



# Mayerthorpe Jr/Sr High School

[www.mayerthorpehigh.ca](http://www.mayerthorpehigh.ca)



Northern Gateway  
Public Schools

5310-50 Avenue  
PO Box 40  
Mayerthorpe, AB T0E 1N0

February 12, 2024

Kevin Bird, Superintendent  
Northern Gateway Public Schools  
Box 840  
4816-49 Avenue  
Whitecourt, AB T7S 1N8

## Re: Mayerthorpe High School D-Day 80: Juno and the Road to Liberation Trip

Dear Mr. Bird,

Last year, Mrs. Shelley Knott, our Social Studies 7 and Foods teacher, entered a contest to take herself and two students on an all expense paid trip for the **D-Day 80: Juno and the Road to Liberation Tour**. She was a chaperone on our Vimy Ridge International trip and has a passion for history, travel and unique student experiences. She was successful in her entry and won the trip. In order to choose the two students, we held an essay contest for students. The two candidates were chosen by having external teachers, administrators, Board representatives and division office staff read the essays anonymously and rank their choices. The two students chosen were Anna Briand, now in grade 12 and Abriel Boyle, now in grade 9.

We are requesting Board approval for the **D-Day 80: Juno and the Road to Liberation Tour** that will take place from May 31, 2024 to June 10, 2024 for Mrs. Knott and the two students. The attached brochure details the tour specifics and excursions.

We feel that this will be an excellent learning and personal growth experience for the students involved. Students will be exposed to the historical, political and cultural aspects of some of the great cities of the world as well as countries that Canada helped to liberate in WWI and WWII. Students will also have the opportunity to experience places involved in some of the most turbulent times in world history.

We believe that this tour will be of great benefit to our students as the students gain a greater understanding of our Canadian Heritage and what it means to be a Canadian. At this special memorial event on the D-Day beaches, they will not only represent themselves and their school, but also the entire town of Mayerthorpe as

P.O. Box 40  
Mayerthorpe AB T0E 1N0  
(780) 786-2624  
[mhsschool@ngps.ca](mailto:mhsschool@ngps.ca)

Principal: Mrs. Beth Jager  
Assistant Principal: Mrs. Kariann Roszko



# Mayerthorpe Jr/Sr High School

[www.mayerthorpehigh.ca](http://www.mayerthorpehigh.ca)



**Northern Gateway**  
Public Schools

we pay respect to the achievements of our veterans. In our grade 10 - 12 curriculum we spend many hours learning, critically thinking and dissecting events like World War I and World War II as well as all of the circumstances that led up to these historic events. In grade 12, we study the varieties of ideologies that developed the mindset, conflicts and interrelations of countries throughout the 18th to 21st centuries.

As with any foreign travel, it also allows the students to experience new cultures and sights in a safe environment. Students also learn about and experience the appreciation of other countries for the efforts by Canadians to liberate them from tyranny. For example, the students will attend a Last Post ceremony at the Menin Gate in Belgium. On the Menin Gate are the names of close to 7000 Canadians who gave their lives in the liberation of Belgium. Students will also attend the Vimy Ridge Historic Site and tour the tunnels and trenches that Canadian soldiers fought in during WWI. Students will also have the opportunity to visit Dieppe where the failed Canadian raid became a lasting lesson used to prepare for the eventual DDay landings.

Finally, students will be participating in the D-Day 80th Anniversary commemorative activities where they will learn about the accomplishments of Canadians who fought and some who paid the ultimate price fighting for freedom on D-Day and on the beaches of Normandy.

We thank you in advance for your support in this matter and we will be pleased to answer any questions you may have regarding our tour. If you have any questions or concerns please contact us at Mayerthorpe High School at 780-786-2624 or [beth.jager@ngps.ca](mailto:beth.jager@ngps.ca) or [shelley.knott@ngps.ca](mailto:shelley.knott@ngps.ca).

Sincerely,

Beth Jager - Principal

Shelley Knott - Teacher

**P.O. Box 40  
Mayerthorpe AB T0E 1N0  
(780) 786-2624  
[mhsschool@ngps.ca](mailto:mhsschool@ngps.ca)**

**Principal: Mrs. Beth Jager  
Assistant Principal: Mrs. Kariann Roszko**



Beth Jager &lt;beth.jager@ngps.ca&gt;

## Fwd: Congratulations you are the WINNER!

2 messages

Shelley Knott &lt;shelley.knott@ngps.ca&gt;

Mon, Feb 6, 2023 at 1:54 PM

To: Beth Jager &lt;beth.jager@ngps.ca&gt;, Kariann Roszko &lt;kariann.roszko@ngps.ca&gt;

Apparently I'm a winner??

----- Forwarded message -----

From: **Brianna Bravoco** <brianna.bravoco@ef.com>

Date: Mon, Feb 6, 2023 at 1:51 PM

Subject: Congratulations you are the WINNER!

To: shelley.knott@ngps.ca &lt;shelley.knott@ngps.ca&gt;

Hi Shelley,

I hope your 2023 has been off to an amazing start!

My name is Bree and I'm a Tour Consultant with EF Educational Tours handling all of the Northern Gateway regional division. I just left you a brief voicemail!

You are the **WINNER** of EF tours D-Day contest! Congratulations!!

**PRIZE:** One (1) winner will be selected to win a spot on **D-Day 80: Juno and the Road to Liberation Tour** provided and operated by EF Education First International Ltd. The Winner will be able to bring up to two (2) students to join the trip.

If the winner prefers to use the \$ value from the two student spots across multiple students that can be arranged as well too!  
**Travel dates: May 31 - June 8 2024.** Here is the [itinerary!](#)

Link to complete Ts&Cs: <https://landing.efours.ca/terms-conditions-s24dday80>

**GENERAL ELIGIBILITY:** To enter and be eligible to win, a person must be a legal resident of Canada (excluding the province of Québec) of the age of majority who is employed full or part-time as a teacher or administrator at the middle school, junior high school, senior high school, and who is not an employee of the Sponsor, its subsidiaries, affiliates, related companies or agencies, or a member of their immediate families or any person with whom they are domiciled, or an employee of any other company providing educational tours.

**DECLARING THE WINNER:** In order to be declared a Prize winner, the selected entrant must first correctly answer a time-limited mathematical skill-testing question without assistance of any kind and will be required to sign and return a Declaration and Release Form (the "Release") which confirms compliance with the Contest Rules and releases the Sponsor and its subsidiaries, affiliates, related companies or agencies, and their respective officers, directors, employees and agents (collectively the "Releasees"), from all liability with respect to the participation in the Contest by the winner and the acceptance of the Prize as awarded, without substitution, by the winner. The Release must be returned within the time period specified on the Release or the Prize will be forfeited by such winner. The selected

entrant may be required to furnish proof of identification as part of the verification process. The Sponsor also reserves the right to require proof of eligible employment as required by Rule #2 (the "Employment Confirmation"). The Sponsor reserves the right to disqualify any potential winner who cannot produce, within five (5) business days of a request by Sponsor for same, proof of such employment (satisfactory to Sponsor). Should a selected entrant be unable to accept the Prize because of school and/or Board of Education policy, or any other reason, a new entrant will be randomly selected from among all eligible entries. A selected entrant shall be deemed ineligible if he or she has won a prize in any similar contest run by the Sponsor in the last twelve (12) months preceding the Contest Period. If the Prize is forfeited by a potential winner for any reason whatsoever, the Prize may be awarded to an alternate winner at the Sponsor's discretion.

**Mathematical skill-testing question:**

"If a Canadian resident wins a prize, that person must also correctly answer, within a 5-minute time period, a mathematical skill-testing question without the benefit of any calculating devices, before the prize will be awarded."

Question: 126 plus 32 minus 2 divided by 3

Congratulations again! Please give me a call whenever you have a free moment! 😊

All the best,

Bree

**Brianna Bravoco (she/her)**  
*Educational Tour Consultant*

EF Educational Tours

/

EF Education First

110 Cambie Street, Suite 300, Vancouver, BC V6B 2M8

Personal: (604) 337-0195  
Office: 604 337 0195

[eftours.ca](http://eftours.ca)

-



-

# Tour Itinerary

*D-Day 80: Juno and the Road to Liberation*  
*9 or 11 days*

## **Day 1: Fly overnight to the Netherlands**

### **Day 2: Amsterdam**

Meet your Tour Director at your destination  
Take a walking tour of Amsterdam's canals

### **Day 3: Amsterdam**

Take a guided tour of Amsterdam  
With your expert local guide you will see:

- Royal Palace
- Westerkerk

Visit the Anne Frank House

### **Day 4: Amsterdam • Bruges • Vimy Region**

Travel to the Vimy region via Belgium  
Take a walking tour of Bruges  
Attend the Last Post ceremony at Menin Gate

### **Day 5: Vimy Region**

Visit the Vimy Ridge Historic Site and stand by the Vimy Memorial  
Visit the Wellington Quarries

### **Day 6: Vimy Region • Dieppe • Normandy**

Transfer to Normandy via Dieppe  
Stop at the Canadian Cemetery in Dieppe  
Take a tour of Dieppe

### **Day 7: Normandy Region**

Participate in D-Day 80th Anniversary Commemorative activities

### **Day 8: Normandy Region • Paris**

Travel to Paris  
Visit Juno Beach  
Visit the Juno Beach Centre  
Visit the Bény-Sur-Mer Canadian War Cemetery  
Enjoy a Seine River Cruise

### **Day 9: Depart for home**

*Add 2 more days*

### **Day 9: Paris**

Visit the Louvre  
Walking Tour of Montmartre  
Explore Paris on your own

### **Day 10: Paris**

Take a guided tour of Paris

With your expert local guide you will see:

- Place de la Concorde
- Champs-Élysées
- Arc de Triomphe
- Les Invalides
- Eiffel Tower

*Add this in-depth excursion:*

---



**Versailles**

**Day 11: Depart for home**



**Northern Gateway Public Schools**

**Occasional or Off-Site Activities Approval Form**

**Key Supervisor:** Shelley Knott **Date:** February 12, 2024

**School:** Mayerthorpe Jr Sr High School

**SECTION A**

Grade(s), Class or Team: Junior and Senior High Students MHS-International Travel Program			
Title of Activity: D-Day 80: Juno trip		Date(s) of Trip May 31, 2024 to June 10, 2024	
Location of Activity: Amsterdam, Vimy, Paris		Time of Departure: See Attached	Time of Return: See Attached
Description of Activity: Students will travel to Europe to experience culture, history, culinary and arts from Amsterdam, Vimy, and Paris.			
Educational Purpose of Trip: Personal growth and learning through exploration and engaging in historical, political and cultural aspects of European countries.			
Method of Transportation: School Bus <input type="checkbox"/> School or Division Van <input type="checkbox"/> Private Vehicle <input type="checkbox"/> Walking <input type="checkbox"/> Other: <input type="checkbox"/> Planes, taxis, busses, Eurostar			
Costs to students: Transportation: \$ _____ Activity costs: \$ _____ Equipment Rental \$ _____ Other: \$ _____ <b>Total: \$</b> _____			
Supervisor/student ratio: 1 : 2		Key Supervisor's Name(s): Shelley Knott	
Supervisor Qualifications: Teacher			
Description of specialized clothing or equipment required: Appropriate luggage, clothing, passport, spending money		The Risk Assessment Low	
Safety Elements/Concerns: -Vehicle Related Injury/Death -Airplane related injury/death -Slip/Trip/Fall injuries (Lacerations, Soft tissue injury, bone injury, head injury)			
Has the Lead Teacher previewed the proposed site? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Activities planned for students unable to participate in the Field Trip: Regular Classes	





**Student Safety and Risk Mitigation Checklist**

**SECTION B**

Upon completion of Section B, please return this form to the Principal along with an attached itinerary.

- Transportation organized and confirmed Yes  No  N/A
- Driver(s) Name(s):
  - 1. Annual Volunteer form 390-1 Yes  No  N/A
  - 2. Volunteer Driver Authorization form 818-1 Yes  No  N/A
- Itinerary (Information Package) established and sent home Yes  No  N/A
- Lodging booked Yes  No  N/A
- Medical facilities established Yes  No  N/A
- Emergency numbers secured Yes  No  N/A
- Costs established and collected Yes  No  N/A
- Appropriaate insurances in place Yes  No  N/A
- Equipment list established Yes  No  N/A
- First aid kit Yes  No  N/A
- Special provisions made for considerable risk activities
  - 1. Teacher credentialing and/or experience provided as required as per Section 31 Administrative Procedure 260 for outdoor pursuits OR considerable risk activities Yes  No  N/A
- Field trip participant list created:
 

	Student list	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Supervisor list	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
- Telephone number list created Yes  No  N/A

**Note: A negative determination in any section of this planning guide is grounds for cancellation or postponement of the activity.**

**Principal Acknowledgement**

I acknowledge that I have read the above, and through discussion with the Key Supervisor, indicate that, in my opinion, appropriate steps have been taken to ensure the safety of all students involved in this field trip.

Principal's Signature:  Date: Feb. 12/24



**Northern Gateway Public Schools**

**Parental**

**INFORMED CONSENT/PERMISSION FORM**

**For Occasional or Off-Site Activities**

Parents, the following grade(s), class, or team is planning a school related field trip. Please read this parental consent/permission form carefully, completing the shaded section, and then sign and return to your child's school.

School: Mayerthorpe Jr Sr High School		Grade(s), Class or Team: Junior and Senior High Students MHS-International Travel Program	
Title of Activity: The D-Day 8: Juno Trip		Date(s) of Trip May 31, 2024 to June 10, 2024	
Location of Activity: Amsterdam, Vimy and Paris		Time of Departure: See Attached	Time of Return: See Attached
Description of Activity: Students will travel to Europe to experience culture, history, culinary and arts from Amsterdam, Vimy and Paris.			
Educational Purpose of Trip: Personal growth and learning through exploration and engaging in historical, political and cultural aspects of European countries.			
Method of Transportation: School Bus <input checked="" type="checkbox"/> School or Division Van <input type="checkbox"/> Private Vehicle <input type="checkbox"/> Walking <input type="checkbox"/> Other: <input type="checkbox"/> Planes, taxis, busses, Eurostar			
Costs to students: Transportation: \$ _____ Activity costs: \$ _____ Equipment Rental \$ _____ Other: \$ _____ <b>Total: \$</b>			
Supervisor/student ratio: ____ 1 ____ : ____ 20 ____		Key Supervisor Qualifications: Teachers	
Description of specialized clothing or equipment required: Appropriate luggage, clothing, passport, spending money			
Rules & expectations for student conduct: School Code of Conduct			
Parents, which of the following best describes your child's ability level in the associated occasional or off-site activity: Expert <input type="checkbox"/> Intermediate <input type="checkbox"/> Beginner <input type="checkbox"/> Comments: _____			
Safety Elements: Educational activity programs require attention to safety. Injuries may occur while participating in these activities. The following list includes, but is not limited to, examples of safety concerns related to the trip noted above. -Vehicle Related Injury/Death -Airplane related injury/death -Slip/Trip/Fall injuries (Lacerations, Soft tissue injury, bone injury, head injury) Such concerns result from the nature of the activity and can occur without fault of either the student, or the school board, its' Employees/agents or the facility where the activity is taking place. By choosing to take part in this activity, are accepting the risk that you/your child may be injured.			

**Northern Gateway Public Schools**  
**Parental**  
**INFORMED CONSENT/PERMISSION FORM**  
 For Occasional or Off-Site

**(Please see the attachment for trip itinerary)**

**OPT OUT**

I do not give my child permission to participate in this activity.

**ACKNOWLEDGEMENT:**

WE HAVE READ PAGE 1, AND BY SIGNING BELOW, ACKNOWLEDGE THAT WE ALLOW OUR CHILD TO PARTICIPATE IN THE ACTIVITIES ASSOCIATED WITH THIS OCCASIONAL OR OFF-SITE ACTIVITY, AND IN DOING SO, RECOGNIZE AND ACCEPT THAT THERE MAY BE ASSOCIATED RISKS INVOLVED.

I give my child, \_\_\_\_\_, permission to participate in the above-described activity.  
*(name of student)*

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Student: \_\_\_\_\_ Date \_\_\_\_\_

**Parents: Please sign and return this form to your child's school. Thank you.**





# Hilltop High School



Northern Gateway  
Public Schools

71 Sunset Boulevard  
Whitecourt AB T7S 1N1

Kevin Bird, Superintendent  
Northern Gateway Public Schools  
Box 840  
4816-49 Avenue  
Whitecourt AB T7S 1N8

## Re: Hilltop's Grand Tour of Italy Trip

February 11, 2024

Dear Mr. Bird;

At this time, we are requesting preliminary Board approval for Hilltop's Grand Tour of Italy. Our requested dates of travel would include March 22, 2025 - April 1, 2025 (tentative dates based on NGPS proposed calendar). Please see the attached brochure for specific details relating to the nature of this tour.

We feel that this tour will be an excellent learning and personal growth experience for all students and teachers involved. Students will be exposed to the historical, political and cultural aspects of one of the great countries of the ancient world. We will also be exploring, and appreciating, Italy's historical influence on the development of democracy as well as its influence on our collective global history. The students will also have the opportunity to appreciate the cultural significance of the Sistine Chapel, Vatican City, the Colosseum, a glassblowing factory and the canals of Venice, Trastevere and Janiculum, Roman Ruins at Pompeii, the Catacombs and Basilica of St. Francis of Assisi and lastly Ostia Antica.

As with any foreign travel, it also allows the students to experience new cultures and sights in a safe environment. Through travel to and exploration of the culture, history, influence, and historical governmental structures, students gain opportunities to experience the curriculum in a large (world) classroom where they can learn history, science, math, culture, and languages in diverse settings. Students will also learn what it is to be an ambassador for our school and community.



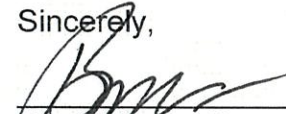
# Hilltop High School



Northern Gateway  
Public Schools


We thank you in advance for your support in this matter and we will be pleased to answer any questions you may have regarding our tour. If you have any questions or concerns please contact us at Hilltop High School at 778-2446 or [pamela.mehl@ngps.ca](mailto:pamela.mehl@ngps.ca).

Sincerely,



---

Brent Northcott  
Principal



---

Pam Mehl  
Lead Teacher/Trip Co-coordinator



Northern Gateway Public Schools

Occasional or Off-Site Activities Approval Form

Key Supervisor:  Pamela Mehl  Date:  February 6th , 2024


School:  Hilltop High School  SECTION A

Grade(s), Class or Team: <b>Students in grades 10-12</b>			
Title of Activity: <b>Grand Tour of Italy</b>		Date(s) of Trip: <b>Spring Break 2025 (March 22-April 1 Tentative) (11 Days)</b>	
Location of Activity: <b>Italy</b>		Time of Departure: <b>N/A</b>	Time of Return: <b>N/A</b>
Description of Activity: Through travel to and exploration of the culture, history, influence, historical governmental structures, students gain opportunities to experience the curriculum in a large (world) classroom where they can learn history, science, math, culture, and languages in diverse settings. Students will also learn what it is to be an ambassador for our school and community.			
Educational Purpose of Trip: We feel that this will be an excellent learning and personal growth experience for all students involved. Students will be exposed to the historical, political and cultural aspects of some of the countries that influenced the development of government and culture in Canada. Students will also have the opportunity to experience places involved in some of the most turbulent times in world history.			
Method of Transportation: School Bus <input type="checkbox"/> School or Division Van <input type="checkbox"/> Private Vehicle <input type="checkbox"/> Walking <input checked="" type="checkbox"/> Other: <input checked="" type="checkbox"/> X - Airplane/ Coach Bus/ Cruise/ Ferry Boat			
Costs to students: Transportation: \$ _____ Activity costs: \$ _____ Equipment Rental \$ _____ Other: \$ _____			
Total: \$ <b>Approx. \$5400 (insurance included -the cost is less with more students )- also included is airfare, hotels, breakfast/dinner, coach bus, tour guides, entrances to museums and other historical sites, full-time tour director, and the entrance fee for the Vatican and Ostia Antica.</b>			
Supervisor/student ratio: <u> 1 : 8 </u>		Key Supervisor's Name(s): <b>Pamela Mehl (more will be added as students enroll on trip (up to 1-5 more supervisors))</b>	
		Supervisor Qualifications: <b>Teacher, have run more than 10 international trips, have also been to the Italy with students before as a supervisor).</b>	
Description of specialized clothing or equipment required: <b>Footwear designed for walking on mixed terrain as well as rain gear.</b>		The Risk Assessment <b>See attached information and itinerary.</b>	
Safety Elements/Concerns: <b>Risks relate to walking around in a city, flying on an airplane, sightseeing tour boat and lastly, and traveling in a tour bus on the road.</b> <b>Classroom meeting preparation will help students with preparing them for travel so that they will be able to reduce risks as well.</b>			
Has the Lead Teacher previewed the proposed site? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <b>I have been to some of the sights on this tour previously.</b>		Activities planned for students unable to participate in the Field Trip: <b>N/A</b>	

**Safety Assessment/ Risk Review**

- Is this activity listed as a "Excluded" or "Considerable Risk" Activity as outlined in Administrative Procedure 260? Yes  No  N/A
- The activity is suitable to the age, developmental level and physical condition of the participants. Yes  No  N/A
- Participants have been progressively taught and coached to perform the activity properly and to avoid the dangers inherent in the activity. Yes  No  N/A
- Day book and lesson plans indicate progressive teaching of skills. Yes  No  N/A
- The equipment for the activity is adequate and suitably arranged. Yes  No  N/A
- The activity is adequately supervised for the risk involved. Yes  No  N/A
- The activity is consistent with the standards in Safety Guidelines for Physical Activity in Alberta Schools, (if applicable) and is in compliance with Northern Gateway Schools policy. Yes  No  N/A

**Approval to Proceed With Planning**

Principal approval to proceed:  Date: Feb. 6, 2024

Superintendent approval to proceed: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent Approval: (Only for trips requiring overnight or out of province travel, or special circumstances)



**Student Safety and Risk Mitigation Checklist**

**SECTION B**

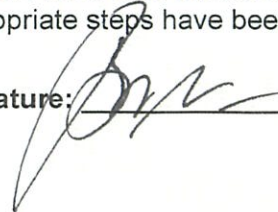
Upon completion of Section B, please return this form to the Principal along with an attached itinerary.

- Transportation organized and confirmed - **See Itinerary**      Yes       No      N/A
- Driver(s) Name(s):
  - 1. Volunteer Driver(s) Approved, form 418-2      Yes       No       N/A
  - 2. If Private Vehicles, parental consent form 418-1      Yes       No       N/A
- Itinerary (Information Package) established and sent home      Yes       No       N/A
- Lodging booked      Yes       No       N/A
- Medical facilities established      Yes       No       N/A
- Emergency numbers secured      Yes       No       N/A
- Costs established and collected      Yes       No       N/A
- Appropriaate insurances in place      Yes       No       N/A
- Equipment list established      Yes       No       N/A
- First aid kit      Yes       No       N/A
- Special provisions made for considerable risk activities      Yes       No       N/A 
  - 1. Teacher credentialing and/or experience provided as required as per Section 31 Administrative Procedure 260 for outdoor pursuits OR considerable risk activities      Yes       No       N/A
- Field trip participant list created:      Student list      Yes       No       N/A 
  - Supervisor list      Yes       No       N/A
- Telephone number list created      Yes       No       N/A

**Note: A negative determination in any section of this planning guide is grounds for cancellation or postponement of the activity.**

**Principal Acknowledgement**

I acknowledge that I have read the above, and through discussion with the Key Supervisor, indicate that, in my opinion, appropriate steps have been taken to ensure the safety of all students involved in this field trip.

Principal's Signature:  \_\_\_\_\_ Date: Feb 6, 2023





## Grand Tour of Italy

10 OR 12 DAYS

### Included in the program fee:

- Round trip airfare
- Transfers to and from the airport and hotel and between destination cities (as per program itinerary)
- Overnight in hotels with private bathrooms
- Continental breakfast daily
- Dinner daily
- Full-time services of an EF Tour Director

### Not included in the program fee:

- Customary gratuities for your tour director, local guide and driver
- Porterage
- Personal Insurance
- Beverages and lunches
- Public transportation to free time activities

**Overnight stays:** Venice (2); Florence (2); Assisi (1); Sorrento (1); Rome (2 or 4).

### Sightseeing tours led by an expert:

Venice; Florence; Assisi; Pompeii; Colosseum; Roman Forum; Catacombs; Trastevere and Janiculum; Ostia Antica.

**Entrances included:** Glass blowing factory; Gondola Ride; Assisi Basilica; Pompeii Roman Ruins; Colosseum; Roman Forum; Catacombs; St Paul Outside the Walls; Ostia Antica.

**Optional Excursions:** Pisa; Capri; Vatican City.

*Please note that the following is a sample timed itinerary for this EF tour with approximate addresses, activity durations, and transfer times. Exact timing may vary based on available flights, hotel location, scheduled activity bookings, traffic, etc. Your EF Tour Director is available to the group 24/7 while on tour. EF works with Group Leaders to ensure that travellers have a safe and memorable experience while on tour.*

## Day 1: Fly overnight to Italy

## Day 2: Milan | Verona | Venice

### Afternoon: Arrive in Milan and meet your Tour Director at the airport in Milan

#### Travel to the Venice region via Verona

Transfer by way of Romeo and Juliet's Verona, known for its couplets and Capulets! Here you can see the town's Roman Arena, which dates back over 2,000 years. You will also find a bronze statue of Juliet in the tiny courtyard that houses the balcony made famous by Shakespeare.

#### 5:00pm: Arrive at the hotel in Venice

Welcome to the magical Venice region. This Floating City is crisscrossed with romantic bridges, laced with history and boasting some of the world's finest art and architecture.

#### 6:00pm: Group dinner at the hotel in Venice

#### 9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

## Day 3: Venice

#### 6:00 am: Wake-up call

#### 7:00 am: Breakfast at the hotel

#### 8:00 am: Travel from the hotel to central Venice

#### 10:00am: Guided sightseeing of Venice

Hop on a water-taxi and boat across the lagoon to Venice where you will meet your local guide and embark on a walking tour of the city's narrow walking streets and winding canals. Hundreds of maze-like alleys and bridges connect the neighborhoods and communal squares of Venice. Attend a glass-blowing demonstration and discover why this chain of islands is famous for its glassware and has a long history of successful merchants and mariners. Take in all the hustle and bustle going on at sea level as people, equipment, and supplies navigate the Grand Canal, the main thoroughfare.

#### 12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

#### 2:00pm: Exploration Time in Burano

Visit the islands of the Venetian lagoon, a favorite daytrip for Venetians who want to get out of the city for a few hours. Your destination today is the tiny fishing village of Burano, whose claim to fame is its lace. As you walk along the harborfront to the main square, you'll see vendors' stalls showing a wide variety of lacemaking techniques. If time allows, venture to Murano, famous for its glassmaking, and Torcello, the home of the majestic Cathedral of Santa Maria Assunta.

#### 5:00pm: Take a gondola ride

This afternoon, you will enjoy a truly idyllic experience and ride in one of the city's many gondolas along some of its finest canals. There is no better or more scenic way to explore this city of canals than by gondola!

#### 5:30pm: Travel by private motorcoach to the hotel

#### 7:00pm: Group dinner at the hotel in Venice

#### 9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

## Day 4: Venice | Florence

#### 6:00 am: Wake-up call

#### 7:00 am: Breakfast at the hotel

#### 8:00 am: Travel from the hotel to Florence

#### 12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

#### 3:00pm: Arrive in Florence

Welcome to Florence, a jewel set deep in the heart of Tuscany. Florence is the birthplace of the Italian language, opera and the Renaissance, and where works of art like Michelangelo's statue of *David* and Botticelli's *The Birth of Venus* still reside today.

#### 5:30pm: Travel by private motorcoach to the hotel

#### 7:00pm: Group dinner at the hotel in Florence

#### 9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

## Day 5: Florence

#### 6:00 am: Wake-up call

#### 7:00 am: Breakfast at the hotel

#### 8:00 am: Travel from the hotel to central Florence

#### 10:00am: Guided sightseeing of Florence

Fall under the spell of the powerful Medici family on your guided walking tour of Florence. The Medici's dominated politics, banking and trade for generations in Florence, the capital of Tuscany. See Giotto's Bell Tower and the imposing marble cathedral of the Duomo, the Cathedral that rises far above this city's otherwise low skyline. Stand before Ghiberti's legendary *Gates of Paradise* and pass the classical statues in the main square: Piazza della Signoria. Here you can see where Michelangelo's *David* originally stood.

**12:00pm: Time for lunch in small, supervised groups**

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

**2:00pm: Optional Activity - Pisa**

Opt to journey to Pisa. In the city's Field of Miracles, you'll see the six stories of white marble comprising the 12th-century Leaning Tower of Pisa, aslant ever since the third floor was built. This is where Galileo developed his laws of gravity. Be sure to visit the adjacent marble cathedral and baptistery, which contain exquisite marble pulpits, carved in the Gothic style by Nicola and Giovanni Pisano.

**5:30pm: Travel by private motorcoach to the hotel**

**7:00pm: Group dinner at the hotel in Florence**

**9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out**

**Day 6: Florence | Assisi**

**6:00 am: Wake-up call**

**7:00 am: Breakfast at the hotel**

**8:00 am: Travel from the hotel to Assisi**

Travel into Umbria and the Vale of Spoleto to visit the hilltop town of Assisi, home to the stunning Basilica of St. Francis. Surrounded by breathtaking countryside and rich in local produce, this is one of the most endearing parts of Italy.

**12:00pm: Time for lunch in small, supervised groups**

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

**2:00pm: Guided Sightseeing of Assisi**

Today you will stop in Assisi, a picturesque walled hill-town in the Umbrian region and birthplace of St. Francis one of Italy's patron saints. On your visit to the Basilica, follow St. Francis's life through Giotto's artful frescoes and learn more about the founder the Franciscan religious order. Franciscans pledge vows of poverty, obedience, chastity and service to the poor.

**4:00pm: Visit the Basilica of St. Francis Assisi**

Dominating the Assisi skyline, the Basilica is actually two churches juxtaposed upon one another. Despite extensive damage by two earthquakes in the late 1990s, much of the church has been restored. Inside is the tomb of St Francis as well as frescoes depicting his life.

**5:30pm: Travel by private motorcoach to the hotel**

**7:00pm: Group dinner at the hotel in Assisi**

**9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out**

**Day 7: Assisi | Pompeii | Sorrento**

**6:00 am: Wake-up call**

**7:00 am: Breakfast at the hotel**

**8:00 am: Travel from the hotel to Sorrento via Pompeii**

**12:00pm: Time for lunch in small, supervised groups**

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

**2:00pm: Guided Sightseeing of Pompeii**

Learn how wealthy Romans lived 2,000 years ago on a visit to Pompeii, one of the richest and most well-known archaeological sites in the world. Situated along the breezy Bay of Naples, the neighboring Mt. Vesuvius erupted in A.D. 79 and close to 20 feet of volcanic ash, pumice, and debris completely buried the Roman resort and the surrounding area. The ash preserved the town as a snapshot in time, and protected it from deterioration in many forms, including weather and vandalism. Now, fully excavated, you can see the ruins of family villas, ancient temples, mosaics, roads, and bathhouses.

**5:00pm: Arrive in the Sorrento region**

Welcome to the Sorrento region, an area of unparalleled beauty. Overlooking the Bay of Naples, Sorrento was first settled by Spaniards and Greeks, whose influence still remains.

**6:00pm: Travel by private motorcoach to the hotel**

**7:00pm: Group dinner at the hotel in Florence**

**9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out**

**Day 8: Sorrento | Capri | Rome**

**6:00 am: Wake-up call**

**7:00 am: Breakfast at the hotel**

**8:00 am: Travel to Rome via Capri**

**10:00: Optional Activity - Guided Excursion to Capri**

Encounter beautiful views of the Amalfi coastline on our optional excursion across the Bay of Naples to the captivating and mountainous Isle of Capri. Travel by funicular to the town of Capri and board a cruise to see the most spectacular views of Capri's coast. You'll see the Arco Naturale, a majestic stone arch on the eastern cliffs, and the famous Faraglioni, three enormous, pale-ochre limestone colossi that loom out of the sea. When weather conditions do not permit a cruise, groups will visit Villa San Michele in the town of Anacapri instead.

**12:00pm: Time for lunch in small, supervised groups**

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

**5:00pm: Arrive in Rome**

Welcome to Rome, the Eternal City. The city is an incredible mix of archaeological gems, Roman genius, Renaissance art and religious treasure.

**6:00pm: Group dinner at a restaurant in central Rome**

**8:00pm: Travel by private motorcoach to the hotel in Rome**

**9:30pm: Group Leaders and Chaperone team will facilitate room checks and lights out**

**Day 9: Rome**

**6:00 am: Wake-up call**

**7:00 am: Breakfast at the hotel**

**8:00 am: Travel from the hotel to central Rome**

**10:00am: Guided Sightseeing of Rome**

Your guided sightseeing of Ancient Rome takes you through the impressive architectural ruins of the Roman Forum, once the heart political and civilian life in the Roman Empire. You will also visit the Colosseum, where battle reenactments, animal hunts, theater performances, and gladiators once battled other warriors and beasts for their lives in front of 50,000+ spectators from all over the Empire. (Please note that entry to the Colosseum is pending availability due to limited group reservations. If entry is not possible, groups will have a guided walking tour to see the exterior of the Colosseum and Roman Forum.)

**10:30am: Visit the Colosseum**

Officially known as the Flavian amphitheatre, its construction was begun by the Emperor Vespasian around 72 AD. Up to 50,000 Romans flocked here for many events-gladiatorial contests were the big attraction, designed to prime soldiers for real combat. Learn more about the temporary roof that would protect Rome's elite from the sun as well as the earliest fast-food franchises.

**11:30am: Visit the Forum**

Continue on to see the Forum. Originally built by Julius Caesar as an answer to the overcrowding in the older forums, it was "discovered" during Mussolini's reign when he ordered that the Via dei Fori Imperiali be created to link the Colosseum and the Piazza Venezia.

**12:30pm: Time for lunch in small, supervised groups**

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

**2:00pm: Optional Activity - Guided Sightseeing of the Vatican**

Step inside the smallest country in the world on an expert-led tour. This independent city-state is ruled by the pope. Here you'll visit St. Peter's Basilica, the largest church in the world, which is built over catacombs and the suspected grave of St. Peter himself. Then marvel at Michelangelo's breathtaking ceiling in the Sistine Chapel. And, be on the lookout for the Swiss Guard, protectors of the Vatican City who look like they've time travelled from the Renaissance with their colourful uniforms.

**5:00pm: Self-Guided Walking Tour of Rome**

Take in all the roman architecture on your self-guided walking tour. Along the way you will see the Trevi Fountain, Spanish Steps, Pantheon, Piazza Navona and more.

**6:00pm: Group dinner at a restaurant in central Rome**

**8:00pm: Travel by private motorcoach to the hotel in Rome**

**9:30pm: Group Leaders and Chaperone team will facilitate room checks and lights out**

**Day 10: Ostia Antica Tour**

**Day 11: Depart for Home**

**4:30: Wake-Up Call**

**5:30: Breakfast at Hotel**

**6:30: Transfer to the airport for your return flight**

Your tour director assists with your transfer to the airport, where you will check in for your return flight home.

*The itinerary is subject to change.*

*For complete financial and registration details, please refer to the Booking Conditions at [www.eftours.ca/bc](http://www.eftours.ca/bc).*



---

## The world leader in international education

For over 55 years, EF has been working toward one global mission: Opening the World Through Education. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem-solving, collaboration, and global competence.

---

### THE EASIEST WAYS TO ENROL TODAY

**Enrol by phone**  
1-800-387-1460

**Enrol by website**  
[eftours.ca/enroll](https://eftours.ca/enroll)

**Enrol by mail**  
EF Educational Tours  
80 Bloor Street West  
Toronto, ON M5S 2V1









Northern Gateway  
Public Schools

## Hilltop High School

71 Sunset Boulevard  
Whitecourt AB T7S 1N1

Kevin Bird, Superintendent  
Northern Gateway Public Schools  
Box 840  
4816-49 Avenue  
Whitecourt AB T7S 1N8

### **Re: Canada - Cuba Sports & Cultural Festival**

January 29, 2024

Dear Mr. Bird;

At this time, we are requesting preliminary Board approval for **Canada - Cuba Sports & Cultural Festival**. Our requested dates of travel would be **October 12 - October 19**. Please see the attached brochure for specific details relating to the nature of this tour.

The Canada-Cuba Sports and Cultural Festival is designed to provide coaches and athletes the opportunity to not only improve their volleyball skills but also immerse themselves in Cuban culture and participate in humanitarian work. Athletes and coaches will train and compete with Cuban student athletes, explore the history of Cuba by touring Havana, and participate in humanitarian work with low-income Cuban families.

As students participate in the athletic portion of the experience, they will train with Cuban National program coaches; compete with student athletes that are of equal caliber, and converse with Cuban citizens. This experience will push our students out of their comfort zones, foster personal growth, independence, and encourage students to embrace diversity and navigate unfamiliar environments. Working closely with Cuban coaches and athletes will help our students to appreciate diversity, challenge stereotypes, and develop empathy for people from different backgrounds, which will contribute to students' development as well-rounded individuals with a broader worldview. Our trip is not only about volleyball, it is about growing as individuals.



Northern Gateway  
Public Schools

## Hilltop High School

Old Havana was declared a UNESCO World Heritage site in 1982, visiting this site would be not only impactful but also educational for our students. In the late 16<sup>th</sup> century, Havana became the largest trading port in the region and had the most complete dockyard in the New World. The fortifications remain from this time, making the site one of the most impressive architectural, historical, and environmental heritage sites in the world. As well, Havana was home to the slave trade, most of the fortifications, homes, and trade building were built with slave labour. Students in grade 10 Social Studies study the legacies of slavery and the slave trade, identifying the legacies of historical globalization that still remain today in Africa, and North and South America. The experience of touring Havana will be a powerful way for our students to make connections from their Social Studies curriculum and real-life, understanding the impact of historical events on Cuba's current state will also foster critical thinking, an essential skill in the 21<sup>st</sup> century.. This first hand learning experience will supplement classroom knowledge in Social Studies, Science, Art, Math, and English Language Arts as students engage in activities that involve cultural exposure, the study of architectural marvels, and environmental awareness. Students will also be able to be further enriched as they discover Cuba's unique socio-political system as they explore different models of governance and social structures. Our week is filled with athletic activities, educational opportunities, and citizenship activities to help students and supervisors experience a way of life, culture, and society vastly different from Canada.

We thank you in advance for your support in this matter and we will be pleased to answer any questions you may have regarding our tour. If you have any questions or concerns please contact us at Hilltop High School at 778-2446 or [christopher.keay@ngps.ca](mailto:christopher.keay@ngps.ca).

Sincerely,

---

Brent Northcott  
Principal

---

Chris Keay  
Lead Teacher/Trip Co-coordinator



Northern Gateway Public Schools

Occasional or Off-Site Activities Approval Form

Key Supervisor: Chris Keay Date: Jan 14, 2024

School: Hilltop High School

SECTION A

Grade(s), Class or Team: <u>Sr. boys / girls volleyball</u>				
Title of Activity: <u>Volleyball training/tournament</u>		Date(s) of Trip: <u>Oct. 12-19, 2024</u>		
Location of Activity: <u>Cuba</u>		Time of Departure: <u>TBA</u>	Time of Return: <u>TBA</u>	
Description of Activity: <u>Volleyball training / tournament.</u>				
Educational Purpose of Trip: <u>Cuba is a socialist state that relies on central planning. This has resulted in great economic, political, and social disparity. Students will participate in a historical tour as well as humanitarian work with Cuban citizens</u>				
Method of Transportation: School Bus <input type="checkbox"/> School or Division Van <input type="checkbox"/> Private Vehicle <input type="checkbox"/> Walking <input type="checkbox"/> Other: <u>Air Plane</u>				
Costs to students: Transportation: \$ <u>2495.00</u> Activity costs: \$ _____ Equipment Rental \$ _____ Other: \$ _____ Total: \$ <u>2495.00</u>				
Supervisor/student ratio: <u>1 : 5</u>		Key Supervisor's Name(s): <u>Chris Keay, Jen Keay, Doreen Opsal, Sarah Van decherckhove</u>		
		Supervisor Qualifications: <u>Teacher / Coach</u>		
Description of specialized clothing or equipment required: <u>shoes, jersey</u>		The Risk Assessment <u>low</u>		
Safety Elements/Concerns: <u>slips, trips, spraines</u> <u>firstaid, ambulance, hospital</u>				
Has the Lead Teacher previewed the proposed site? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Activities planned for students unable to participate in the Field Trip: <u>Cultural / Humanitarian activities.</u>		



Student Safety and Risk Mitigation Checklist

SECTION B

Upon completion of Section B, please return this form to the Principal along with an attached itinerary.

- Transportation organized and confirmed
Driver(s) Name(s):
1. Volunteer Driver(s) Approved, form 418-2
2. If Private Vehicles, parental consent form 418-1
Itinerary (Information Package) established and sent home
Lodging booked
Medical facilities established
Emergency numbers secured
Costs established and collected
Appropriaaate insurances in place
Equipment list established
First aid kit
Special provisions made for considerable risk activities
1. Teacher credentialing and/or experience provided as required as per Section 31 Administrative Procedure 260 for outdoor pursuits OR considerable risk activities
Field trip participant list created: Student list, Supervisor list
Telephone number list created

Note: A negative determination in any section of this planning guide is grounds for cancellation or postponement of the activity.

Principal Acknowledgement

I acknowledge that I have read the above, and through discussion with the Key Supervisor, indicate that, in my opinion, appropriate steps have been taken to ensure the safety of all students involved in this field trip.

Principal's Signature: [Signature] Date: Jan 18/24



# CANADA-CUBA SPORTS & CULTURAL FESTIVALS

*Revised December 2023*

## *Hilltop High School*

***Volleyball in Cuba: October 12 – 19, 2024*** (Subject to flight schedule changes)

### ***CULTURAL EXCHANGE, TRAINING and COMPETITION IN CUBA***

This program, *based in Havana*, is specifically designed to provide coaches and athletes with a combination of competition and training in a warm climate and the opportunity to learn about the culture, history and people of Cuba. Participants will meet, train and compete with Cuban student athletes and coaches at Cuban sports facilities and venues arranged by the Cuban Ministries of Sport and Education. Visiting coaches and athletes may also train with Cuban National Program coaches. Competitions are arranged with Cuban athletes of skill levels similar to their Canadian counterparts.

### **ITINERARY**

**DAY 1:** **Canada to Havana.** On arrival in Cuba we will be met by our hosts at the airport and transferred to our hotel in Havana (approximately 140 kms) for check-in. Dinner at the hotel. Meeting with your translator/guide to review plans for the week.

**DAY 2:** After breakfast travel to the sports facility for a joint training session and scrimmage with Cuban coaches and athletes. After the scrimmage Canadian and Cuban coaches will discuss the skill development program for the week. Lunch at the hotel. The rest of the afternoon will be free to enjoy the sun, white sand beach and swim in the Caribbean Sea. Dinner at the hotel. This evening dance to popular Cuban music at the hotel and receive informal Salsa dance classes.

**DAY 3:** After breakfast travel to the sports facility for a joint training session with Cuban athletes and coaches. Game 1 against a Cuban team of similar skill level to follow. Lunch at the hotel. In the afternoon we visit Old Town Havana, Spain's gateway to the conquest of Latin America. Havana, founded in 1519, became the capital of Cuba in 1553 and in 1982 UNESCO declared Old Havana a World Heritage Site, where 144 buildings from the 16th and 17th centuries are preserved. Our guide will lead a walking tour of the Old City. We then travel by air-conditioned coach to the harbour entrance to visit the *Parque Historico del Morro* (entrance fee to park included) and see fortifications built in the 17th century to guard the city from attack by pirates. Dinner at the hotel. Attend evening performances by Cuban musicians at the hotel.

**DAY 4:** After breakfast return to the sports facility for a joint training session with Cuban coaches and athletes. Later play Game 2 against the Cuban team. Lunch at the hotel. The rest of the afternoon will be spent on the beach (alternatively Game 3 if more sports activities are desired). Dinner at the hotel.

This evening dance to popular Cuban music at the hotel and receive informal Salsa dance classes.

**DAY 5:** After breakfast return for a joint training session with Cuban coaches and athletes. Later play Game 3 (or 4) against the Cuban team, or a mixed game with Canadians and Cubans on the same team. Today you may choose to invite the Cuban athletes and coaches to join you for lunch at a local restaurant followed by social interchange (budget \$20 per person to cover cost of food and refreshments). Dinner at the hotel. Evening free to enjoy Havana's nightlife. Ask your guide for suggestions.

**DAY 6:** After breakfast return to the sports facility for a joint training session with Cuban coaches and athletes. Later play Game 4 (or 5). Lunch at the hotel. This afternoon we will visit shopping areas in the city including the artisans market and a collection of boutiques housed in a restored 18th century colonial palace. Dinner at the hotel. Attend evening show at the hotel.

**DAY 7:** The morning will be spent at beautiful Santa Maria beach. Lunch at the hotel. This afternoon you have the option of visiting a local community centre that provides assistance to low-income families and do some humanitarian work, and if you wish, your group can present a donation to the community centre kids (goods, not money). Dinner at the hotel. Evening free to enjoy Havana's nightlife.

**DAY 8:** **Cuba to Canada.** Breakfast. Check out. Time permitting other points of interest may be visited en route to the airport before check-in for the return flight.

**Program Price Includes:** Round trip airfare to Cuba, 7 nights hotel accommodation based on double occupancy in air-conditioned rooms with en-suite bathroom, breakfast, lunch and dinner daily (all-inclusive hotel), coordination and entrance/participation fees for training - games - tours described in the itinerary, translator/guide services, local facilitators and officials, ground transportation via modern air-conditioned bus as per itinerary, Cuban visa, and the Cuban airport tax. **Not Included:** Optional activities, personal expenses, and tips.

**Please Note:** Hotels, restaurant and recreational facilities are quite expensive by local standards. You may choose to invite Cuban students and teachers to participate in social activities with your group. This is always warmly received, however, you as host, are expected to assume the cost of the invitation as it is beyond the means of most Cubans. We recommend you check with your guide for suggestions before extending any invitations to activities not included in the itinerary.

Depending on local conditions the order of activities may not be as indicated, we reserve the right to adjust the itinerary if required for the safe and proper management of the tour. Due to COVID-19, portions of your tour to be provided by third-party suppliers may be different than advertised, including being reduced or unavailable. By booking with us, you understand and accept the foregoing and you agree that we cannot be held liable for changes beyond our control.

## What is the SNAP?

The Student Numeracy Assessment and Practice (SNAP) is the Chilliwack district numeracy assessment for all students in grades 2 – 7. It was created by a group of Chilliwack educators and has been used in all grades 2 – 7 classes since September 2016.

The SNAP is a unique assessment; not only is it a measurement of achievement, but it is **intended to be used as a practice tool throughout the entire year**. The data it provides should be used to **inform and guide instructional planning**. If only used as a summative assessment, the SNAP will not help in achieving one of our main goals, which is to improve students' proficiency in number sense and operations.

The SNAP is a two-page assessment that focuses on the foundational skills of mathematics: Number Sense and Operations. It compliments any balanced math program and quickly provides teachers the information they need for responsive planning and instruction. **Access the SNAP Number Sense and Operations templates under the SNAP Templates tab on the website.**

SNAP is fully aligned with the BC Curricular Competencies in math. Each area of the assessment is connected to a particular competency, and the competencies are built right into the grading rubric. **Access the grading rubrics under the SNAP Training tab on the website.** The rubrics are the same for all grades. It is a good idea to participate in collaborative marking with colleagues to help establish common expectations.

## How to Effectively use the SNAP

SNAP practice does not always need to be on the SNAP templates; in fact, once areas of need are identified, most number sense and operations practice will happen through other strategies, such as daily high yield number sense routines (e.g. number talks, count around the circle) and whole or small-group instruction. **Find resources that support each of the four curricular competencies under the Resources tab on the website.** Explore the Recommended Links for sites that support the teaching and learning of number sense and operations.

## Curricular Content and Competency Areas

While the SNAP templates and rubrics are the same for grades 2-7, the curricular content and competency goals (pulled directly from the BC Math Curriculum) change and follow a spiraled approach. The table below outlines the curricular areas that students will be assessed on at the end of May. The goal is that all students be proficient (3 on the rubric) in their grade-level standards by the end of the school year. The examples given in the Operations sections are examples of year-end appropriate operations. **There are no district-prescribed numbers or operations for the year-end assessment, but at the request of teachers, numbers and operations have been suggested below to provide guidance.**

**Remember that the SNAP templates are intended to be used throughout the year for any numbers or operations in your curriculum.**



When introducing your students to the SNAP, take your time and explicitly teach and model each component of the assessment. Use content that the students should be confident with from previous years. You can chunk the assessment into smaller pieces. **The Zoom into SNAP templates under the Resources tab on the website chunk the assessment by competency.** You can complete SNAPs as a whole group guided activity and have students work with partners to help build confidence. Have students share their thinking; encourage them to use many different ways to demonstrate their thinking and solutions.

**Remember that the SNAP templates are intended to be used throughout the year for any numbers or operations in your curriculum.**

## The SNAP templates

*Access templates under SNAP Templates tab.*

### NUMBER SENSE:

*See Grading Rubrics for specific criteria.*

**DRAW:** The picture must show the value of the number. A written explanation or a legend should be included in the “write to describe your picture” box.

**SKIP-COUNTING:** Begin at the number and count forwards and backward by numbers chosen by the teacher. \*Update – Spring 2024\* Teachers have requested guidance on appropriate numbers to use in this section for the May assessment. We have provided sample numbers based on the curriculum at each grade in the table above.

**EQUATIONS:** Students who are demonstrating full proficiency will be using grade-appropriate operations in their equations. Teachers should be very specific about their expectations in this section to avoid students using equations like  $4561+1=4562$ , for example (which is not a grade-appropriate operation in Gr. 4).

**REAL-LIFE EXAMPLE:** The examples must be realistic and specific. It is important that students demonstrate an understanding of value in their example. For instance, “Wayne Gretzky’s number is 99” does not show an understanding of value; “we have 99 grade three students in our school” does. Literature and sharing out of real-life examples helps students to make connections to the numbers and add to their bank of knowledge. There is an excellent list of math picture books on the Coast Metro Elementary Math Project site.

**NUMBER LINE:** For grades 2-5, the endpoints to the number line are provided. For grades 6 & 7, the students choose their own endpoints according to the number chosen for the assessment. To demonstrate full proficiency, students will add at least three benchmarks to their number line to help situate the number. Clothesline Math is an excellent routine to help students to become more proficient with number lines.

**REFLECTION:** Reflections help increase the value of a learning experience. They allow students to link ideas and construct meaning from their experiences. Students should have opportunities to reflect on their learning at the end of every lesson. Explicit teaching about how to reflect effectively will improve the quality of student responses in

this section; reflection sentence stems are available in the Connecting and Reflecting Resources page.

## **OPERATIONS**

*See Grading Rubrics for specific criteria.*

**ESTIMATE:** Students will learn to value the skill of estimating through discussions about real-life situations where a person would typically estimate rather than calculate. In which situations would one prefer a high estimate? A low estimate? Explicit instruction on estimation strategies will allow students to select and use an appropriate strategy for the given operation.

**DRAW:** Students will visually represent the operation. The visual may or may not contain the solution to the operation. Consider the use of bar diagrams as an appropriate, proportional model for the operations. Simply replacing the numbers in the operation with a base ten representation does not demonstrate an understanding of the operation.

**CALCULATE:** Multiple grade-appropriate calculations demonstrate proficient achievement. Students are not required to use the standard algorithm for any operation. Using the reverse operation to “check” their work is also a recommended strategy. Refer to your grade-specific curriculum elaborations for suggested alternate computation strategies.

**REAL-LIFE EXAMPLE OR WORD PROBLEM:** Students will provide details on a real-life situation where the given operation would be used to find an amount. Look for evidence that communicates their understanding of the use of the operation. For example, if the operation was  $316 - 141$  a student could suggest, “there were 316 blueberries on the bush and I picked 141 of them.” For the teacher to know if they understand what the difference between 316 and 141 represents in this situation, they should add, “How many blueberries were left on the bush?”

*Grade 2 Math Story:* Encourage students to draw pictures to “tell” their story if they do not have the written ability to write a short story. A quick follow up conversation will be required to know whether students are able to communicate their understanding.

**REFLECTION:** Reflections help increase the value of a learning experience. They allow students to link ideas and construct meaning from their experiences. Students should have opportunities to reflect on their learning at the end of every lesson. Explicit teaching about how to reflect effectively will improve the quality of student responses in this section; reflection sentence stems are available in the Connecting and Reflecting Resources page.

## **Data Entry**

Chilliwack teachers will enter data by the end of November and by the end of May. November data entry is based on the previous year’s outcomes, and is only to be completed by grades 3-7 teachers. For example, grade 4 teachers will assess their students at the beginning of the year based on the grade 3 target outcomes and using the grade 3 templates. All grades 2-7 teachers will enter data by the end of May based on the current year’s outcomes.

Another unique feature of the SNAP is that students are scored by competency. You will not total or average their scores in the four competencies. Students have until the end of the school year to practice and become proficient at their grade-level learning standards, however if during your pre-assessments prior to May you have students fully proficient, you may enter their data and create learning extension opportunities for those students.

### **Exemplars**

The exemplars on the website are intended to represent proficiency in all categories. We will be updating our exemplars on an ongoing basis. Please feel free to send in student samples that you believe clearly show student proficiency. Scan and send to [joanne\\_britton@sd33.bc.ca](mailto:joanne_britton@sd33.bc.ca).

### **Acknowledgements**

We are grateful to the dedicated team of Chilliwack educators who crafted and piloted this assessment: *Christine Blessin, Jonathan Ferris, Kathy Isaac, Anna Lownie, Shannon McCann, Tammy McKinley, Kathleen Mitchell, Justin Moore, Kirk Savage, Paul Wojcik*





# Operations SNAP

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**Operation:** \_\_\_\_\_

**Estimate – justify your thinking:**

**Represent - with a sketch or drawing:**

**Explain your sketch:**

**Calculate:**

**Write a Real Life Example or Word Problem:** \_\_\_\_\_

**Reflect:**

Communicating & Representing  
1 2 3  
Entire assessment

Understanding & Solving  
1 2 3  
Entire assessment except  
reflection

Connecting & Reflecting  
1 2 3  
Real-life & reflection

Reasoning & Analyzing  
1 2 3  
Estimate

# THE CHILLIWACK PROGRESS

## Chilliwack teachers putting the meaning back into math



Jessica Peters

Jun 5, 2015 6:00 AM



*Paul Wojcik leads his Grade 4 Vedder elementary class through their math less on Thursday morning.*

Paul Wojcik invites his students back into class from the playground right outside their room's door at Vedder elementary.

It's time for the morning math class, and the kids are well aware of it. But they don't dawdle, and there is no moaning and groaning as they take their seats.

Also missing are the textbooks, worksheets, and calculators.

Instead, the kids hurry back while Wojcik dims the lights and flicks on a projection monitor. He shows his students the four math sheets they can choose from, and they take their turns walking up to get one. Each worksheet is a piece of art created by another teacher in the school, Andy Fast.

It doesn't take long to see this is no ordinary math lesson. It's a skills assessment program known as ANIE, and the kids are primed for the exercise. They've been learning math the ANIE way since September, and know there will be a chance to be creative, to explore, to experiment and to show off what they know.

Known to educators as the Assessment of Numeracy in Education, the system helps kids tackle math equations in a more creative, backwards mode of thinking. It was written by Kirk Savage, Chilliwack school district's director of education, and Kevin Bird, assistant superintendent at Fraser Cascade. They've been working on ANIE for 10 years, and have seen impressive results in classrooms that have adopted ANIE. In Wojcik's class, for example, an average of 10 per cent of the students were exceeding expectations in math in the Foundation Skills Assessment. After adopting ANIE, that number is now closer to 70 per cent.

And being successful at anything makes it more enjoyable, encouraging further learning. When Wojcik writes a typical Grade 4 math equation ( $4,178 \times 5 = \_$ ), his students jot it down on their papers eagerly.

It's time for them to estimate the answer, using whatever skills each student has mastered. A handful of students are asked to share their estimates out loud.

Some broke it down to 4,000 multiplied by five. Others attempted a more complex estimate with 4,170. The goal is to figure it in their heads within five seconds, and it seems everyone's on the right track.

Now it's time to do the math equation, and this goes quickly.

The answer, they tell their teacher, is 20,890. Several students are invited to the projector to show their solution.

Now for the fun part. The part that is sometimes missing from math lessons: What do those numbers mean?

"The 'solve' isn't the problem," Wojcik said. "It's the comprehension."

Math literacy is no different from language literacy in that regard. Similar to language arts, there is deeper meaning to be found in equations. Each math question can be turned into a real life situation. And that's where ANIE really gets engaging.

That's where ANIE shows them that math is about more than numbers.

The students are asked to draw a picture that reflects the question. Many of them choose to draw five containers of french fries, each meant to represent 4,170 fries. The total 20,890 fries, naturally, being in their hypothetical stomach.

Other students look at the question a little deeper. Erica Stolz walks to the projector with her worksheet, ready to share her vision of the equation. And it's a good one, the teacher says, partly because it uses bacon, but also because it digs a bit further into the equation.

"If I make 4,178 eggs, and I want to make five pieces of bacon for each egg, I will make 20,890 pieces of bacon," she says.

Just like that, the ominous math question has a sense of being useful in the future, if that future means cooking breakfast for approximately 4,000 people who love bacon.

Another student takes yet another approach, deciding that if she received one bag of 4,178 bouncy balls, and her brother received four identical bags, they would have 20,890 in total. The final step is to write out a "real life question" with only words, complete with the answer.

The various answers and probabilities are the magic that happens with ANIE.

"It's transformational," says Savage.

ANIE Math was published through Pembroke, and templates are available to download on [Savage's and Bird's website](#), along with further information about how to use the teaching tool. There has to be a balance, Savage says, between the computation of math facts and the comprehension of what they mean.

And as the kids are learning math, the teacher is able to look for gaps in their learning and readjust their teaching approach.

For Wojcik, a math fan himself, ANIE is the perfect way to teach not just the fast facts needed for quick processing, but the deeper meaning behind it all.

"This really allows them to think about math in a different way," he says. "And they're having fun with it."



Number Sense

Name: \_\_\_\_\_  
Date: March 29 2017

4326  
4321  
4316  
4311  
4306  
4301  
4296  
4291  
4286

Count forwards by 5 from the number.



Draw to represent the value of the number.

Write to describe your picture:  
I have 4 cubes to represent 1 thousand, 2 flats: 5 squares to show 1 hundred, 8 tens, and six 1

Write the number in expanded form:

4,286

4000 + 200 + 80 + 6

Create 3 equations that equal the number:

$3,000 + 1,286 = 4,286$   
 $6,000 - 2,000 + 286 = 4,286$   
 $(2 \times 2,000) + 286 = 4,286$

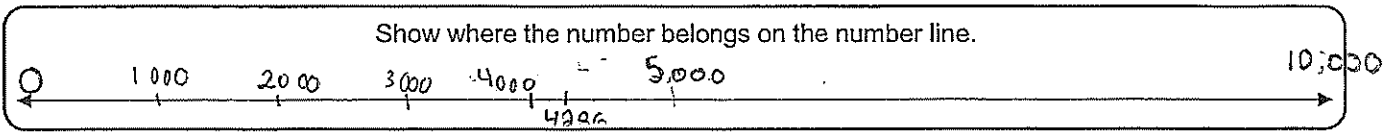
Write a real life example that shows the value of the number:

There is 4,286 candies in a candy stor.



Count backwards by 3 from the number.

4,286  
4,283  
4,280  
4,277  
4,274  
4,271  
4,268  
4,265  
4,262

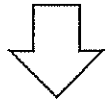


Communicating & Representing 1 2 3 4 Drawing, description, expanded form	Understanding & Solving 1 2 3 4 3 equations	Connecting & Reflecting 1 2 3 4 Real-life	Reasoning & Analyzing 1 2 3 4 Skip counting & number line
--	---	---	---

Number Sense (0 - 10 000)

Name: \_\_\_\_\_

Date: \_\_\_\_\_



6662  
6652  
6642  
6632  
6622  
6612  
6602  
6592  
6582

Count forwards by 10 from the number.

Count backwards by 5 from the number.

6582  
6577  
6572  
6567  
6562  
6557  
6552  
6547  
6542

Draw a picture to represent the number:

Write to describe your picture:

I drew 6 thousand blocks 5 hundred squares 8 ten sticks and 2 dots. this is what I drew

Write the number in expanded form:

6000 + 500 + 80 + 2

6582

Create 3 equations that equal the number:

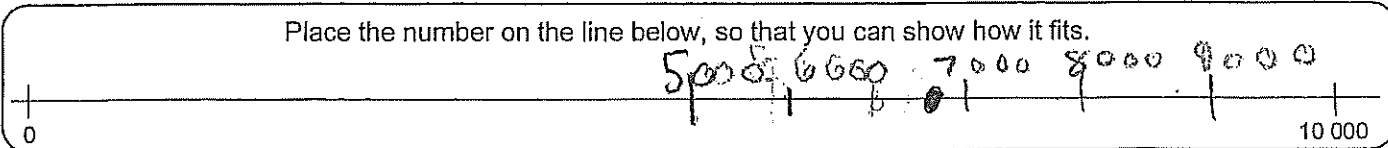
$1000 + 1000 + 1000 + 1000 + 1000 + 1000 + 500 + 70 + 10 + 2 = 6582$

$6582 + 1 - 1 = 6582$

$6582 + 0 = 6582$

Write a real life example of this number:

there were 6500 people at the parade then 82 more people came how many people are all together?



Reasoning & Analyzing	Understanding & Solving	Communicating & Representing	Connecting & Reflecting	Total
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4



Chillicothe  
School District

# Multiplication SNAP

Name:

APR 16

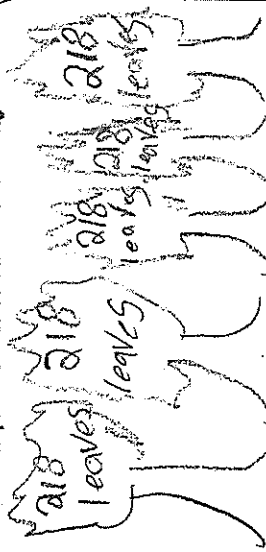
Date:

Problem:  $218 \times 5 = 1090$

Estimate - justify your thinking:

Rounded  
to the nearest  
hundreds.

Represent - with a sketch or drawing:



Explain your sketch:

5 trunks of 218 leaves  
all together there is  
1090

Calculate:

$$\begin{array}{r} 4 \\ 218 \\ \times \quad 5 \\ \hline 1090 \end{array}$$

Write a Real Life Example:

218 apples  
is 1090 apples,  
5 trees each tree has 11  
apples all together there

Reflect:  
The calculate was easy because  
it's counting by 5's.

Reasoning & Analyzing	Understanding & Solving	Communicating & Representing	Connecting & Reflecting	Total
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4



# Multiplication SNAP

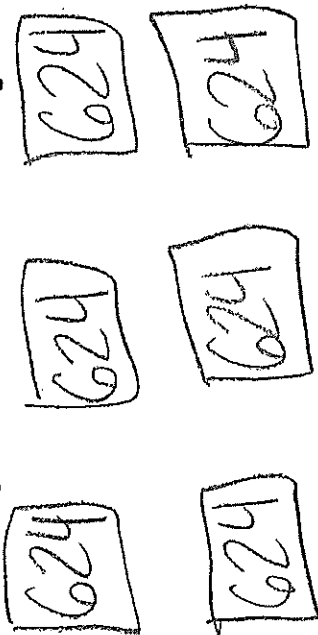
Name: \_\_\_\_\_  
Date: April 28, 2016

Problem:  $624 \times 6 =$

Estimate - justify your thinking:

I think the answer is 3600 because I rounded 624 to 600, hundred and added it 6 times.

Represent - with a sketch or drawing:



Explain your sketch:

I drew 6 boxes each with 624 marbles in each altogether these are 3744 marbles.

Calculate:

$$\begin{array}{r} 124 \\ 624 \\ \times \quad 6 \\ \hline 3744 \end{array}$$

Write a Real Life Example:

I have 6 big long wood boxes and each of them I have 624 carrot seeds and altogether I have 3744 carrot seeds altogether.

Reflect:

I think the calculate was for easy because multiplication isn't hard for me.

Reasoning & Analyzing	Understanding & Solving	Communicating & Representing	Connecting & Reflecting	Total
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4



# Multiplication SNAP

Name: \_\_\_\_\_

Date: \_\_\_\_\_

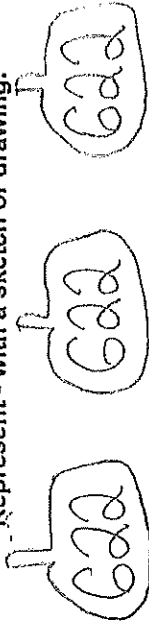
Problem:  $622 \times 3 =$

614

Estimate - justify your thinking:

I think the number is 1800 because 622 is closer to 600 and  $600 \times 3 = 1800$

Represent - with a sketch or drawing:



Explain your sketch:

I drew 3 bags of 622 to get my answer

Calculate:

$$\begin{array}{r} 622 \\ \times 3 \\ \hline 1866 \end{array}$$

Write a Real Life Example:

If there was 3 pens and in each pen there is 622 horses and you multiplied  $622 \times 3$  you would get the total 1866.

Reflect:

I thought the estimating was easy because I knew what to do.

Reasoning & Analyzing

1 2 3 4

Understanding & Solving

1 2 3 4

Communicating & Representing

1 2 3 4

Connecting & Reflecting

1 2 3 4

Total

1 2 3 4



# Multiplication SNAP

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Problem:  $622 \times 3 =$

Estimate - justify your thinking:

1800

I think

it's 1800

because I

rounded to the nearest hundred that is why I think it's 1800.

Represent - with a sketch or drawing:



Explain your sketch:

There were 3 schools each school has 622 kids in side a together it makes 1866.

Write a Real Life Example:

There were 3 schools each school has 622 books inside of together there were 1866.

Calculate:

$$\begin{array}{r} 622 \\ \times 3 \\ \hline 1866 \end{array}$$

Reflect:

I think the calculate was easy because I know how to multiply.

Reasoning & Analyzing

1 2 3 4

Understanding & Solving

1 2 3 4

Communicating & Representing

1 2 3 4

Connecting & Reflecting

1 2 3 4

Total

1 2 3 4

## Superintendent's Report

### Administrators Meeting February 21<sup>st</sup>

1. Business items
  - a. Calendar
  - b. Pro-D / convention expectations
  - c. Documentation
  - d. SNAP presentations
  - e. Staffing
  - f. Parent Survey
  - g. Policy 1 "we value" statement internal video / picture
  - h. Advocacy Brochure
2. Artificial Intelligence
3. Principal Cohort QLE update

12 to 1 Lunch

High School: DIPS / school awarded marks    Others: Curriculum / Imaging

### Integrated School Support Program

ISSP began as a pilot project in Calgary and through provincial funding is expanding to include communities who meet specific criteria throughout Alberta. The goal of the program is to improve academic performance and the social, emotional, and physical well-being of children. Whitecourt was selected and we were successful in having our two elementary schools accepted into the program. The benefits of the program include psychology support, access to funding streams for supportive programs, and supports to allow for a regular involvement with RCMP programming.

While our students already benefit from a wide range of similar supports, the ISSP program provides more resources allowing us to deploy division resources differently to match other needs improving Division wide services.



## **Reserves Plan Response Letter**

We have received a positive response to our plan for our reserve funding ensuring we will continue to have a suitable cushion for factors such as increased enrollment. This flexibility was needed because of the limit the government placed on school divisions to ensure that today's money was being spent on today's students. The permission we received has acknowledged the appropriateness of our reserves for our planned purposes and given us the necessary breathing room with our increasing enrollment. This acceptance of our plan is due largely to the work of our finance department and their fiscally prudent approach.

## **Ministry of Children and Family Services visit**

Recently a team from NGPS composed of myself, our division Student Support Facilitator Tammy Charko, and Assistant-Principal Jespersen were able to attend a working meeting with the Ministry of Children and Family Services which included Minister Turton, several of his staff, and Ministry of Education staff. We discussed three important points for improvement in this difficult sector:

- Scaling the two month senior staff regional meeting model developed by NGPS and CFS to ensure mutual understanding and superior student support;
- Increasing on the ground understanding of key points in CFS legislation and the Children First Act;
- Improving efficient information management so that social workers coming to VTRA and community support meetings have all the necessary information and reports.

Tammy Charko is a social worker with deep knowledge of the system and provided a strong framework that was appreciated by the group and seen as very actionable. A thank you to the Minister for demonstrating his concern for our students by hosting this meeting.





# Integrated School Support Program

## About the ISSP Program

The Integrated School Support Program (ISSP) is a crime prevention initiative that provides essential services to address a variety of needs in two elementary schools in Calgary's N.E community of Forest Lawn. The goal is to improve academic performance and the social, emotional, and physical well-being of children.

ISSP is a collaborative initiative funded by the Calgary Police Youth Foundation and led by Calgary Police Service along with the Calgary Board of Education, Calgary Catholic School District, and the City of Calgary's Community and Neighborhood Services. Together these agencies provide critical 360-degree support to youth and their families.

**Integrated School  
Support Program**



## How Funds are Used



### **BREAKFAST CLUB**

All students start their day off with a free, nutritious breakfast.



### **HOT LUNCH**

Each student receives a free, hot lunch every day to help meet their nutritional needs.



### **PHYSICAL EDUCATION**

A full time Phys. Ed. teacher helps keep the students stay active, healthy, and focused.



### **AFTER SCHOOL PROGRAM**

A free program that includes reading activities, homework help, healthy snacks, sports, and more.



### **SCHOOL PSYCHOLOGIST**

A full-time Psychologist is available to meet with families and students as needed.



### **POLICE OFFICERS**

Start Smart, Stay Safe (S4) officers help build trust and resiliency in Calgary's most diverse communities.

## Program Testimonials



"Thank you for giving us a lot of hot lunch and breakfast club, we really love it! I appreciate how much you think about our school, you guys are very thoughtful and amazing!" ~ Manini, Student at Patrick Airlie Elementary School

"Thank you for everything you do for our community. I am so grateful to have a foundation like this in my city everyday but with COVID-19 you have given me the gift of continued learning despite obstacles you have helped me overcome." ~ Nathan, Student at Patrick Airlie Elementary School



## 3 Great Reasons to Donate to ISSP:

**1**

All kids deserve to have access to the supports they need to thrive emotionally, physically, socially and academically – ISSP provides those supports.

**2**

We see the value that having Police Officers in schools on a regular basis brings to the students, staff and community.

**3**

We believe in making Calgary the safest, healthiest and happiest city in Canada – that starts with our children!



**Northern Gateway**  
Public Schools

**Draft 2024-25 Official School Years**

**August**

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**September**

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

**October**

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

**November**

M	T	W	T	F
			1	2
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**December**

M	T	W	T	F
	2	3	4	5
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

**January**

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

**February**

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

**March**

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

**April**

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

**May**

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**June**

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

Instructional Days (Students)	#	182
Non-instructional Days (Teachers)	○	# 10
Total Operational Days	#	194
First and Last Day of Instruction for students	—	
Vacation/Holiday	■	
Days in Lieu of Parent Teacher	■	
Interviews		
Teachers' Convention	□	February March

<u>Month</u>	<u>Instructional Days</u>	<u>Non Instructional Days</u>	<u>Operational Days</u>
August	0	2	2
September	19	0	19
October	21	1	22
November	18	2	20
December	15	0	15
January	19 92	1 6	20 97
February	17(19)	2	19
March	16 (14)	(2)	16
April	19	1	20
May	19	2	21
June	19 90	1 6	20 95
<b>TOTAL</b>	<b>#182</b>	<b># 12</b>	<b># 194</b>

- Aug 28 29 - Staff Planning & Development Days
- Sep 2 - Labour Day
- Sep 3 - First Day for Students
- Sep 30 - National Day for Truth and Reconciliation (schools closed)
- Oct 11 - Staff Planning & Development Day
- Oct 14 - Thanksgiving Day
- Nov 7 - Staff Planning & Development Day
- Nov 8 - Day in Lieu of Parent Teacher Interviews
- Nov 11 - Remembrance Day
- Dec 23 - Jan 3 - Christmas Break
- Jan 6 - first day back for students
- January 29 - Semester Turn over
- January 31 - Staff Planning and Development Day
- \*Feb 6 & 7 - Teachers' Convention (Onoway to Fox Creek)
- Feb 17 - Family Day
- \*Mar 6 & 7 - Teachers' Convention (Valleyview)
- Mar 24 - 28 - Spring Break
- Apr 17 - Staff Planning & Development Day
- Apr 18 - Good Friday
- Apr 21 - Easter Monday
- May 15 - Staff Planning and Development Day
- May 16 - Day in Lieu of Parent Teacher Interviews
- May 19 - Victoria Day
- Jun 26 - Last Day for Students
- Jun 27 - Staff Planning & Development Day



**Northern Gateway**  
Public Schools

**Draft 2025-26 School Year**

**August**

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**September**

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

**October**

M	T	W	T	F
			1	2
			3	4
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

**November**

M	T	W	T	F
				7
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

**December**

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

**January**

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**February**

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

**March**

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

**April**

M	T	W	T	F
			1	2
			3	4
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

**May**

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**June**

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Instructional Days (Students)	#	183
Non-instructional Days (Teachers)	○	# 11
Total Operational Days	#	194
First and Last Day of Instruction for students	—	
Vacation/Holiday		
Days in Lieu of Parent Teacher Interviews	■	
Teachers' Convention	□	

<u>Month</u>	<u>Instructional Days</u>	<u>Non Instructional Days</u>	<u>Operational Days</u>
August		3	3
September	20	0	20
October	21	1	22
November	17	1	18
December	15	0	15
January	19 92	1 6	20 98
February	17(18)	2(1)	19
March	19(18)	1(2)	20
April	18	0	18
May	18	1	19
June	19 91	1 5	20 96
<b>TOTAL</b>	<b># 183</b>	<b># 11</b>	<b># 194</b>

- Aug 4 - Civic Holiday
- Aug 26 to 28 - Staff Planning & Development Day
- Sep 1 - Labour Day
- Sep 2 - First Day for Students
- Sep 30 - National Day for Truth and Reconciliation
- Oct 10 - Staff Planning & Development Day
- Oct 13 - Thanksgiving Day
- Nov 7 - Staff Planning & Development Day
- Nov 10 - previous Day in Lieu of Parent Teacher Interviews
- Nov 11 - Remembrance Day
- Dec 22-Jan 2 - previous Christmas Break
- Jan 5 - first day back for students
- Jan 30 - previous Staff Planning & Development Day/Term End
- \*Feb 5 & 6 - Teachers' Convention (Onoway to Fox Creek)
- Feb 16 - Family Day
- \*Mar 5 & 6 - Teachers' Convention (Valleyview)
- Mar 30 - 3 - Spring Break
- Apr 6 - Easter Monday
- April 24 - Staff Planning & Development Day
- May 14 - Staff Planning & Development Day
- May 15 - Day in Lieu of Parent Teacher Interviews
- May 18 - Victoria Day
- Jun 25 - Last Day for Students
- Jun 26 - Staff Planning & Development Day



**Northern Gateway**  
Public Schools

**2026-27 DRAFT School Year**

**August**

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

**September**

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

**October**

M	T	W	T	F
	1	2		
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**November**

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

**December**

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

**January**

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**February**

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

**March**

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

**April**

M	T	W	T	F
				1
5	6	7	8	9
12	13	14	15	16
19	20	21	23	24
26	27	28	29	30

**May**

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

**June**

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Instructional Days (Students)	#	183
Non-instructional Days (Teachers)	○	# 10
Total Operational Days	#	193
First and Last Day of Instruction for students	—	
Vacation/Holiday	■	
Days in Lieu of Parent Teacher Interviews	■	
Teachers' Convention	*	

<u>Month</u>	<u>Instructional Days</u>		<u>Non Instructional Days</u>		<u>Operational Days</u>	
August	0		2		2	
September	21		0		21	
October	20		1		21	
November	18		1		19	
December	15		0		15	
January	19	93	1	5	20	98
February	17(19)		2(0)		19	
March	15(13)		0(2)		15	
April	21		1		22	
May	18		1		19	
June	19	90	1	5	20	95
<b>TOTAL</b>	<b>#183</b>		<b>#10</b>		<b>#193</b>	

- Aug 26 & 27 - Staff Planning & Development Day
- Aug 31 - First Day for Students
- Sep 7 - Labour Day
- Sep 30 - National Day for Truth and Reconciliation
- Oct 9 - previous Staff Planning & Development Day
- Oct 12 - Thanksgiving Day
- Nov 10 - previous Day in Lieu of Parent Teacher Interviews
- Nov 11 - Remembrance Day
- Nov 12 - Staff Planning and Development Day
- Nov 13 - Day in Lieu of Parent Teacher Interviews
- Dec 21-Jan 1 - Christmas Break
- Jan 4 - previous first day back for students
- Jan 29 - previous Staff Planning & Development Day/Term End
- \*Feb 4 & 5 - previous Teachers' Convention (Onoway to Fox Creek)
- Feb 15 - Family Day
- \*Mar 4 & 5 - Teachers' Convention (Valleyview)
- Mar 22 - 26 - previous Spring Break
- Mar 29 - Easter Monday
- Apr 16 - Staff Planning & Development Day
- May 16 - Staff Planning & Development Day
- May 21 - previous Day in Lieu of Parent Teacher Interviews
- May 24 - Victoria Day
- Jun 24 - previous Last Day for Students
- Jun 25 - previous Staff Planning & Development Day

## Board Policy 2 – Appendix A

# Board Annual and Term Work Plans

---

## ANNUAL WORK PLAN

### SEPTEMBER to JUNE

- Conduct Board Meetings (Policy 7, Section 2)
- Review Monthly Fiscal Accountability Reports

### SEPTEMBER

- Conduct a Committee of the Whole Meeting (in Non-election Years)
- Conduct the Organizational Meeting (in Non-Election Years) (Policy 7, Section 1)
- Set the School Tours Schedule
- Review the PSBAA Fall AGM Agenda
- Host the Annual Employee Appreciation Evening (September or October)
- Review the Year-end Suspension Report
- [ASBA Awards Deadline](#)

### OCTOBER

- Conduct the Organizational Meeting (in Election Years)
- Conduct a Board Orientation (in Election Years)
- Review the Annual School Council Reports (Policy 2, Section 2.7)
- Review the ASBA Proposed Position Statements
- Host the Annual Employee Appreciation Evening (September or October)
- [ASBA Long Service Awards Deadline](#)

### NOVEMBER

- Approve the Annual Education Results Report (AERR) (Policy 2, Section 1.10)
- Approve the Audited Financial Statements (Policy 2, Section 4.7)
- Conduct the School Results Review (November/December)
- Review and accept the School Operational Viability Report (Policy 15)
- Receive the Annual Community Engagement Plan

### DECEMBER

- Approve the Borrowing By-law
- Conduct the School Results Review (November/December)
- Conduct a Committee of the Whole Meeting (following School Results Review)
- Identify Goals for the Advocacy Plan



## JANUARY

- [ASBA Honouring Spirit: Indigenous Student Awards Nominations](#)

## FEBRUARY

- Approve the Infrastructure Maintenance Renewal Work Plan (IMR)
- Identify Possible Position Statements for ASBA Fall General Meeting
- Determine Need for Board Self-Evaluation/Review Previous Evaluation (Policy 7, Section 11)
- Conduct the First Finance Committee Meeting
- Receive the Advocacy Plan
- Contribute to the Three-Year Educational Planning Process
- [ASBA Friends of Education Award Discussion](#)

## MARCH

- Approve the Three-Year Capital Plan (Policy 2, Section 4.8)
- Approve All Board-Directed Fees (Policy 2, Section 4.3)
- Conduct a Committee of the Whole Meeting (following school tours)
- [ASBA Edwin Parr and PSBAA Awards Deadlines](#)

## APRIL

- Approve the School Calendar (Policy 2, Section 5)
- Conduct the Second Finance Committee Meeting to Discuss Provincial Budget (April or May)
- Review the Draft Three-Year Education Plan (Policy 2, Section 1.10)

## MAY

- Approve the Division Budget (Policy 2, Section 4.2)
- Approve the Three-Year Education Plan (Policy 2, Section 1.10)
- Set Board Regular/Organizational Meeting Dates, Results Review Dates, and Workshop Dates
- Review the ASBA Proposed By-Law Changes and Budget
- Attend the ASBA Zone 2/3 Awards Ceremony

## JUNE

- Receive the Superintendent's Annual Review of the SLQS
- Conduct a Committee of the Whole Meeting
- [ASBA Awards Discussion](#)

## TERM WORK PLAN

### DECEMBER – Year 3 (by December 31, 2024)

- Review and Confirm Ward Boundaries  
Policy 19, Section 4: The Board shall pass a by-law to reaffirm ward and subdivision boundaries, or if necessary, adjust boundaries, within the first three years of a term of office.

## **AWARDS DEADLINES**

### [Alberta School Boards Association \(ASBA\)](#)

September	Community Engagement Award
September	Honourary Life Member Award
September	School Board Innovation and Excellence Award
October	Long Service Awards
February	Honouring Spirit: Indigenous Student Awards
March	Edwin Parr Teacher Award
March	Friends of Education Award
June	Zone Appreciation Award

### [Public School Boards' Association of Alberta](#)

March	Advancing Association Business and Initiatives
March	Long Service Awards
March	Special Contribution to Public Education
March	Special Contribution to Public Education: Media
March	Dick Baker Legacy Award

References:	Education Act -- Sections 33, 51, 52, 53, 54, 60, 67, 139, 222
	Fiscal Planning and Transparency Act
	Local Authorities Elections Act
	Borrowing Regulation
	Disposition of Property Regulation
	Early Childhood Services Regulation
	Investment Regulation
	School Fees Regulation
	Truth and Reconciliation Commission Calls To Action