



September, 2024

Northern Gateway Public Schools
P.O. Box 840
4816-49 Ave
Whitecourt, AB
T7S 1N8

Attention: Kevin Bird, Superintendent

Reference: Hillside Jr/Sr High School 'Stories of Scotland' EF Tour Trip

Dear Mr. Bird:

Hillside High has been involved in tour groups for a number of years. Last year's trip to Costa Rica was a major success. For our next trip, we would like to travel with students over their spring break to Scotland, including Edinburgh, Inverness, Glasgow, and the West Highlands. The company we would travel with would be EF Educational Tours.

We feel there is tremendous educational value to traveling overseas. Such opportunities promote global citizenship, different perspectives, and ideas on future careers. EF Tours also helps students discover the world and experience connection with classic literature, history, and musical history. Please see attachment for a proposed draft of the full itinerary.

I am writing to you today to seek Board Approval as per Administration Procedure 260- for International Travel. Our planning will follow the parameters of Administrative Procedure 260 - CO-Curricular and Extra-Curricular Activities.

If you need further clarification of our plans please feel free to contact me at your earliest convenience.

Thank you for your continued support with this project. We appreciate you taking this forward to the Board of Trustees on our behalf.

Sincerely,



Mandy Patenaude

Principal - Hillside Jr./Sr. High School



Northern Gateway Public Schools

Occasional or Off-Site Activities Approval Form

Key Supervisor: Meghan Caron **Date:** March 19, 2024

School: Hillside Jr/Sr High School

SECTION A

Grade(s), Class or Team: Grades 9-12				
Title of Activity: <u>Stories of Scotland</u>		Date(s) of Trip: <u>Spring Break 2026 (will be tweaked to accommodate break</u>		
Location of Activity: <u>Scotland</u>		Time of Departure: <u>TDB</u>	Time of Return: <u>TDB</u>	
Description of Activity: <u>Students will tour the highlights of Scotland, emerging themselves in the history of storytelling as they move through the kingdom of the north.</u>				
Educational Purpose of Trip: <u>Educational travel develops necessary 21st century skills for communication, , lifelong learners, and responsible citizens. Tours will connect with classic literature and history.</u>				
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: <u>x (Plane)</u>				
Costs to students: Transportation: \$ _____ Activity costs: \$ _____ Equipment Rental \$ _____ Other: \$ _____ Total: \$ <u>5500</u>				
Supervisor/student ratio: <u>1 : 6</u>		Key Supervisor's Name(s): <u>Meghan Caron (rest TBD dependent on numbers)</u>		
		Supervisor Qualifications: <u>NGPS Teacher</u>		
Description of specialized clothing or equipment required: <u>Comfortable clothing and walking shoes</u>		The Risk Assessment <u>Low Risk as per Appendix 260-1</u>		
Safety Elements/Concerns: <u>Transportation to destination, touring a new city</u>				
Has the Lead Teacher previewed the proposed site? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Activities planned for students unable to participate in the Field Trip: <u>N/A</u>		

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: M Potterman Date: Oct 2/21

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 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
 - 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 type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Supervisor list	Yes <input 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: M Patmanuel Date: Oct 2/24



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 permission form carefully, completing the shaded section, and then sign and return to your child's school.

School: Hillside Jr/Sr High School		Grade(s), Class or Team: 9-12 Hillside Students	
Title of Activity: Stories of Scotland		Date(s) of Trip: Spring Break 2026	
Location of Activity: Scotland		Time of Departure: TBD	Time of Return: TBD
Description of Activity: Students will tour the highlights of Scotland, emerging themselves in the history of storytelling as they move through the kingdom of the north.			
Educational Purpose of Trip: Educational travel develops necessary 21st century skills for communication, , lifelong learners, and responsible citizens. Tours will connect with classic literature and history.			
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: X Plane			
Costs to students: Transportation: \$ _____ Activity costs: \$ _____ Equipment Rental \$ _____ Other: \$ _____ Total: \$ <u>5500</u>			
Supervisor/student ratio: <u>1</u> : <u>6</u>		Key Supervisor Qualifications: Meghan Caron (rest TBD dependent on numbers) NGPS Teacher	
Description of specialized clothing or equipment required: Comfortable clothing and walking shoes			
Rules & expectations for student conduct: Responsible with travel documents, strong representation of our school in a new culture			
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. _____ Transportation to destination, touring a new city _____			
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.



EDUCATIONAL
TOURS

Watch videos, read
reviews, and enroll on your
teacher's Tour Website

eftours.com/







This is also your tour number

STORIES OF SCOTLAND

9 or 12 days | Glasgow | West Highlands | Inverness | Edinburgh | Extension to England

Around every loch, moor, and castle, a Scottish story is waiting to be told. Whether it's from the mouth of a skilled storyteller, from the calloused hands of a hardworking Glaswegian, or from the well-worn cobbles of Edinburgh's Royal Mile, you can expect a vibrant story bursting with life. Go beyond seeing Scottish landmarks and experience the kingdom of the north through the stories of the Scots.

EVERYTHING YOU GET:

-  **Full-time Tour Director**
-  **Sightseeing:** 1 sightseeing tour led by expert licensed local guides (2 with extension); 2 walking tours (3 with extension)
-  **Entrances:** Kelvingrove Museum; The National Piping Centre; Riverside Museum; Doune Castle; Bannockburn Visitor Centre; Neptune's Staircase; Old Inverlochy Castle; West Highland Museum; train to Mallaig; Glenfinnan Monument & Visitor Centre; Loch Ness cruise; Urquhart Castle; Edinburgh Castle; Scottish Storytelling Center; National Museum of Scotland; with extension: Tower of London; London Eye; Knightsbridge Museum
-  **Personalized learning guide:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
-   **All of the details are covered:** Round-trip flights on major carriers; comfortable motorcoach; 7 overnight stays in hotels with private bathrooms (10 with extension); European breakfast and dinner daily



Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your Tour Director in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. Expert local guides will lead your group on sightseeing tours, providing detailed views on history, art, architecture, or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday

– MELISSA, TRAVELER



CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at eftours.com/

Your teacher's Tour Website



Kelvingrove Art Gallery and Museum



Urquhart Castle in Loch Ness

What you'll experience on your tour

Day 1: Fly overnight to Scotland

Day 2: Glasgow

- Meet your Tour Director at the airport in Glasgow, Scotland's largest city. Learn the story of its people, their working-class roots, and their rich history and culture.
- Take a guided tour of Glasgow.
- Visit the Kelvingrove Museum and Art Gallery.

Day 3: Glasgow

- Visit the National Bagpipe Center and learn to play a few notes on the bagpipes.
- Learn about the stories of Glasgow through the lens of transportation in a visit to the award-winning Riverside Museum.

Day 4: West Highlands

- Recreate the pivotal Battle of Bannockburn in a high-tech interactive exhibit that emulates the chaos of the battlefield and puts you in the shoes of Scotland's commanders.
- Visit Doune Castle and see the hallowed walls you'll recognize from many medieval-themed movies and television shows.
- Travel through Glencoe and the Highlands, some of the most remote and beautiful landscapes in Europe.

Day 5: West Highlands | Inverness

- Visit Fort William, where you'll explore Neptune's Staircase, Old Inverlochy Castle, and West Highland Museum.
- Board a train and relax as you ride through the Scottish Highlands. Make sure to snap a photo of the Glenfinnan Viaduct, which you may recognize from a certain wizarding world.
- Follow in the footsteps of Bonny Prince Charlie at the Glenfinnan Monument & Visitor Centre.
- Continue on to Inverness.

Day 6: Inverness | Edinburgh

- Enjoy a cruise on Loch Ness.
- Visit Urquhart Castle.
- Continue on to Edinburgh, where Edinburgh Castle is the enduring symbol of Scotland's capital and site of many of the nation's storied events. Ownership of the fortress, perched atop an extinct volcano, changed hands many times over the centuries, from Scottish to English and back again. Mary, Queen of Scots, gave birth to James VI of Scotland here, who would later rule England as James I.

Day 7: Edinburgh

- Enjoy Edinburgh's Royal Mile on a guided tour. Experience the Old Town, a romantic jumble of medieval buildings that gives you a sense of what it was like to live in centuries past.
- Visit Edinburgh Castle.

Day 8: Edinburgh

- Visit the Scottish Storytelling Center to listen to some of Scotland's best storytellers, then learn the art and craft of telling your own story.
- Visit the National Museum of Scotland.
- Enjoy time to explore on your own, or [take a ghost tour of Edinburgh](#).

Day 9: Depart for home

3-DAY TOUR EXTENSION

Day 9: Edinburgh | London

- Travel to London.
- Take a walking tour of London.

Day 10: London

- Take an expertly guided tour of London: Big Ben; Houses of Parliament; Piccadilly Circus; Westminster Abbey; Changing of the Guard at Buckingham Palace (*if scheduled*).
- Visit the Tower of London.
- Enjoy free time to explore London on your own.

Day 11: London

- Choose between visiting some of London's best museums: the Natural History Museum, Victoria Albert Museum, or Science Museum.
- Ride the London Eye, a large Ferris wheel along the River Thames that offers panoramic views of the city.

Day 12: Depart for home

Scotland was by far the best part of the tour, filled with haggis, kilts, highland cows and castles. In the three days we spent in Edinburgh, we got the chance to visit the breathtaking Edinburgh Castle and Palace of Holyrood House.

– MOLLY, STUDENT

“ Tour review

TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. _____
2. _____
3. _____

— The easiest ways to —

ENROLL TODAY



Enroll on our website
eftours.com/enroll



Enroll by phone
800-665-5364



Enroll by mail
EF Educational Tours
Two Education Circle
Cambridge, MA 02141

My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan, and knowledgeable tour guides.

—CHARLOTTE, PARENT OF TRAVELER

“ Tour review

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. What's more:

- **We always offer the lowest prices** so more students can travel.
- **We're fully accredited, just like your school**, so you can earn credit while on tour.
- **All of our educational tours feature experiential learning activities** and visits to the best sites.
- **We're completely committed to your safety.** We have more than 600 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- **Your full-time Tour Director is with your group** every step of the way on tour, providing insight about your destinations as well as great local tips.



Education First

October 30th, 2024

Northern Gateway Public School Board Trustees,

I am pleased to share with you our plans for an exciting cultural exchange program involving Percy Baxter Middle School's Grade 8 students and middle school students from Owen Sound, Ontario. This exchange, organized through the Canadian Sports and Friendship Exchange Program, offers a unique opportunity for our students to excel academically and grow personally as they develop leadership skills, build friendships, and experience cultural diversity.

This exchange will involve four groups of 30 Grade 8 students from Percy Baxter and four schools in Owen Sound. Our students will participate in the AAA Program, which focuses on Academics, Attitude, and Attendance. They will model positive behaviors and serve as mentors to Grade 6 and 7 students, reinforcing their roles as leaders within our school community. In addition, students will engage in citizenship work and participate in various fundraising activities throughout the year to earn their spots in this program.

Each student will complete a profile highlighting their interests, hobbies, likes, and dislikes, which will be shared with the Canadian Sports and Friendship Exchange Program. Students will then be individually matched with counterparts from Ontario, creating meaningful connections and fostering friendships that will continue through email, FaceTime, or Google Meet. Throughout the year, students and classes will have the opportunity to interact, sharing stories, lessons, and experiences, with the ultimate goal of building healthy relationships before our Ontario visitors arrive in Whitecourt.

The program aims to broaden our students' perspectives by exposing them to different cultures, economies, educational systems, and geographic regions. This exchange will give our students the chance to showcase our community and the beauty of Alberta, with potential activities that include a visit to Jasper and tours of local industries.

Supervision and Safety: For this exchange, our supervision ratio will be 4 chaperones per 30 students. Supervisors will include Vincent Dikaitis, Shana Gagnon, Heather Perry, Sheri Finan, Harvey Lentz, and selected parent chaperones. Students will travel in pairs, wear matching shirts for easy identification, and be under the close supervision of chaperones, who will be responsible for small groups at all times. A comprehensive communication plan will be in place, providing phone access for all students, and seating

will be arranged so that groups remain together on flights. All chaperones will have completed vulnerable sector checks to ensure the highest standards of safety.

Estimated Cost Breakdown: This program is designed to be highly cost-effective for our school, with all primary expenses covered for our group while in Ontario, including flights, accommodations, food, and entertainment.

Hosting Costs: When we welcome Ontario students to Whitecourt, the following costs will be incurred:

Transportation of both Ontario and PBS students: \$10,000 for busing over 10 to 12 days.
West Edmonton Mall Waterpark Passes both Ontario and PBS students: \$12,000 for 240 students at \$50 per pass.

Hotels in Hinton/Jasper for PBS students: \$8,000 for 40 rooms at \$200 per room.

The total estimated cost is \$30,000, which, divided among 120 students, would equal \$250 per student. Our goal is to cover these costs through community sponsorships and fundraising efforts. With up to 200 parents contributing, we are confident in our ability to secure sufficient funds, ensuring that no student will be excluded due to financial limitations.

This cultural exchange offers our Grade 8 students invaluable learning experiences, building momentum for future Grade 7 participants and reinforcing Percy Baxter Middle School's position as a leader in experiential learning opportunities. Having successfully implemented this program in previous districts, we are excited to see Percy Baxter represented positively, with our students gaining leadership, academic success, and a deeper understanding of cross-cultural connections.

We look forward to working with the Northern Gateway Public School Division to support this initiative, which promises to enrich the lives of our students and foster a sense of community across provincial lines.

Thank you for considering this request, and please feel free to reach out with any questions.

Sincerely,
Vincent Dikaitis
Principal, Percy Baxter Middle School



Grade Cultural Exchange to Ontario and Trip Overview and Itinerary

The Cultural Exchange Program through Canadian Sports and Friendship Exchange Program (CSFEP) aims to foster connections between Percy Baxter Middle School and four groups of 30 students from Ontario. This initiative will enable students to participate in enriching activities and build friendships with peers from another region of Canada.

Chaperones: Vince Dikaitis, Heather Perry, Shanna Gagnon, Sherri Finan, Harvey Lentz

Cultural Exchange Dates:

May 25-31

Group 1 and 2 (Whitecourt) will travel to Ontario Group 1 and 2 (Ontario) will host our students. Group 3 and 4 (Whitecourt) will host Group 3 and 4 from Ontario.

June 8-14th

Group 1 and 2 (Whitecourt) will host Group 1 and 2 from Ontario
Group 3 and 4 (Ontario) will host Group 3 and 4 from Whitecourt

Proposed Itinerary: While in Whitecourt:

Day 1: Arrival of Ontario students in Edmonton, followed by bus transportation to Whitecourt. Welcome dinner at PBS and hotel check-in.

Days 2 & 3: Travel to Jasper for two days of activities, staying overnight in Hinton. Exploration of Jasper's natural beauty and attractions.

Day 4: Day at Rotary Park, including a visit to the Forest Interpretive Centre, Picnic and Outdoor games (Miller Centre as backup)

Day 5: Geocaching adventure at Carson Lake, followed by Picnic and Movie night

Day 6: Trip to West Edmonton Mall for a day at the waterpark afterwards our students return home.

Day 7: Departure of Ontario students

Itinerary Options While in Ontario (Itinerary Option 1)

Day 1: Arrival in Toronto, Bus transfer to Owen Sound, Check into hotel

Day 2: Meet and greet at the local school, Interactive games and community scavenger hunt, Visit the Billy Bishop Museum

Day 3: Morning trip to Keady Flea Market (over 200 vendors). Afternoon bowling. Friendly soccer match in the evening

Day 4: Explore Cypress Lake National Park. Guided hike through the park. Hike to the lookout tower

Day 5: Visit Collingwood Amusement Centre and ski area. Day of rides and activities

Day 6: Full day at Canada's Wonderland amusement park in Toronto

Day 7: Fly back to Edmonton Bus transfer back to Whitecourt

Itinerary Options While in Ontario (Itinerary Option 2)

Day 1: Arrival in Toronto, Bus transfer to Owen Sound, Check into hotel

Day 2: Visit Blue Mountain Resort Scenic hikes and breathtaking views

Day 3: Morning trip to Keady Flea Market (over 200 vendors). Afternoon bowling. Friendly soccer match in the evening

Day 4: Explore Cypress Lake National Park. Guided hike through the park. Hike to the lookout tower

Day 5: Spend the day at Sauble Beach. Beach games, scavenger hunts, and group bonding activities

Day 6: Full day at Canada's Wonderland amusement park in Toronto

Day 7: Fly back to Edmonton Bus transfer back to Whitecourt

Cost Breakdown for all 4 groups

Busing (10 to 12 days of travel): \$10,000

West Edmonton Mall waterpark passes (240 students at \$50 each): \$12,000

Hotels in Hinton (40 rooms at \$200 per room): \$8,000

CSFEP covers the cancellation insurance

Total Estimated Cost: \$30,000

Curricular outcomes:

8LA.1.8 - Combine ideas: exchange ideas and opinions to clarify understanding and to broaden personal perspectives

8LA.4.27 - Demonstrate attentive listening and viewing: use appropriate verbal and nonverbal feedback to respond respectfully

8LA.5.1 - Appreciate diversity: compare own with others' understanding of people, cultural traditions and values portrayed in oral, print and other media texts

8LA.5.2 - Appreciate diversity: clarify and broaden perspectives and opinions, by examining the ideas of others

8LA.5.5 - Use language to show respect: use inclusive language and actions that demonstrate respect for people of different races, cultures, genders, ages and abilities

8LA.5.6 - Cooperate with others: propose ideas or advocate points of view that recognize the ideas of others and advance the thinking of the group

8LA.5.7 - Cooperate with others: use opportunities as a group member to contribute to group goals and extend own learning

If we did a Travel Journal or group presentation we could do the following or to do a pre-trip activity to research points of interest from the itinerary...

8LA.3.10 - Organize information: organize ideas and information creatively, as well as logically, to develop a comparison or chronology, or to show a cause-effect relationship

8LA.3.11 - Organize information: organize ideas and information to establish an overall impression or point of view in oral, print and other media texts

8LA.3.17 - Share ideas and information: communicate ideas and information in a variety of oral, print and other media texts, such as interviews, minilessons and documentaries

Science /Math

Grade 8 Science- Fresh and Salt water Systems

Describe the distribution and characteristics of water in local and global environments, and identify the significance of water supply and quality to the needs of humans and other living things

- describe, in general terms, the distribution of water in Alberta, Canada and the world; and interpret information about water characteristics (e.g., identify glaciers, snow, polar icecaps, ground water and oceans as components of Earth's water; interpret graphical information on the availability of potable water)

Investigate and interpret linkages among landforms, water and climate

- investigate and describe stream characteristics (e.g., describe the slope, flow rate and stream profile characteristics of a model stream on a stream table)
- identify evidence of glacial action, and analyze factors affecting the growth and attrition of glaciers and polar icecaps (e.g., identify factors that affect the size of polar ice sheets and the Columbia Icefield)
- describe the movement of ocean currents and its impact on regional climates (e.g., effects of the Gulf Stream, Labrador Current, El Niño, La Niña)

Analyze factors affecting productivity and species distribution in marine and freshwater environments

- investigate and interpret examples of seasonal, short-term and long-term change in populations of living things found in aquatic environments (e.g., algal blooms, changes in local freshwater fish populations, cod and salmon stock depletion)
- analyze relationships between water quality and living things, and infer the quality of water based on the diversity of life supported by it

Grade 8 Science- Mechanical Systems

Illustrate the development of science and technology by describing, comparing and interpreting mechanical devices that have been improved over time

- investigate and provide examples of mechanical devices used in the past to meet particular needs (e.g., describe and interpret devices developed to move water or be moved by water, such as the Persian wheel, Archimedes' screw, mill wheel)
- illustrate how a common need has been met in different ways over time (e.g., development of different kinds of lifting devices) • illustrate how trial and error and scientific knowledge both play a role in technological development (e.g., development of aircraft) 2. Analyze machines by describing the structures and functions of the overall system, the subsystems and the component parts • analyze a mechanical device, by: – describing the overall function of the device – describing the contribution of individual components or subsystems to the overall function of the device – identifying components that operate as simple machines
- identify the source of energy for some familiar mechanical devices

Investigate and describe the transmission of force and energy between parts of a mechanical system

- analyze mechanical devices to determine speed ratios and force ratios
- compare theoretical and actual values of force ratios, and propose explanations for discrepancies (e.g., identify frictional forces, and estimate their effect on efficiency)
- identify work input and work output in joules for a simple machine or mechanical system (e.g., use a device to lift a measured mass an identified distance, then calculate the work output)
- describe fluid pressure qualitatively and quantitatively, by: – explaining how forces are transferred in all directions – describing pressure in units of force per unit area
- describe how hydraulic pressure can be used to create a mechanical advantage in a simple hydraulic jack (e.g., describe the relationship among force, piston size and distance moved, using different sized syringes linked by tubing)
- describe and interpret technologies based on hydraulics and pneumatics (e.g., applications in hydraulic lifts and air-driven tools)

Grade 8 math - shape and space

Pythagorean theorem



Northern Gateway Public Schools

Occasional or Off-Site Activities Approval Form

Key Supervisor: Vince Dikaitis Date: October 30th School: Percy Baxter Middle School

SECTION A

Grade(s), Class or Team: Grade 8 students participating in the AAA Program (Attitude, Attendance, and Academics).	
Title of Activity: Cultural Exchange CSFEP Exchange Program.	Date(s) of Trip: May 25-31 and June 8-14
Location of Activity: Sauble Beach, Owen Sound, Ontario.	Time of Departure: TBA Time of Return: TBA
Description of Activity: The Cultural Exchange Program through Canadian Sports and Friendship Exchange Program (CSFEP) aims to foster connections between Percy Baxter Middle School and four groups of 30 students from Ontario. This initiative will enable students to participate in enriching activities and build friendships with peers from another region of Canada.	
Educational Purpose of Trip: The program encourages students to think beyond their daily environment, exposing them to different cultures, economies, educational systems, and geographic regions. The exchange provides a valuable opportunity for our students to showcase their community and Alberta, with potential activities including a visit to Jasper to highlight Alberta's natural beauty, and tours of local industries.	
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: Flying <input type="checkbox"/>	
Costs to students: Transportation: \$ <u>\$80.00</u> Activity costs: \$ <u>100.00</u> Equipment Rental \$ _____ Other: \$ 65.00 Hotels Total: \$ <u>245.00</u>	
Supervisor/student ratio: 4 : 30	Key Supervisor's Name(s): Vincent Dikaitis, Shanna Gagnon, Heather Perry, Sherri Finan Supervisor Qualifications: School Teachers and Principal
Description of specialized clothing or equipment required: N/A	The Risk Assessment
Safety Elements/Concerns: Any and all risks associated with bus transportation and flying as well the recreational activities such as hiking - West Ed Water Park - swimming, visiting Canada's Wonderland and Blue Mountain Resort, Cypress Lake National Park and Collingwood Amusement Centre and Ski Area. Safety Precautions: Students will be required to travel in pairs and wear matching shirts for easy identification. Chaperones will be responsible for small groups, ensuring close supervision at all times. Detailed communication plans, including phone access for all students, will be in place and tickets will be organized so that groups sit together during flights.	
Has the Lead Teacher previewed the proposed site? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Activities planned for students unable to participate in the Field Trip: Regular classes

Baxter

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: Oct 30/2024

Superintendent approval to proceed: _____ Date: _____

Superintendent Approval: (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 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
- Appropriate 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
 - 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: Oct 30/2024

Bylaw No. 3-24
of
The Northern Gateway School Division

A Bylaw of the Northern Gateway School Division (the "School Division"), in the Province of Alberta, to provide for every nomination for elected office to be accompanied by a deposit.

WHEREAS under the provisions of Section 29 of the Local Authorities Election Act, the Board of Trustees may pass a bylaw to provide for every nomination for elected office to be accompanied by a deposit in the amount fixed in the bylaw; and

WHEREAS the Board of Trustees of the School Division is desirous of establishing such a deposit.

THEREFORE, BE IT RESOLVED for Nomination Day on Monday, September 22th, 2025, that all nominations for elected office shall be accompanied by a deposit and the deposit amount shall be Fifty (\$50.00) Dollars.

RECEIVED FIRST READING this 5th DAY OF November, 2024.

Board Chair

Secretary-Treasurer

Seal

RECEIVED SECOND READING this ____ DAY OF _____, 2024.

Board Chair

Secretary-Treasurer

Seal

RECEIVED UNANIMOUS CONSENT OF THE TRUSTEES PRESENT AND RECEIVED THIRD READING AND FINALLY PASSED THIS ____ DAY OF _____, 2024.

Board Chair

Secretary-Treasurer

Seal

Superintendent's Report

Administrators Meeting October 23rd (SLQS 3,4,5,6,7)

1. Opening
2. Non negotiables review and progress
3. Covered window discussion and three month preparation
4. December cleaning
5. Provincial updates
 - a. Changes to funding formula probably for next year
 - b. Capital funding announcement
 - c. Curriculum next step
6. Assessment
7. FNMI circle meeting
8. Imaging
 - a. A dog and it's car lesson
 - b. Discussion of taught lesson
9. November professional development
10. Finance
11. Risk Management changes

Math Teaching Professional Development (SLQS 2,3,4)

Jonathan Ferris, international author and educator, was able to come to our schools for three days during the third week in October. Working at a grade 5-9 level he worked with a group of teachers from different schools in learning about the SNAP assessment and learning technique. The group designed a lesson in the morning based on their learning and then conducted the lesson with groups of students in the afternoon. Reports from the teachers who attended were extremely positive and there are opportunities for further work supporting SNAP and good learning practices in our province and beyond. Mr. Ferris reported the joy in learning he experienced with our staff and students.

COMPASS AP Group (SLQS 4,5,3,2)

COMPASS is the name of our program developing our future formal and informal leaders. The COMPASS Assistant Principal group with 10 participants had their first learning day on October 28th. The topic was instructional leadership with lesson planning, effective content delivery methods, organic Indigenous inclusion, and socio-emotional effective practices taking center stage.





Field Services Meeting (SLQS 1,6,7)

We had our biannual meeting with our Ministry of Education Field Services worker on October 29th. Detailed discussion included:

- Trends within the Division including population and need
- Discussion of the concentration of need in NGPS compared to other schools in the area
- Reaction to new cell phone requirements
- Capital issues
- [Ministerial Order](#) on Student Learning and Policy 1
- Teaching Profession Commission
- Strategies to mitigate teacher shortage with 8000 needed over the next three years



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 (Policy 2, Section 4.6)

SEPTEMBER

- Conduct a Governance, Strategy and Development Committee (GSD) 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/October) (Policy 7, Section 9.6)
- 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/October) (Policy 7, Section 9.6)
- [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 (Policy 2, Section 2)

DECEMBER

- Approve the Borrowing By-law
- Conduct the School Results Review (November/December)
- Conduct a Governance, Strategy and Development Committee (GSD) Meeting (following School Results Review)
- Identify Goals for the Advocacy Plan (Policy 2, Section 8.2)



JANUARY

- Review the Draft School Calendars (Policy 2, Section 9.5)
- [ASBA Honouring Spirit: Indigenous Student Awards Nominations](#)

FEBRUARY

- Approve the Infrastructure Maintenance Renewal Work Plan (IMR)
- Approve the School Calendar (Policy 2, Section 9.5)
- Approve the Advocacy Plan (Policy 2, Section 8.3)
- 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
- Contribute to the Three-Year Educational Planning Process (Policy 2, Section 1.3, 1.4)
- [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 Governance, Strategy and Development (GSD) Committee Meeting (following school tours)
- [ASBA Edwin Parr and PSBAA Awards Deadlines](#)

APRIL

- Conduct the Second Finance Committee Meeting to Discuss Provincial Budget (April or May)
- Review the Draft Three-Year Education Plan (Policy 2, Section 1.4)

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 Governance, Strategy and Development (GSD) 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