education is critical to Alberta's economic strength. That's near-universal recognition that public school education is not simply considered a cost, but an investment in our future.

The research identified that Albertans are clear about the distinctions they see among school types and how public funds should be distributed. Two-thirds (66%) say charter schools should *not* be referred to as “public charter schools”—signaling a desire for greater clarity and honesty in how education options are described.

When it comes to funding, Albertans favour equity but not equal treatment for all types of schools. A plurality (42%) say charter schools should receive *some* funding, but *less* than public schools and 22% say they should receive *no public funding* at all.

Similar sentiments apply to private and independent schools. When informed that some of these schools receive 70% of the per-student public funding allocated to public schools, more than half of Albertans (52%) said this is too high. The majority of Albertans do *not* support funding parity between private and public education.

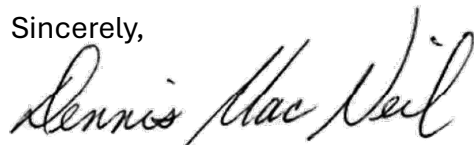
Perhaps the most telling finding of all: when asked to choose between two competing visions of how to improve education quality, 58% of Albertans said K–12 education would be better if funding were focused on public schools.

These results speak to a deep, values-based commitment among Albertans to the role of public education in building a fair, inclusive, and prosperous society. They are calling on you—their elected representatives—to prioritize the system that serves the vast majority of students, is open to all, and is foundational to our shared future.

I encourage you to reach out to the Public School Board Trustees in your constituency to learn more about the challenges facing public schools as well as the commendable accomplishments of students and educators living in your region.

Now is the time to strengthen Alberta’s public schools—not to dilute or defund them. We urge you to act on the clear will of the people and invest in a strong, equitable, and sustainable public school system that can serve every child, in every community, for generations to come.

Sincerely,



Dennis MacNeil

President

Research Highlights

92%

agree having a strong public school system is important for ensuring Alberta has a strong economy

78%

agree government should ensure each community has a public school before allowing other schools to be built in that community

76%

think the Alberta government is doing a fair or poor job of managing Alberta's public schools

66%

believe charter schools should not be referred to as *public charter schools*

64%

would enrol their child in a public school if entering the school system this year

59%

think the amount of funding provided to public schools by the Alberta government is too low

58%

believe the quality of K to 12 education in Alberta would be better if funding was focused on public schools

52%

think the level of government funding for private and independent schools receive is too high