

November 13, 2024

To: Mr. Kevin Bird

Re: Application for Tour Group 2027 from Onoway Junior Senior High School

Dear Mr. Bird,

This letter is intended to accompany the formal Northern Gateway Off-Site Activities Approval Form, which I am submitting for your review and approval to plan and run a tour group in the spring of 2027. We will use Explorica Tours for this tour.

The tour will explore Athens, Florence and Rome. Please see the included itinerary for details on the tour, proposed to occur during the spring break of 2027. The approximate cost per participant will be \$4953.00. The student to chaperone ratio will be 1:6, and I have again set a cap of 42 students + 7 chaperones, to allow sufficient room on the bus.

Should complete cancellation be needed Explorica now has a new insurance company and the tour can be cancelled at any time with refunds following a set schedule of return based on date of cancellation relative to date of departure. I have included a copy of their cancellation policy.

Traveling is a wonderful opportunity for students to learn about themselves, analyze their own strengths and weaknesses but also present an opportunity to incorporate specific learner outcomes from various programs of studies and this is the primary reason for our school-based tour. Students are made well aware of this prior to leaving in our group meetings, which we have throughout the year(s) while preparing, and again while on tour. Concepts are reinforced throughout the tour in discussion, participation of activities and the students' own experiences, and after returning home in debriefing discussions and in relating their experiences to others.

When choosing this specific tour I began by considering the Program Foundations for Social Studies in Alberta. The Adriatic is rich in history, beginning in the time of the Greek Empire to the Romans, to the start of World War 1, followed by the Soviet occupation after World War 2, to today where the region has become a favourite destination of European vacationers. We will explore and take part in cultural activities to highlight points in history, which have explicit connections to Alberta curriculum.

The educational reasons for travel are deep and far-reaching. I am including direct curricular links across multiple subject areas from Alberta programs of studies and explanations of how these are included as well as first-hand accounts of witnessing the students benefiting from being able to take part in past tours.

Taken from the Program Rationale and Philosophy of high school social studies curriculum:

Values and Attitudes

Social studies provides learning opportunities for students to:

- value the diversity, respect the dignity and support the equality of all human beings
- demonstrate social compassion, fairness and justice
- demonstrate a global consciousness with respect to humanity and world issues
- demonstrate a consciousness for the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability
- value lifelong learning and opportunities for careers in the areas of social studies and the social sciences.

Knowledge and Understanding

Social studies provides learning opportunities for students to:

- understand their rights and responsibilities in order to make informed decisions and participate fully in society
- understand the unique nature of Canada and its land, history, complexities and current issues
- understand historic and contemporary issues, including controversial issues, from multiple perspectives
- understand how political and economic distribution of power affects individuals, communities and nations

Skills and Processes

Social studies provides learning opportunities for students to:

- engage in active inquiry and critical and creative thinking
- engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making
- apply historical and geographic skills to bring meaning to issues and events

The above foundational ideas of the social studies program of studies will be at the forefront of discussions and presentations by guides and our tour director. Students will be encouraged to listen to the ideas presented and then discuss how what they are seeing and learning can relate to themselves and us as Canadians.

Students will be encouraged to make direct connections to specific social studies outcomes as we explore regions of Europe which are discussed and studied in class. Perspectives from local inhabitants and guides can help the students to think critically of viewpoints related to important ideologies and beliefs. These outcomes include:

Social Studies 20-1

Key Issue: To what extent should we embrace nationalism?

Related Issue 1: To what extent should nation be the foundation of identity?

General Outcome: Students will explore the relationships among identity, nation and nationalism.

Specific Outcomes:

Values and Attitudes:

Students will:

- 1.1 appreciate that understandings of identity, nation and nationalism continue to evolve
- 1.2 appreciate the existence of alternative views on the meaning of nation
- 1.3 appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world
- 1.4 appreciate why peoples seek to promote their identity through nationalism

Knowledge and Understanding

Students will:

- 1.5 explore a range of expressions of nationalism
- 1.6 develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic)
- 1.7 analyze the relationship between nation and nation-state
- 1.8 analyze how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution and Napoleonic era, contemporary examples)

Related Issue 2: To what extent should national interest be pursued?

General Outcome: Students will assess impacts of nationalism, ultranationalism and the pursuit of national interest.

Specific Outcomes:

Values and Attitudes:

Students will:

- 2.1 appreciate that nations and states pursue national interest
- 2.2 appreciate that the pursuit of national interest has positive and negative consequences
- 2.3 appreciate multiple perspectives related to the pursuit of national interest

Knowledge and Understanding

Students will:

- 2.4 explore the relationship between nationalism and the pursuit of national interest
- 2.5 analyze how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period)
- 2.6 analyze the relationship between nationalism and ultranationalism
- 2.7 analyze nationalism and ultranationalism during times of conflict (causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, ultranationalism in Japan, internments in Canada, conscription crises)

Social Studies 20-2

Key Issue: To what extent should we embrace nationalism?

Related Issue 1 Should nation be the foundation of identity?

General Outcome: Students will explore the relationships among identity, nation and nationalism.

Specific Outcomes:

Values and Attitudes

Students will:

- 1.1 appreciate that understandings of identity, nation and nationalism continue to evolve
- 1.2 appreciate the existence of alternative views on the meaning of nation
- 1.3 appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world
- 1.4 appreciate why peoples seek to promote their identity through nationalism

Knowledge and Understanding

Students will:

- 1.5 explore a range of expressions of nationalism
- 1.6 develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic)
- 1.7 analyze the relationship between nation and nation-state
- 1.8 analyze how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution and Napoleonic era, contemporary examples)

Key Issue: To what extent should we embrace nationalism?

Related Issue 2: To what extent should national interest be pursued?

General Outcome: Students will assess impacts of nationalism, ultranationalism and the pursuit of national interest.

Specific Outcomes:

Values and Attitudes

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Knowledge and Understanding

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- 2.6 analyze the relationship between nationalism and ultranationalism
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Social Studies 30-1

Key Issue: To what extent should we embrace an ideology?

Related Issue 1: To what extent should ideology be the foundation of identity?

General Outcome Students will explore the relationship between identity and ideology.

Specific Outcomes:

Values and Attitudes

Students will:

- 1.1 appreciate various perspectives regarding identity and ideology
- 1.2 appreciate various perspectives regarding the relationship between individualism and common good

Knowledge and Understanding

Students will:

- 1.3 explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology)
- 1.4 examine historic and contemporary expressions of individualism and collectivism
- 1.5 examine the characteristics of ideology (interpretations of history, beliefs about human nature, beliefs about the structure of society, visions for the future)

Social Studies 30-2

Key Issue: To what extent should we embrace an ideology?

Related Issue: 1 Should ideology be the foundation of identity?

General Outcome: Students will explore the relationship between identity and ideology.

Specific Outcomes:

Values and Attitudes

Students will:

- 1.1 appreciate various perspectives regarding identity and ideology
- 1.2 appreciate various perspectives regarding the relationship between individualism and common good

Knowledge and Understanding

Students will:

- 1.3 explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology)
- 1.4 identify historic and contemporary expressions of individualism and collectivism
- 1.5 examine the characteristics of ideology (interpretations of history, beliefs about human nature, beliefs about the structure of society, visions for the future)
- 1.6 identify themes of ideologies (nation, class, relationship to land, environment, religion)
- 1.7 examine individualism as a key value of ideology (values of liberalism: individual rights and freedoms, self-interest, competition, economic freedom, rule of law, private property)
- 1.8 examine collectivism as a foundation of ideology (values of collectivism: collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property)
- 1.9 examine the relationship between individualism and common good in contemporary societies

The Science 20 and 30 Programs of Studies have Attitude Outcomes built into the curricular objectives, which connect explicitly with experiences the students will have in Croatia as we visit Plitvice National Park:

Mutual Respect

Students will be encouraged to:

appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds; *e.g.*,

- *use a multiperspective approach, considering scientific, technological, economic, cultural, political and environmental factors when formulating conclusions, solving problems or making decisions on an STS issue*
- *recognize that Western approaches to science are not the only ways of viewing the universe*

Collaboration

Students will be encouraged to:

work collaboratively in planning and carrying out investigations and in generating and evaluating ideas; *e.g.*,

- *be attentive when others speak, seek the point of view of others, and consider a multitude of perspectives*

Stewardship

Students will be encouraged to:

demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment; *e.g.*,

- *assume part of the collective responsibility for the impact of humans on the environment*
- *participate in civic activities related to the preservation and judicious use of the environment and its resources*
- *consider all perspectives when addressing issues, weighing scientific, technological and*

ecological factors

- *discuss both the positive and negative effects on human beings and society of environmental changes caused by nature and by humans*
- *promote actions that are not injurious to the environment*
- *make personal decisions based on a feeling of responsibility toward less privileged parts of the global community and toward future generations*
- *be critical-minded regarding the short- and long-term consequences of sustainability.*

Heavy focus is placed on CTS Tourism outcomes and will be front loaded during our meetings while discussing the choice of destination and benefits of going abroad. These outcomes are reinforced while on tour when we discuss the travelers' experiences related to forms of transportation, accommodations used, and food & beverage experiences. Students will be encouraged to critically analyze what they experienced to help them make informed decisions when they begin planning their own trips in the future. Each student will be responsible for completing a written diary while on tour, cataloging these ideas and experiences.

Employment opportunities as well as entrepreneurial opportunities will be evident in the tourism sector as students are exposed to various aspects of the tourism industry and the various sectors we will be utilizing on our own tour. Students will be encouraged to describe their own experiences and suggest improvements and why they believe these could be beneficial, from both a personal standpoint as well as bigger picture view of potentially working with in the tourism industry.

Curricular outcomes covered will include the following:

Tourism 1010: The Tourism Sector

1. describe the organizational structure of the tourism sector and the role of the various organizations
 - 1.4 describe the different industries of the sector and the infrastructure that connects them; e.g., travel destinations may be connected to air transportation/surface transportation
 - 1.5 identify various organizations at the local, national and international level, their responsibilities and how they interact; e.g., government, tourism destination regions, industry associations, local associations, private-sector operations
2. Assess the effects different travel motivators, trends and sustainability have on industry activity
 - 2.2 describe and discuss the various visitor characteristics, including:
 - 2.2.1 geographic
 - 2.2.2 demographic
 - 2.2.3 psychographic
 - 2.2.4 socioeconomic
 - 2.3 describe various motivating factors for travel, including:
 - 2.3.1 leisure

- 2.3.2 disposable income
- 2.3.3 educational opportunities
- 2.3.4 personal interest
- 2.5 explore the positive and negative impacts of tourism
- 2.6 list and explain various societal and political factors that influence industry activity
- 2.7 describe and explain what it means to be a responsible tourist
- 4. identify employment opportunities in the tourism sector
 - 4.1 research a variety of occupations in different industries of the tourism sector
 - 4.2 research sources of furthering skills, training and post-secondary education for employment prospects and advancement

The importance of giving guests a quality service will be discussed and analyzed using the students' own experiences across multiple tourism sectors including accommodations, food and beverage, and transportation. Students will be encouraged to discuss with each other and their chaperones, thereby gaining an inherent ability to critically examine their own experiences and realize what is important to them personally when traveling for themselves and their own families. They will also gain an understanding of what is important from a business perspective to offer guests and give a satisfying experience to clients while considering a balance of economy.

Tourism 1030: Quality Guest Services

- 1. identify the importance of providing quality guest service to customers
 - 1.1 define the following:
 - 1.1.1 tourism as a product; e.g., intangible/tangible product
 - 1.1.2 tourism as a service
 - 1.2 identify and explain the four I's in guest service
 - 1.3 identify the building blocks of service
 - 1.4 define "professional culture" as it relates to quality guest service
 - 1.5 describe the role of various agencies in developing guest service standards
 - 1.6 describe the importance of providing quality hospitality and guest service
 - 1.7 describe the importance of creating a positive first impression
 - 1.8 demonstrate professional guest relations skills
 - 1.9 identify techniques for developing a positive relationship with guests

Tourism 1040: The Food & Beverage Industry

- 3. distinguish among food and beverage market segments
 - 3.1 define the following:
 - 3.1.1 banquet service
 - 3.1.2 buffet and smorgasbord
 - 3.1.4 family, specialty and chain restaurants
 - 3.1.5 franchise
 - 3.1.6 catering
 - 3.1.7 eatertainment

- 3.2 differentiate between commercial and noncommercial food service operations
- 3.3 compare the types and segments of food service operations

Tourism 1050: The Accommodation Industry

- 1. explain market segmentation in the accommodations industry
- 1.2 discuss “branding” in the accommodations industry
- 1.3 match visitor characteristics with various accommodations
- 1.4 list factors that determine the price structure for accommodation properties
- 1.5 define and explain the importance of:
 - 1.5.1 occupancy rate
 - 1.5.2 average room rate

Tourism 2040: Food & Beverage Service

- 1. develop an understanding of food and beverage products
 - 1.1 identify basic meat, poultry and seafood products
 - 1.2 describe basic soups and sauces
 - 1.3 identify common food preparation terms
 - 1.4 develop a knowledge of various types of beverages
- 2. demonstrate knowledge of tools and equipment
 - 2.1 identify tableware used in the food and beverage industry
- 5. describe factors related to food and beverage service
 - 5.1 prepare glassware
 - 5.2 serve tea and coffee

Tourism 3010: Food & Beverage Functions

- 1. identify trends and issues in food service and relate them to industry activity
- 1.2 categorize food service businesses according to type of product and service
- 1.3 explain societal trends and their impact on the food service industry, including:
 - 1.3.1 health consciousness
 - 1.3.2 time and convenience considerations
 - 1.3.3 leisure time
 - 1.3.4 cultural awareness
 - 1.3.5 disposable income
 - 1.3.6 environmental awareness
- 2. identify food service venues in tourism, including:
 - 2.1 travel; e.g., cruise, airline
 - 2.2 accommodation; e.g., resort, hotel, back country lodges
 - 2.3 attractions and events; e.g., festivals, fairs, zoos, historic sites

Specific Outcomes related to our tour will include discussion of options related to the area we are visiting, some of which we are not able to participate in, and reasons for it. Parallels will be discussed on opportunities available in Alberta and Canada and comparisons to what is available where we are going

and how that differs from what we have here. While on tour students will be asked to thoughtfully examine the impact of adventure and ecotourism, and the potential of new innovative ideas which could be incorporated used in Alberta.

Tourism 1120: Adventure & Ecotourism 1

1. gain an understanding of the scope of adventure and ecotourism
 - 1.1 define and compare the following terms:
 - 1.1.1 outdoor recreation
 - 1.1.2 heritage tourism
 - 1.1.3 adventure tourism
 - 1.1.4 ecotourism
 - 1.1.5 sustainable tourism
 - 1.1.6 economic leakage
 - 1.1.7 community-based tourism
 - 1.1.8 hard adventure and soft adventure
 - 1.1.9 outdoor education
 - 1.2 identify a variety of adventure and ecotourism experiences and identify a variety of companies and organizations that provide adventure and ecotourism services in Alberta and/or Canada
 - 1.3 determine issues related to adventure and ecotourism; e.g., environmental concerns, pollution, code of ethics, exploitive tourism
2. acquire an understanding of the foundations of the adventure and ecotourism industries
 - 2.1 identify key terms related to adventure and ecotourism and sustainable tourism
 - 2.2 describe positive and negative effects of tourism in relation to sustainable and non-sustainable practices
 - 2.3 define the following terms in relation to sustainable tourism:
 - 2.3.1 environmental sustainability
 - 2.3.2 economic sustainability
 - 2.3.3 cultural sustainability
 - 2.3.4 social sustainability

By including specific locations in Greece and Italy, students will be exposed to cultural and geographical ideas and experiences uniquely different from those available in Alberta or Canada. We will discuss the globe in general and geographical differences and features related to where we are visiting. We will also discuss how this will impact them as travelers for this trip, as well as consider destinations they will plan for themselves and what kinds of planning they will need to include for those future destinations.

Tourism 2060: The Tourism Sector

1. present knowledge of the basic geographical features of the world
 - 1.1 define and correctly use basic terms in geography, including:
 - 1.1.1 latitude
 - 1.1.2 longitude

- 1.1.3 meridians
- 1.1.4 hemisphere
- 1.1.5 continents
- 1.2 describe characteristics of major geographic regions and locate the major geographical regions on a world map
- 1.3 describe the characteristics of the following five major climatic regions and locate these major climatic regions on a world map:
 - 1.3.1 polar
 - 1.3.2 tropical moist
 - 1.3.3 dry
 - 1.3.4 moist mid-latitude with mild winters
 - 1.3.5 moist mid-latitude with cold winters
- 1.4 locate on a map the continents, major bodies of water and major travel destinations of the world
- 2. present specific knowledge of the physical geography, culture and economy of selected tourism destinations
 - 2.1 list, locate on a map and describe the major tourism destinations and attractions in the following regions:
 - 2.1.1 Central America and the Caribbean
 - 2.1.2 South America
 - 2.2 define the term cultural geography and describe how the culture of a region influences tourism
 - 2.3 describe the positive and negative impacts of tourism on the host nation, including:
 - 2.3.1 financial
 - 2.3.2 cultural
 - 2.3.3 environmental

Tourism 2070: Travel Destinations 2

- 1. present specific knowledge of the physical geography, culture and economy of selected tourism destinations
 - 1.1 identify three tourism regions of the world
 - 1.2 describe the key features of the tourism regions, including:
 - 1.2.1 climate
 - 1.2.2 landforms
 - 1.2.3 culture; e.g., language, religion, ethnicity
 - 1.2.4 political system
 - 1.2.5 economic development
 - 1.3 describe other elements that influence tourism in the regions, such as:
 - 1.3.1 food
 - 1.3.2 events
 - 1.3.3 attractions
 - 1.3.4 customs

A recurring theme in all the Tourism CTS courses are the outcomes listed below. These are supported throughout the tour and are included explicitly and implicitly through planning activities and experiences while on tour. The group will have many discussions related to these topic while we have our planning meetings. While we are abroad, the students will be able to discuss and critically think about their own experiences and those of their fellow travelers from macro level to subtle nuances which cannot be replicated in the classroom and are dealt with on the fly while reasoning out choices and making good decisions.

5. demonstrate basic competencies

5.1 demonstrate fundamental skills to:

- 5.1.1 communicate
- 5.1.2 manage information
- 5.1.3 use numbers
- 5.1.4 think and solve problems

5.2 demonstrate personal management skills to:

- 5.2.1 demonstrate positive attitudes and behaviours
- 5.2.2 be responsible
- 5.2.3 be adaptable
- 5.2.4 learn continuously
- 5.2.5 work safely

5.3 demonstrate teamwork skills to:

- 5.3.1 work with others

Career and Life Management outcomes are met from a problem solving stand point. Students will find themselves in a new, foreign environment and will need to learn coping skills to overcome experiences such as language barriers and cultural differences. These experiences allow students to grow immensely over the course of a tour, and come away more confident in themselves and their ability to meet such a challenge and succeed. Students will also gain a sense of self as they are able to help others in the group navigate through situations.

P3. develop and assess personal strategies to enhance creative thinking skills

- explain the thinking process
- analyze the effect of positive attitude on thinking
- apply creative thinking strategies
- describe how learning expands problem solving capabilities

P4. develop approaches/tactics for creative problem solving and decision making

- describe the existence of self and the importance of self-confidence
- assess own well-being and own ability to cope with challenges and overcome obstacles
- analyze the ability to make a change or difference, for self and others
- explain the impact of continual change and growth in life

- discuss living and liking life's challenges

P8. develop and assess strategies for anticipating, identifying, managing and embracing change

P9. demonstrate and apply effective communication, conflict resolution and team-building skills

P10. examine various attitudes, values and behaviors for developing meaningful interpersonal relationships

A very important skill the students will acquire, and is discussed in meaningful terms before and during the tour, is budgeting. The student's budget is a very personal experience, unique to each person. The student will be given an idea of costs and what kind of budget they will require for basics, extra food & beverage, souvenirs, gifts and other potential expenses. The budget they develop for themselves becomes very important on the success of their own tour and the experience they have. Different options for on tour finances are discussed with the group and pros and cons of each are reviewed. These options change over time as financial institutions change what products they offer related to travel, and which work well in another country, including the ability of parents/guardians sending extra/emergency funds.

R1. identify personal resources, and explain how they could be of value to self and others

- prepare and use a personal budget
- identify strategies for making the most of an income—understanding spending, reducing spending, meeting financial commitments and obligations, saving

R2. compare needs, wants and consequences, with consideration of self, others and society

- explain how to make thoughtful choices and decisions, using financial plans as tools

R4. demonstrate knowledge of and a commitment to achieving personal financial goals

- identify the benefits of proactive personal financial planning

R5. determine the varied implications and challenges of independent/interdependent living

- develop a personal budget
- assess strategies for finding a place to live
- develop strategies for finding a suitable roommate and living with a roommate

R7. evaluate the services and costs of various types of financial institutions

- identify types of financial institutions
- describe types of accounts and their uses
- develop basic banking skills, including electronic fund transfers (EFT) such as automated teller machines (ATMs), online banking, telephone banking
- examine the use of debit cards and their benefits and limitations

R8. evaluate the advantages and disadvantages of credit

- describe the need for credit, the forms of credit and the procedures for obtaining credit
- generate strategies for using credit wisely

With recent events changing the way certain businesses are run, students will have insurance discussed with them and the various forms it can take. It will be critical that each family decide on appropriate insurance given the nature of the changes that have taken place.

R10. identify and analyze a variety of types of insurance

- identify insurable risk factors
- analyze consumer strategies for obtaining appropriate insurance; e.g., automobile, tenant, health, travel, home/ condominium, disability, life

The reason for this early approval request is to facilitate organizing the parents and students to begin fundraising this summer, giving more time to accumulate funds, and to allow families a longer period to make payments at a lower monthly rate. Fundraising has proven invaluable to members of our community in making the trip possible financially.

Thank you for your time and consideration,



Steffen Missfeldt

Tour Group Lead Teachers

CC: Paul Jespersen, Principal



Meghan McNalley



Athens, Florence & Rome

explorica.ca/Missfeldt-6031

March 22 - March 31, 2027

Day 1 Overnight flight to Greece (Athens)

Day 2 Yassou Athens

Meet your tour director and check into hotel
Athens city walk: Plaka district, Temple of Olympian Zeus, Hadrian's Arch

Day 3 Athens landmarks

Athens guided sightseeing tour: Parthenon, Acropolis site visit, Temple of Athena Nike, Omonoia Square, Syntagma Square, 2004 Olympic site

Day 4 Athens--Delphi

Cape Sounion guided excursion
Travel to Delphi

Day 5 Delphi--Patras

Delphi guided sightseeing tour: Visit Delphi site, Temple of Apollo
Travel to Patras
Overnight Ferry to Ancona

Day 6 Ancona--Florence

Travel to Florence

Day 7 Florence landmarks

Florence guided walking sightseeing tour with Whisper headsets:
Palazzo Vecchio, Piazza della Signoria, Chiesa di Santa Croce, Ponte Vecchio, Duomo, Leather Workshop, Gates of Paradise, Giotto's Bell Tower, Dante's House
Optional Pisa guided excursion: Baptistry visit, Leaning Tower

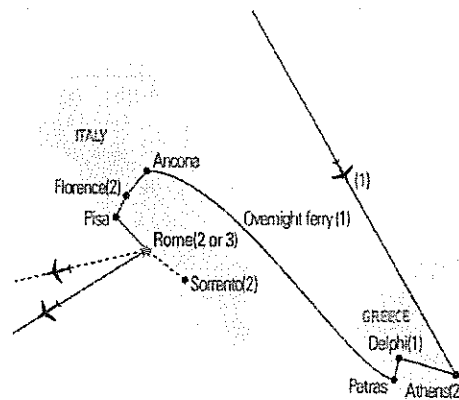
Day 8 Florence to Rome

Travel to Rome
Ancient Rome guided walking sightseeing tour with Whisper headsets:
Colosseum visit, Forum Romanum visit, Piazza Venezia

Day 9 Vatican City

Vatican City guided walking sightseeing tour with Whisper headsets:
Vatican Museums & Sistine Chapel visit, St. Peter's Basilica visit

Day 10 Flight home from Rome



Reserve your Spot!

Tour Center ID: Missfeldt-6031

Initial registration deadline: November 03, 2024

What's included

We provide everything you need for a remarkable trip:

- Round-trip airfare
- 7 overnight stays (9 with extension) in hotels with private bathrooms
- 1 overnight stay in cabins on ferry
- Full European breakfast daily
- Dinner daily
- Full-time services of a professional tour director
- Guided sightseeing tours & city walks as per itinerary
- Visits to select attractions as per itinerary
- Tour Diary™
- Local Guide and Local Bus Driver tips; see note regarding other important tips
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided
- Note: Tour cost does not include airline-imposed baggage fees, or fees for any required passport or visa. Optional excursions, optional pre-paid Tour Director and multi-day bus driver tipping, among other individual and group customizations will be listed as separate line items in the total trip cost, if included.

Tour investment

* Students (travellers under the age of 23): \$5,720
Adults (age 23 and over): \$6,230

Automatic monthly payment plan

Pay \$50 upon enrolment and the balance will be divided into equal monthly payments, charged automatically to your chequing account. As of October 11, 2024, your monthly payment would be just \$200.74. Manual plan also available; learn more on explorica.ca/paymentplans.

Travel protection

Most Explorica travellers protect their investment with our Travel Protection Plan Plus, which includes a Cancel For Any Reason waiver for only \$25 per day. To learn more, visit explorica.ca/cfar.

Carbon neutral travel with Choose Earth

Our Choose Earth program enables travellers to offset the carbon emissions generated by their travel for \$19, plus our 100% company match. To learn more, visit worldstrides.ca/carbonoffset.

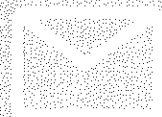
Enrol online,
by phone, or by mail



explorica.ca/Missfeldt-6031



1.888.378.8845



Download and complete
a paper application on
explorica.ca/resources

←explorica→
by WorldStrides

3280 Bloor Street West
Suite 901
Toronto, ON M8X 2X3

Explorica cancellation insurance key ideas

*taken directly from email with program consultant for the 2025 trip. An email has been sent to request confirmation or updated dates/prices for cancellation fees, but a reply has not been received to date.

First, we are now working with a new insurance provider called **TuGo**. Included in the package is School Board cancellation which would give the Board the freedom to cancel the tour if they felt it was unsafe for their students to travel.

All students will have the ability to cancel on their own (should an individual family feel it is unsafe for them to travel or they just change their mind on wanting to participate) with the **Cancel For Any Reason Waiver**. They will claim back 75% of the cancellation fees through this waiver. Insurance costs are always non-refundable. Incidentally our cancellation fees have been reduced. As you know, they are tiered based on when cancellation occurs.

Here is a breakdown of the cancellation fees.

If you withdraw this many days prior to departure	You will receive a full refund minus the following amounts
151 days or more	\$399
150-110 days	\$599
109-76 days	50% of All Fees + the \$99 Non-Refundable Deposit
75-31 days	75% of All Fees + the \$99 Non-Refundable Deposit
30 days or less	100% of All Fees

As an example, if someone cancelled under 151 days prior to a departure they make an insurance claim for 75% of the \$399 cancellation fee and they would get back \$299.25 back. (so basically they would only lose around \$100 plus insurance) As you can see we have also taken the \$99 non-refundable away and for the first two cancellation time lines and reduced it from \$195 to \$99 on the remaining cancellation time lines. These are actually the lowest across the industry.



Northern Gateway
Public Schools

Gateway Public Schools

Northern

Occasional or Off-Site Activities Approval Form

Key Supervisor: Steffen Missfeldt & Meghan McNalley

Date: October 18, 2024

School:

Onoway Junior Senior High School

SECTION A

Grade(s), Class or Team: Grade 11 and 12 students in the 2026-2027 school year		
Title of Activity: Europe Trip 2027	Date(s) of Trip: March 22-March 31, 2027	
Location of Activity: Athens, Florence, and Rome	Time of Departure: TBD	Time of Return: TBD
Description of Activity: Using an accredited educational tour company, students will travel as a group to Athens, Florence, and Rome to experience the culture and visit historical landmarks.		
Educational Purpose of Trip: Students will be immersed in a variety of new cultures and develop a more global perspective and understanding of different backgrounds.		
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: Plane and Coach	
Costs to students: Transportation: \$ _____ Activity costs: \$ 4,953.00 Equipment Rental \$ _____ Other: \$ _____ Total: \$ 4,953.00		
Supervisor/student ratio: 1 : 6	Key Supervisor's Name(s): Steffen Missfeldt, Meghan McNalley, other chaperones as numbers of the trip are secured	
	Supervisor Qualifications: Teacher at OJSH	
Description of specialized clothing or equipment required: Appropriate clothing for travel and weather	The Risk Assessment Risks associated with international travel	
Safety Elements/Concerns: Tour will be planned and executed by an accredited educational tour company. The risks are low, but are associated with international travel, travel by motor coach, and walking.		
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: N/A	

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 N/A skills. Yes No
- 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 31/24

Superintendent approval to proceed: _____

Date: _____

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



Fox Creek School
PO Box 88
Fox Creek, Alberta T0H 1P0

November 15, 2024

Northern Gateway Public School Division
No. 10, 4816 49 Avenue
Whitecourt, Alberta T7S 1N9

Reference: Fox Creek Tour Group 2026

Dear Mr. Bird

Fox Creek School has historically been involved with a bi-annual tour group for a number of years. Mr. I. Baxter has offered to organize a trip for the Spring/Easter break of 2026. Students have chosen to travel to Barcelona, Madrid & Andalusia (Spain). Please see the attached itinerary for the proposed trip departing March 26, 2026.

We feel there is tremendous educational value to traveling overseas. Promoting global citizenship, awareness of current events, and encouraging tolerance and acceptance of others are just a few of the benefits of travel that are experienced by the students.

I am writing to you today to seek preliminary Board Approval for International Travel as per Admin Procedure 260. We would like all permissions in place before we have any student or parent meetings to register students for the trip.

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

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

Sincerely,

Mr. Ian Baxter
Principal – Fox Creek School

Printable options: **Basic Itinerary** | Detailed Itinerary (?qd=454921&p=1&view=detailed)

Barcelona, Madrid & Andalusia

GROUP INFORMATION



Departing From:
Edmonton

Departing:
March 26, 2026

Returning:
April 4, 2026

RESERVE YOUR TOUR NOW!

Total Fee: * \$5,579.00

Tour Quote Breakdown

The following fees apply to your full-paying participants:

Tour Fee*	\$5,128.00
Private Group Fee	\$181.00
Travel Protection Plan Plus	\$250.00
On-Tour Tipping	\$120.00
** Early Enrolment Travel Grant	\$ -100.00

Total Fee* \$5,579.00

OR 14 monthly payments of \$373.57
After initial payment of \$349.00

* Last day for this Tour Fee is Dec 2, 2024.

** Only valid with voucher code early2026

Additional Adult Fees

The following additional fees apply only to full-paying participants 23 and older and are not included in the total price listed above.

Adult Supplement	\$125.00
Twin Room Upgrade	\$480.00
Additional Adult Fee	\$605.00

Private Group Fees:

Your Tour is a Private Group Tour

As a Private Group, the cost of your tour will be based on the final group size. The Private Group amount in bold below has been included in the total cost of the trip quoted above and this is based on your estimated group size. If the final group size is smaller or larger than estimated, the Private Group amount will be updated on each participant's account the day after the final enrolment deadline.

15-19 Travelers	\$808
20-24 Travelers	\$504
25-29 Travelers	\$313
30-34 Travelers	\$181

TOUR ITINERARY

Day 1 Overnight Flight to Spain (Barcelona)

Day 2 Hola Barcelona

Meet your tour director and check into hotel
Las Ramblas treasure hunt
Paella dinner

Day 3 Barcelona landmarks

Barcelona guided sightseeing tour
Plaza de Espana, Gaudí's Sagrada Familia, Montjuïc Hill, Park Güell visit

Day 4 Barcelona--Madrid

Travel to Madrid via Zaragoza
Basilica of the Virgin of Pilar visit

Day 5 Madrid landmarks

Madrid guided sightseeing tour
Calle Mayor, Gran Vía, Cibeles Fountain, Puerta de Alcalá, Columbus Square, Royal Palace visit
Optional Toledo guided excursion \$100
Toledo Cathedral visit, St. Mary's Synagogue visit, Sword factory visit
Tapas dinner

Day 6 Madrid--Seville

Travel via AVE train to Córdoba
Mezquita guided visit
Travel to Seville

Day 7 Seville landmarks

Seville guided sightseeing tour
 Plaza de España, Old Jewish Quarter (Santa Cruz and San
 Bartolomé), Casa de Pilatos visit, Seville Cathedral
 visit, Giralda Tower ascent, Columbus' gravesite
 Flamenco evening

35-39 Travelers \$85
 40+ Travelers \$0

Day 8 Seville--Costa del Sol

Alhambra guided visit
 Alhambra gardens, Summer Palace, The Medina, Royal Arab
 Baths, Alcazaba fortress
 Generalife Gardens

Day 9 Costa del Sol beach time

Optional Morocco guided excursion \$180
 Ferry to Ceuta, Ceuta panoramic coastal views, Tétouan
 sightseeing tour, Lunch included (instead of dinner)

Day 10 Flight home from Malaga (Costa del Sol)

Limited air service from Malaga may cause flight itinerary
 changes

TOUR FEE INCLUDES:

- Round-trip airfare
- 8 overnight stays (10 with extension) in hotels with private bathrooms
- Full European breakfast daily
- Dinner daily
- Full-time services of a professional tour director
- Guided sightseeing tours and city walks as per itinerary
- High-speed Ave train
- Visit to select attractions as per itinerary
- Tour Diary™
- Local Guide and Local Bus Driver tips; see note regarding other important tips
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided
- Note: Tour cost does not include airline-imposed baggage fees, or fees for any required passport or visa. Optional excursions, optional pre-paid Tour Director and multi-day bus driver tipping, among other individual and group customizations will be listed as separate line items in the total trip cost, if included.



Northern Gateway Public Schools

Occasional or Off-Site Activities Approval Form

Key Supervisor: IAN BAXTER Date: NOV 13/2024

School: FOX CREEK SCHOOL

SECTION A

Grade(s), Class or Team: <u>10-11-12</u>			
Title of Activity: <u>TRAVEL CLUB 2026</u>		Date(s) of Trip: <u>MARCH 23/2026 - April 5/2026</u>	
Location of Activity: <u>BARCELONA, MADRID & ANDALUSIA</u>		Time of Departure: <u>TBD</u>	Time of Return: <u>TBD</u>
Description of Activity: <u>INTERNATIONAL TRAVEL TO SPAIN.</u>			
Educational Purpose of Trip: <u>We feel there is tremendous educational value to traveling overseas. Promoting global citizenship, awareness of current events, and encouraging tolerance and acceptance of others are just a few of the benefits.</u>			
Method of Transportation: School Bus <input type="checkbox"/> School or Division Van <input type="checkbox"/> Private Vehicle <input checked="" type="checkbox"/> Walking <input type="checkbox"/> Other: <u>AIRPLANE.</u>			
Costs to students: Transportation: \$ <u>5579.00</u> Activity costs: \$ <u>NA</u> Equipment Rental \$ <u>NA</u> Other: \$ <u>NA</u> Total: \$ <u>5579.00 WITH FULL INSURANCE.</u>			
Supervisor/student ratio: <u>1 : 6</u>		Key Supervisor's Name(s): <u>IAN BAXTER, RONICA DECICCID, BRANDIN DORSEY.</u>	
		Supervisor Qualifications: <u>PRINCIPAL / ADMIN TEACHERS / E</u>	
Description of specialized clothing or equipment required: <u>NA. GOOD WALKING GEAR.</u>		The Risk Assessment	
Safety Elements/Concerns: <u>Careful examination of surroundings at all time to keep everyone safe.</u>			
Has the Lead Teacher previewed the proposed site? Yes <input checked="" type="checkbox"/> <u>online</u> No <input checked="" type="checkbox"/>		Activities planned for students unable to participate in the Field Trip: <u>MEETINGS / PRESENTATIONS.</u>	

Bylaw No. 1-24
of
The Northern Gateway School Division

A Bylaw of the Northern Gateway School Division (the “School Division”) in the Province of Alberta, relating to the arrangement of the electoral wards and trustee(s) to be elected to each ward.

WHEREAS within Ministerial Order 062/2018, the Board of Trustees (the “Board”) of the School Division provides for the nomination and election of trustees within the School Division by wards.

NOW THEREFORE, in accordance with Section 76 of the Education Act, the Board establishes the wards and provides for the nomination and election of trustees in the wards and electoral subdivisions as follows:

1. **WARD 1** shall consist of the following lands:

SUBDIVISION 1

Township 53, Range 1, West of the 5th Meridian

Sections 30 and 31.

Township 53, Range 2, West of the 5th Meridian

Sections 25 to 28 inclusive; Sections 31 to 36 inclusive.

Township 54, Range 1, West of the 5th Meridian

Sections 6 and 7; Sections 14 to 23 inclusive; Sections 26 to 35 inclusive.

Township 54, Range 2, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 55, Range 1, West of the 5th Meridian

Sections 2 to 11 inclusive; Sections 14 to 23 inclusive; Sections 26 to 35 inclusive.

Township 55, Range 2, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 56, Range 1, West of the 5th Meridian

Sections 2 to 11 inclusive; Sections 14 to 18 inclusive; South halves of Sections 19 to 22 inclusive.

Township 56, Range 2, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 57, Range 2, West of the 5th Meridian

West halves of Sections 6 and 7.

SUBDIVISION 2

Township 53, Range 3, West of the 5th Meridian

Sections 31 to 36 inclusive.

Township 53, Range 4, West of the 5th Meridian

Sections 31 to 36 inclusive.

Township 53, Range 5, West of the 5th Meridian

Sections 33 to 36 inclusive.

Township 53, Range 6, West of the 5th Meridian

Section 34; those portions of Sections 26, 27, 35, and 36 lying West of the Isle Lake.

Township 54, Range 3, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 54, Range 4, West of the 5th Meridian

Sections 1 to 28 inclusive; Sections 34 to 36 inclusive; those portions of Sections 29, 30, 31, 32, and 33 not included in the Alexis Indian Reserve.

Township 54, Range 5, West of the 5th Meridian

Sections 1 to 30 inclusive; Sections 32 to 36 inclusive.

Township 54, Range 6, West of the 5th Meridian

Sections 1 to 3 inclusive; Sections 10 to 15 inclusive; Sections 22 to 24 inclusive.

Township 55, Range 3, West of the 5th Meridian

Sections 1 to 6 inclusive; Sections 8 to 17 inclusive; Sections 20 to 29 inclusive; Sections 31 to 36 inclusive; those portions of Sections 7, 18, 19, and 30 lying East of the Alexis Indian Reserve.

Township 55, Range 4, West of the 5th Meridian

Sections 31 to 36 inclusive; those portions of Sections 6, 7, 18, 19, 25, 26, 27, 28, and 30 lying outside of the Alexis Indian Reserve.

Township 56, Range 3, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 56, Range 4, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 57, Range 3, West of the 5th Meridian

Sections 1 to 12 inclusive; Sections 14 to 22 inclusive; Sections 27 to 30 inclusive; Sections 33 and 34; those portions of Sections 31 and 32 lying South and East of the Pembina River.

Township 57, Range 4, West of the 5th Meridian

Sections 1 to 17 inclusive; Sections 23 and 24; those portions of Sections 18, 19, 20, 21, 22, 25, 26, and 27 lying South of the Pembina River.

SUBDIVISION 3

Township 54, Range 5, West of the 5th Meridian

Section 31.

Township 54, Range 6, West of the 5th Meridian

Sections 25 to 27 inclusive; Sections 34 to 36 inclusive.

Township 55, Range 5, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 55, Range 6, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 55, Range 7, West of the 5th Meridian

Section 13; Sections 23 to 26 inclusive; Sections 31 to 36 inclusive; those portions of Sections 1, 11, 12, 14, 15, 22, 27, and 28 lying North and East of the Pembina River.

Township 55, Range 8, West of the 5th Meridian

Sections 31 to 36 inclusive.

Township 56, Range 5, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 56, Range 6, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 56, Range 7, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 56, Range 8, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 57, Range 5, West of the 5th Meridian

Sections 1 to 12 inclusive; West halves of Sections 19, 30, and 31; those portions of Sections 13, 14, 15, 16, 17, 18, 21, 22, 23 and 24 lying South of the Pembina River.

Township 57, Range 6, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 57, Range 7, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 58, Range 6, West of the 5th Meridian

Sections 3 to 10 inclusive; Sections 15 to 22 inclusive; Sections 28 to 33 inclusive.

Township 58, Range 7, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 58, Range 8, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 59, Range 6, West of the 5th Meridian

Sections 4 to 9 inclusive; Sections 16 to 21 inclusive.

Township 59, Range 7, West of the 5th Meridian

Sections 1 to 24 inclusive; Sections 29 to 32 inclusive.

Township 59, Range 8, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 56, Range 9, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 56, Range 10, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 56, Range 11, West of the 5th Meridian

Sections 13 to 36 inclusive.

Township 56, Range 12, West of the 5th Meridian

Sections 19 to 36 inclusive.

Township 56, Range 13, West of the 5th Meridian

Sections 24, 25, and 36.

Township 57, Range 8, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 57, Range 9, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 57, Range 10, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 57, Range 11, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 57, Range 12, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 57, Range 13, West of the 5th Meridian

Section 1; Sections 12 to 14 inclusive; Sections 23 to 26 inclusive; Sections 34 to 36 inclusive; those portions of Sections 15, 16, 21, 22, 27, 28, and 33 lying East of the McLeod River.

Township 58, Range 9, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 58, Range 10, West of the 5th Meridian

Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 28 inclusive; Sections 33 to 36 inclusive; the East halves of Sections 5, 8, 17, 20, and 29; the North half and Southeast quarter of Section 32.

Township 59, Range 9, West of the 5th Meridian

Sections 1 to 30 inclusive; Sections 33 to 36 inclusive; those portions of Sections 31 and 32 lying South of the Athabasca River.

Township 59, Range 10, West of the 5th Meridian

Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 28 inclusive; Sections 35 and 36; the North half and Southeast quarter of Section 8; the East halves of Sections 5, 17, 20, and 29; the East half of Section 32 lying West of the Athabasca River; that portion of Section 33 lying South of the Athabasca River; that portion of Section 34 lying South and East of the Athabasca River.

Township 60, Range 10, West of the 5th Meridian

Those portions of Sections 1 and 2 lying South of the Athabasca River; that portion of the East half of Section 5 lying South and West of the Athabasca River.

2. **WARD 2** shall consist of the following lands:

Township 58, Range 10, West of the 5th Meridian

Sections 6 and 7; Sections 18 and 19; Sections 30 and 31; the West halves of Sections 5, 8, 17, 20, and 29; the Southwest quarter of Section 32.

Township 58, Range 11, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 58, Range 12, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 58, Range 13, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 58, Range 14, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 58, Range 15, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 59, Range 10, West of the 5th Meridian

Sections 6 and 7; Sections 18 and 19; Sections 30 and 31; the West halves of Sections 5, 17, 20, 29, and 32; the Southwest quarter of Section 8.

Township 59, Range 11, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 59, Range 12, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 59, Range 13, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 59, Range 14, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 59, Range 15, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 60, Range 10, West of the 5th Meridian

The portion of section 2 lying North of the Athabasca River; Sections 3 and 4; the West half of Section 5 lying South and North of the Athabasca River; Sections 6 to 36.

Township 60, Range 11, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 60, Range 12, West of the 5th Meridian

Sections 1 to 17 inclusive; Sections 20 to 28 inclusive; Sections 32 to 36 inclusive; those portions of Sections 18, 19, and 29 not included in the Alexis Whitecourt Indian Reserve.

Township 60, Range 13, West of the 5th Meridian

Sections 1 to 36 inclusive not included in the Alexis Whitecourt Indian Reserve.

Township 60, Range 14, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 60, Range 15, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 61, Range 10, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 60, Range 11, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 61, Range 12, West of the 5th Meridian

Sections 1 to 5 inclusive; Sections 7 to 36 inclusive; Sections 6 not included in the Alexis Whitecourt Reserve.

Township 61, Range 13, West of the 5th Meridian

Sections 4 to 36 inclusive; Sections 3 not included in the Alexis Whitecourt Reserve.

Township 61, Range 14, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 61, Range 15, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 62, Range 11, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 62, Range 12, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 62, Range 13, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 62, Range 14, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 62, Range 15, West of the 5th Meridian
Sections 1 to 36 inclusive.

3. **WARD 3** shall consist of the following lands:

SUBDIVISION 1

Township 58, Range 16, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 58, Range 17, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 58, Range 18, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 58, Range 19, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 58, Range 20, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 58, Range 21, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 58, Range 22, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 58, Range 23, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 58, Range 24, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 59, Range 16, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 59, Range 17, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 59, Range 18, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 59, Range 19, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 59, Range 20, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 59, Range 21, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 59, Range 22, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 59, Range 23, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 59, Range 24, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 60, Range 16, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 60, Range 17, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 60, Range 18, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 60, Range 19, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 60, Range 20, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 60, Range 21, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 60, Range 22, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 60, Range 23, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 60, Range 24, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 61, Range 16, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 61, Range 17, West of the 5th Meridian
Sections 1 to 9 inclusive; Sections 12 and 13; Sections 16 to 21 inclusive; Sections 24 and 25;
Sections 27 to 34 inclusive; Section 36.

Township 61, Range 18, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 61, Range 19, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 61, Range 20, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 61, Range 21, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 61, Range 22, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 61, Range 23, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 61, Range 24, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 61, Range 25, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 61, Range 26, West of the 5th Meridian
Sections 1 to 3 inclusive; Sections 10 to 15 inclusive; Sections 22 to 27 inclusive; Sections 34 to
36 inclusive.

Township 62, Range 11, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 62, Range 12, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 62, Range 13, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 62, Range 14, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 62, Range 15, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 62, Range 16, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 62, Range 17, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 62, Range 18, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 62, Range 19, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 62, Range 20, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 62, Range 21, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 62, Range 22, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 62, Range 23, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 62, Range 24, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 62, Range 25, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 62, Range 26, West of the 5th Meridian
Sections 1 to 3 inclusive; Sections 10 to 15 inclusive; Sections 22 to 27 inclusive; Sections 34 to 36 inclusive.

Township 63, Range 17, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 63, Range 18, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 63, Range 19, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 63, Range 20, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 63, Range 21, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 63, Range 22, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 63, Range 23, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 63, Range 24, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 63, Range 25, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 63, Range 26, West of the 5th Meridian
Sections 1 to 3 inclusive; Sections 10 to 15 inclusive; Sections 22 to 27 inclusive; Sections 34 to 36 inclusive.

Township 64, Range 17, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 64, Range 18, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 64, Range 19, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 64, Range 20, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 64, Range 21, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 64, Range 22, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 64, Range 23, West of the 5th Meridian
Sections 1 to 36 inclusive.

Township 64, Range 24, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 64, Range 25, West of the 5th Meridian

Sections 1 to 18 inclusive; Sections 21 to 28 inclusive; Sections 33 to 36 inclusive; those portions of Sections 19, 20, 29, and 32 lying East of the Simonette River.

Township 64, Range 26, West of the 5th Meridian

Sections 1 to 3 inclusive; Sections 11 and 12; those portions of Sections 10, 13, 14, 15, and 24 lying South and East of the Simonette River.

Township 65, Range 22, West of the 5th Meridian

Sections East of the Waskahigan River.

Township 65, Range 21, West of the 5th Meridian

Sections 1-36 inclusive.

Township 65, Range 20, West of the 5th Meridian

Sections 1 to 35 West of the Iosegun River.

Township 65, Range 19, West of the 5th Meridian

Sections West of the Iosegun River.

Township 66, Range 22, West of the 5th Meridian

Sections East of the Waskahigan River and South of the Little Smoky River.

Township 66, Range 21, West of the 5th Meridian

Sections South of the Iosegun River.

Township 66, Range 20, West of the 5th Meridian

Sections South of the Iosegun River.

SUBDIVISION 2

Township 65, Range 18, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 65, Range 19, West of the 5th Meridian

Sections East of the Iosegun River.

Township 65, Range 20, West of the 5th Meridian

Sections East of the Iosegun River.

Township 65, Range 22, West of the 5th Meridian

Sections West of the Waskahigan River.

Township 65, Range 23, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 65, Range 24, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 65, Range 25, West of the 5th Meridian

Sections 1 to 4 inclusive; Sections 9 to 15 inclusive; Sections 21 to 28 inclusive; Sections 33 to 36 inclusive; those portions of Sections 5, 8, 16, 17, 20, 29, 30, 31 and 32 lying North and East of the Simonette River.

Township 66, Range 18, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 66, Range 19, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 66, Range 20, West of the 5th Meridian

Sections North of the Iosegun River.

Township 66, Range 21, West of the 5th Meridian

Sections North of the Iosegun River.

Township 66, Range 22, West of the 5th Meridian

Sections West of the Waskahigan River and Sections North of Iosegun River.

Township 66, Range 23, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 66, Range 24, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 66, Range 25, West of the 5th Meridian

Sections 1 to 5 inclusive; Sections 8 to 17 inclusive; Sections 21 to 27 inclusive; Sections 34 to 36 inclusive; those portions of Sections 6, 7, 18, 19, 20, 28, 29, and 33 lying East of the Simonette River.

Township 67, Range 18, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 67, Range 19, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 67, Range 20, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 67, Range 21, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 67, Range 22, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 67, Range 23, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 67, Range 24, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 67, Range 25, West of the 5th Meridian

Section 13; Sections 23 to 27 inclusive; Sections 33 to 36 inclusive; those portions of Sections 1, 2, 11, 12, 14, 15, 22, 28, 29, 30, 31 and 32 lying North and East of the Simonette River.

Township 67, Range 26, West of the 5th Meridian

Those portions of Sections 35 and 36 lying North and East of the Simonette River.

Township 68, Range 18, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 68, Range 19, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 68, Range 20, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 68, Range 21, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 68, Range 22, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 68, Range 23, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 68, Range 24, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 68, Range 25, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 68, Range 26, West of the 5th Meridian

Section 1; Sections 12 and 13; Sections 24 and 25; Sections 35 and 36; those portions of Sections 2, 11, 14, 23, 26, 27, 28, 33 and 34 lying East of the Simonette River.

Township 69, Range 18, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 69, Range 19, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 69, Range 20, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 69, Range 21, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 69, Range 23, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 70, Range 18, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 70, Range 19, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 70, Range 20, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 70, Range 21, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 70, Range 23, West of the 5th Meridian

Sections 33 to 36 inclusive; those portions of Sections 1 to 6 inclusive lying South of the Sturgeon Lake Indian Reserve No. 154; those portions of Sections 17 to 20 inclusive, more particularly described as the Sturgeon Lake Settlement Lots 1 to 6 inclusive bordering the Sturgeon Lake on the Southwest; those portions of Sections 25 to 28 inclusive lying North of the Sturgeon Lake Indian Reserve No. 154; those portions of Section 32 and the North half of Section 29 lying East of the Sturgeon Lake.

Township 70, Range 24, West of the 5th Meridian

Those portions of Sections 14, 22, 23, 24, and 26, more particularly described as the Sturgeon Lake Settlement Lots 1 to 3 inclusive bordering the Sturgeon Lake on the Southwest; Section 27 not included in The Sturgeon Lake Indian Reserve No.154; Section 34 lying Southwest of Sturgeon Lake.

Township 71, Range 18, West of the 5th Meridian

Sections 1 to 30 inclusive; the South halves of Sections 31 to 36 inclusive.

Township 71, Range 19, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 71, Range 20, West of the 5th Meridian

Sections 1 to 36 inclusive

Township 71, Range 21, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 71, Range 22, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 71, Range 23, West of the 5th Meridian

Sections 1 and 2; Sections 11 to 36 inclusive; those portions of Sections 9 and 10 not included in The Sturgeon Lake Indian Reserve No. 154; those portions of Sections 7 and 8 lying North and East of Sturgeon Lake.

Township 72, Range 19, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 72, Range 20, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 72, Range 21, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 72, Range 22, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 72, Range 23, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 73, Range 20, West of the 5th Meridian

Sections 3 to 6 inclusive; that portion of Section 2 lying West of the Little Smoky River.

Township 73, Range 21, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 73, Range 22, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 73, Range 23, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 74, Range 20, West of the 5th Meridian

Sections 3 to 10 inclusive; Sections 16 to 18 inclusive; Those portions of Sections 14, 15, 19, 20, 21, 22, 29, and 30 lying South of the Little Smoky River.

Township 74, Range 21, West of the 5th Meridian

Sections 1 and 2; Sections 11 to 14 inclusive; Section 24; Those portions of Sections 23, 25, and 26 lying South of the Little Smoky River.

Township 74, Range 22, West of the 5th Meridian

Sections 1 to 12 inclusive; Sections 14 to 36 inclusive; the North half and Southwest quarter of Section 13.

Township 74, Range 23, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 75, Range 21, West of the 5th Meridian

Section 6; Those portions of Sections 7 and 18 lying West of the Little Smoky River.

Township 75, Range 22, West of the 5th Meridian

Sections 1 to 12 inclusive; Sections 14 to 23 inclusive; Sections 26 to 34 inclusive; Those portions of Sections 13, 24, 25, 35, and 36 lying West of the Little Smoky River.

Township 75, Range 23, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 76, Range 22, West of the 5th Meridian

Sections 4 to 8 inclusive; Section 18; those portions of Sections 1, 2, 3, 9, 10, 16, 17, 19, and 20 lying South and West of the Little Smoky River.

Township 76, Range 23, West of the 5th Meridian

Sections 1 to 12 inclusive; Sections 14 to 20 inclusive; Sections 30 and 31; those portions of Sections 13, 21, 22, 23, 24, 28, 29, and 32 lying South and West of the Little Smoky River.

Township 77, Range 23, West of the 5th Meridian

Those portions of Sections 6, 7, and 18 lying South and West of the Little Smoky River.

Township 69, Range 22, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 70, Range 22, West of the 5th Meridian

Sections 1 to 36 inclusive.

WHEREAS Section 78 of the Education Act provides that the Minister shall specify for each Board the number of trustees, being no fewer than 3, to be elected to the Board. The Minister may vary the number of trustees to be elected for each school division.

NOW THEREFORE the Board of Trustees of The Northern Gateway School Division hereby resolves that the number of trustees to be elected for each ward is as follows:

- a) One (1) trustee shall be elected at-large in **Ward 1, Subdivision 1.**
- b) One (1) trustee shall be elected at-large in **Ward 1, Subdivision 2.**
- c) Two (2) trustees shall be elected at-large in **Ward 1, Subdivision 3.**
- d) Two (2) trustees shall be elected at-large in **Ward 2.**
- e) One (1) trustee shall be elected at-large in **Ward 3, Subdivision 1.**
- f) Two (2) trustees shall be elected at-large in **Ward 3, Subdivision 2.**

As set out in Section 76, 2 (b) of the *Education Act*, this bylaw does not apply to or affect the composition of the Board until the date of the next general election to which the bylaw applies.

RECEIVED FIRST READING this _____ DAY OF _____, 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 A THIRD AND FINAL READING THIS _____ DAY OF _____, 2024.

Board Chair

Secretary-Treasurer

Seal

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 One Hundred (\$100.00) Dollars.

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

Board Chair

Secretary-Treasurer

Seal

RECEIVED SECOND READING this 26th DAY OF November, 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

Bylaw No. 4-24
of
The Northern Gateway School Division

A Bylaw of the Northern Gateway School Division (the “School Division”), in the Province of Alberta, to require that a criminal record check be included with nomination forms submitted by potential candidates.

WHEREAS under the provisions of Section 21.1 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 criminal record check.

AND WHEREAS the Board of Trustees of the School Division is desirous of establishing that a criminal record check be included in every nomination package for elected office.

THEREFORE, BE IT RESOLVED that:

- a) Every candidate for school board trustee in the School Division shall obtain a criminal record check at their own expense;
- b) The criminal record check shall be provided by the police service;
- c) The criminal record check shall be included with, and form part of the nomination papers submitted by the candidate for school board trustee; and
- d) The criminal record check shall be valid for a period of three (3) months from the date that the nomination papers are submitted by the candidate and verified at the locations established by Bylaw 2-24.

RECEIVED FIRST READING this 26th 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

**BORROWING BY-LAW
MUNICIPALITIES AND SCHOOL BOARDS**

BY-LAW NO. 5-24

WHEREAS the SCHOOL BOARD of the NORTHERN GATEWAY SCHOOL DIVISION (the "Corporation") deems it necessary to borrow the sum of TWO MILLION dollars (\$ 2,000,000.00) to meet current expenditures of the Corporation for the year.

BE IT THEREFORE ENACTED as a By-Law of the Corporation as follows:

1. The SUPERINTENDENT AND SECRETARY-TREASURER is/are hereby authorized to borrow on behalf of the Corporation from THE BANK OF NOVA SCOTIA (the "Bank") from time to time by way of promissory note a sum or sums not exceeding at any one time TWO MILLION dollars (\$2,000,000.00) to meet current expenditures of the Corporation for the year 2025.
2. The SUPERINTENDENT AND SECRETARY-TREASURER is/are hereby authorized to sign on behalf of the Corporation and to furnish to the Bank from time to time a promissory note or notes Sealed with the corporate Seal for the sum or sums so borrowed with interest at such rate as the Bank may from time to time determine.
3. The SUPERINTENDENT AND SECRETARY-TREASURER is/are hereby authorized to sign on behalf of the Corporation and to furnish to the Bank an Agreement or Agreements under the Seal of the Corporation providing for payment to the Bank of all amounts required to be paid by the Bank pursuant to each promissory note of the Corporation guaranteed by the Bank with interest at such rate as the Bank may from time to time determine and of a guarantee fee in respect of each such promissory note at such rate as the Bank may from time to time determine.
4. The SUPERINTENDENT AND SECRETARY-TREASURER is/are hereby authorized and directed to furnish to the Bank at the time of each borrowing and at such other times as the Bank may from time to time request, a statement showing the nature and amount of the estimated revenues of the current year not yet collected or where the estimates for the year have not been adopted, a statement showing the nature and amount of the estimated revenues of the Corporation as set forth in the estimates adopted for the next preceding year and also showing the total of any amounts borrowed in the current year and in any preceding year that have not been repaid.
5. All sums borrowed from the Bank shall, with interest thereon, be a charge upon the whole of the revenues of the Corporation for the current year and for any preceding years as and when such revenues are received and the SUPERINTENDENT AND SECRETARY-TREASURER is/are hereby authorized to sign on behalf of the Corporation and to furnish to the Bank an Agreement or Agreements under the Seal of the Corporation charging the said revenues of the Corporation with repayment of all sums borrowed from the Bank and interest thereon.
6. The SUPERINTENDENT AND SECRETARY-TREASURER is/are hereby authorized and directed to apply in payment of all sums borrowed from the Bank, with interest thereon, all the monies hereafter collected or received on account or realized in respect of the taxes levied for the current year and for any preceding years and all the monies collected or received from any other source.

CERTIFICATE

I/we hereby certify that the foregoing is a true copy of By-Law No. 5-24 of the Corporation of the NORTHERN GATEWAY SCHOOL DIVISION of THE TOWN OF WHITCOURT, in the PROVINCE OF ALBERTA duly passed at a meeting of the Board of Trustees of the said Corporation duly held on the _____ day of _____, 2024, and that the said By-Law is under the Seal of the said Corporation and signed by its proper officers as required by law and that the said By-Law is in full force and effect.

DATED this _____ day of _____, 2024.

By: _____
Tamara Spong
SECRETARY- TREASURER

By: _____
Kevin Bird
SUPERINTENDENT

Superintendent's Report

Meetings for the Valleyview School Project (SLQS 6,)

A meeting is scheduled with the Ministries of Infrastructure and Education after the break to begin the next step of the construction process. A preparation meeting was held this past week and the design worked over the summer has received positive attention. While we expect some fine tuning of the project, I am pleased the concept we presented has been so well received and I am looking forward to the next step.

Concert Movement (SLQS 1,7)

Pat Hardy Elementary School had decided to move their December concert to spring as their music teacher has been assigned a classroom until the New Year. The change was brought up in staff meetings and School Council meetings since close to the beginning of the school year. While the change in concert dates was unfortunate it became extremely problematic when the communication of this change was not effective and left an impression that fed a negative narrative of minority groups, teacher work ethic, and general community conduct during the festive season. While the change was made with good intention (the opportunity for the music teacher to lead a quality program) the lesson has been learned that there is unsurprisingly a significant desire to have the concert during the Christmas season. This message has been clearly heard and I look forward to enjoying Pat Hardy's Christmas concert next year. Despite my disappointment that there isn't a concert this season, I am pleased that the students at Pat Hardy have enjoyed a large variety of Christmas activities this year, including caroling, art projects, and a Santa visit while practicing community connection and generosity visiting with the elderly and supplying the foodbank / hamper programs.

Jordan's Principle Funding Delays (SLQS 1,5)

The process that was to approve JP applications in a timely and regionally based manner has been altered mid stream. We have been told there are currently over 140 thousand applications awaiting approval and funding. It is not only disappointing that the process we followed so meticulously has not been followed through on, but it severely underserves students once again. The PSBAA has taken this matter to both Provincial and Federal authorities and is advocating for swift and strong action on our behalf by the Ministry of Education.



Ministry Meetings (SLQS 1,2,4,5,6,7)

On December 6th our CASS members attended the most recent zone meetings. Zone meetings are important times to compare notes with our surrounding neighbours and hear from various stakeholders including government representatives. We use these opportunities to advance the Board's Advocacy points.

At this zone meeting we provided feedback on several topics including the capital planning and process. We were able to discuss recent legislation that affects our Division and are expecting regulations for this legislation in the spring.

The Director of Facilities, Secretary-Treasurer, and I were also able to attend a province wide Ministry of Education Capital programs meeting on November 29th. Topics discussed included:

- The provincial School Accelerator Program and the related rural modernization program
- Process and practice within the government for capital projects
- Mini modernization programs
- Expanded modular program including permanent replacement possibilities

Admin Procedures (SLQS 7)

AP 736 Harassment

- Minor changes in language based on legal feedback

AP 538 School Generated Funds

- New AP to support auditor approved best practices





Administrative Procedure 736

HARASSMENT

Background

The Division is committed to providing a welcoming, caring, respectful and safe learning and work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional workplace without discriminatory practices.

The Division will not tolerate sexual or personal harassment, whether engaged in by employees, volunteers or students. The Division acknowledges its responsibility to support and assist any employee, student or volunteer who is subjected to harassment.

Definitions

Harassment: is a form of discrimination against any person because of race, religious beliefs, color, gender, physical disability, mental disability, marital status, sexual orientation, age, ancestry or place of origin. Harassment means any conduct, comment, gesture or contact of a nature that is likely to cause offence or humiliation to any employee or that might, on reasonable grounds, be perceived as placing a condition on employment or on any opportunity for training or promotion.

Sexual Harassment: is any unwelcome behaviour that is sexual in nature. Sexual advances, requests for sexual acts, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

- Such conduct undermines another individual's personal dignity by causing embarrassment, discomfort, humiliation or offence; or
- Such conduct interferes with an individual's work performance or learning opportunities by creating an intimidating or hostile work or learning environment;
- Submission to such is made either explicitly or implicitly a term or condition of employment or of educational services; or
- Submission to or rejection of such conduct affects decisions regarding that individual's employment or educational advancement including matters such as promotion, salary, benefits, job security, grades, or employment references.



Sexual harassment includes unwanted touching, leering, sexist jokes, the display of sexually suggestive material, derogatory or degrading comments, sexually suggestive gestures, and unwelcome propositions, innuendos, demands or inquiries of a sexual nature.

Personal Harassment: is any behaviour by any person in the workplace that is directed at, and is offensive to, any employee, student or volunteer and undermines the performance of that person.

Personal harassment occurs when an individual uses his/her authority or position with its implicit power to undermine, sabotage or otherwise interfere with or influence the career of another employee.

Personal harassment also includes repeated, intentional, offensive comments and/or actions deliberately designed to demean and belittle an individual and/or cause personal humiliation.

Bullying: repeated and hostile or demeaning behavior by an individual in the school community where the behavior is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation.

Procedures

1. School-Related Functions
 - 1.1 Harassment can occur in places other than a school or Division Office. It can also occur:
 - At school related social functions; or
 - On school-related travel or field trips; or
 - Elsewhere where the individuals involved have a work-related or school-related relationship.
2. Individuals Covered
 - 2.1 This administrative procedure applies to all individuals working or volunteering for the Division or attending Division schools.
3. Confidentiality
 - 3.1 The Division recognizes the difficulty of reporting harassing behaviour, and understands that confidentiality is important.
 - 3.2 Confidentiality will be maintained throughout the complaint procedure. Information relating to the complaint will only be disclosed to the extent necessary to investigate the complaint.





4. Responsibility

- 4.1 The Division is responsible for providing a work and learning environment free from harassment. Harassment will not be tolerated. The Superintendent will implement procedures that will inform all employees, volunteers and students about the Division's harassment procedures and the procedures for investigating complaints.

5. Reporting of Complaints

- 5.1 Those who have experienced sexual harassment are encouraged to:
- 5.1.1 Keep a written record of dates, times, the nature of the behaviour, the names of people who may have witnessed the incidents, and the actions taken to stop the harassment;
 - 5.1.2 If practicable, advise the offender, either verbally or in writing, that his/her behaviour is unacceptable and unwelcome and ask him/her to stop; and
 - 5.1.3 Promptly report the incident(s) to a person in authority.
- 5.2 Any employee or student who believes that a colleague has experienced or is experiencing harassment or retaliation, is encouraged to notify the Principal, the supervisor, or the Superintendent. In the case of a student being the alleged harasser, employees must always be aware that they stand "in loco parentis" to all students.
- 5.3 This administrative procedure does not preclude the complainant from reporting sexual harassment complaints to the Alberta Human Rights Commission, or if the matter is perceived to be a criminal nature, to the police.
- 5.4 In the case of personal harassment, the harasser is first to be told that his/her actions, remarks or suggestions are unwelcome. If the unacceptable behavior does not cease, the steps as outlined for sexual harassment are to be followed.

6. Resolution of Complaints

- 6.1 Where a harassment is reported to a teacher, the teacher may, if he/she considers the harassment to be minor, attempt to resolve the complaint. If the teacher considers the complaint to be major, he/she will report the complaint to the Principal except where the Principal is the alleged harasser and in that case, the complaint shall be reported to the Superintendent.
- 6.2 All complaints will be dealt within a manner as outlined in these procedures.





7. Informal or Verbal Complaints

- 7.1 Students, employees or volunteers who believe they have been subjected to harassment may discuss the situation with a person in authority and can expect to be provided with support and guidance in choosing from among the alternatives that are available.
- 7.2 Alternatives to be considered include the following:
 - 7.2.1 Keeping a written record and advising the offender that his or her behaviour is unwelcome and asking him/her to stop.
 - 7.2.2 Informal resolution by mediation with both parties.
 - 7.2.3 Filing of a formal written complaint.
 - 7.2.4 Reporting to the Alberta Human Rights Commission.

8. Formal or Written Complaints

- 8.1 Those who believe they have been harassed may submit a written complaint to a teacher, Principal, or supervisor. A letter of complaint is to contain the following information: who the alleged harasser was/is, where the alleged harassment took place, when the alleged harassment took place, the nature of the alleged harassment, and witnesses (if any).
- 8.2 A teacher shall notify the Principal except in the case where the Principal is the alleged harasser in which case the Deputy Superintendent or designate shall be notified. The Principal, in consultation with the reporting teacher, will determine the severity of the charge and will, depending on the severity of the case, either attempt to resolve the complaint or refer it to the Deputy Superintendent or designate. A supervisor shall notify the Deputy Superintendent or designate.
- 8.3 The Deputy Superintendent or designate will investigate the details of the referred complaint, hear evidence from the parties involved, and recommend solutions to identified problems. The Deputy Superintendent or designate may take whatever appropriate action he/she deems necessary.
 - 8.3.1 The Deputy Superintendent or designate may wish to secure additional information from files, records, etc.;



- 8.4 Should the complainant so request, the investigation will be stopped at any point except where the alleged harasser requests that the investigation continue. (This might arise where an investigation had involved obtaining records, etc., and where the person(s) against whom the complaint had been made wished to "clear their names"). In such circumstances the request will be considered by the Deputy Superintendent or designate.
- 8.5 At any time, the Deputy Superintendent or designate may choose to continue with the investigation or close it. Such a decision may be appealed to the Superintendent.
9. Decision of the Deputy Superintendent or designate
- 9.1 At the conclusion of the Deputy Superintendent or designate's investigation the Deputy Superintendent or designate will make a full report including:
- 9.1.1 Whether the alleged harasser is guilty or not guilty of harassment;
- 9.1.2 The discipline or other action to be taken if the alleged harasser is judged guilty;
- 9.1.3 Whether the matter has been referred to an appropriate outside agency (e.g., the Alberta Human Rights Commission);
- 9.1.4 What administrative or other changes will be made in order to avoid re-occurrence of a similar case;
- 9.1.5 The specific sanctions to be imposed on the complainant if the complainant is judged to have deliberately and knowingly made false allegations in an attempt to cause harm to the alleged harasser.
- 9.2 The Deputy Superintendent or designate will communicate the decision to the complainant and respondent. Any sanctions imposed by the Deputy Superintendent or designate will be set out in a written notification only to the party being sanctioned.
10. Complaints against the Superintendent
- 10.1 If the alleged harasser is the Superintendent and if an informal solution is not possible or acceptable, the complainant is asked to file a complaint with the Board Chair or the Alberta Human Rights Commission.
11. Complaints of Sexual Abuse Involving Children
- 11.1 Complaints of sexual abuse to a child shall be handled as outlined in **Administrative Procedure 352 Intervention Services.**





12. Complaint to Human Rights Commission

- 12.1 None of the above procedures prohibit a person being harassed from making a complaint directly to the Alberta Human Rights Commission:
Toll Free: 1.800.432.1838 (Within Alberta)
- 12.2 Any complaint filed under the Individual's Rights Protection Act must be lodged with the Alberta Human Rights Commission within one (1) year of the alleged incident.

Reference: Education Act 11, 197, 222 Alberta Human Rights Act Occupational Health and Safety Act Canadian Charter of Rights and Freedoms Criminal Code (Canada)	Date Approved: December 2, 2024
	Reviewed or Revised: Executive: December 2, 2024

References shall be updated as required and do not require additional approval.



Administrative Procedure 538

SCHOOL GENERATED FUNDS (SGF)

Background

The Division recognizes that schools may deal with substantial sums of money gained through fundraising. Alberta Education has declared that it is the Board's responsibility to develop and maintain appropriate procedures to provide assurance that monies related to School Generated Funds (SGF) are safeguarded and proper records are maintained. Alberta Education requires information pertaining to SGF in the Budget Report Form and the Audited Financial Statements.

Definition

SGF are funds raised in the school and community that come under the control and responsibility of the school Principal and are for student activities. These funds are collected and retained at the school for expenditures paid at the school level (e.g. sports/athletics, yearbook sales, graduation fees, field trip fees, etc.).

Procedures

1. The School Administrator(s) is accountable for all SGF collected at the school. Funds shall be adequately safeguarded through standardized accounting procedures and controls. SGF shall be accounted for in a manner consistent with the Division's accounting procedures (*SGF Accounting Manual*). These procedures have been put in place to direct and protect fundraisers, parents, school staff and school administrators in carrying out their responsibilities.
2. SGF must be utilized strictly for the purpose in which they were collected unless alternative uses have been communicated to, and approved by, the persons from whom the funds were collected.
3. SGF shall normally be used within a two-year period unless designated for a specific longer-term use, with input from School Council (or Advisory Committee, as described in the School Councils Regulation).
4. SGF shall not be used for the direct benefit of school staff.
5. Money received for scholarships or similar purposes shall be segregated from SGF and administered centrally by the Division.



6. School Administrator(s) will update the *School Fee and Fund* report each spring, in consultation with their school council, and submit it to the Secretary Treasurer for review and approval. Once approved, the School Administrator(s) shall post this report on their school website.
7. All transactions shall be controlled and recorded in the school's accounting system and bank account and be subject to audit by the Division's auditors annually. A school should only maintain one bank account, additional accounts to be approved by the Secretary Treasurer.
8. School financial records should be audited in the event of a change of school administration or the school administrative assistant.
9. School Administrator(s) and staff shall not have signing authority or financial responsibility for groups choosing to form a Society to administer their funds independently.
10. The school account activities & balances will be reported three times during the year to School Council/Advisory Committee and the staff, or upon request at any time during the year. These reports will be dated August 31st, December 31st, and April 30th. The reporting will be consistent with the *SGF Accounting Instructions*.

Supplemental Guide

To facilitate school-based bookkeeping of SGF and to ensure compliance with audit requirements, each school in the Division shall implement internal controls over the administration of its SGF.

1. The school office shall issue receipts for all monies received.
2. When funds (other than donations) are collected in classrooms, a summary list shall be remitted with the funds to the school office.
3. All cash received shall be reconciled to the receipts and deposited in the school bank account on a regular basis. All cash or cheques are to remain in the school and shall be kept in a safe or locked cabinet, until they are taken to the bank for deposit. Schools should make arrangements to utilize night deposit services when necessary. A deposit shall be made as frequently as necessary, but not less than monthly.
4. All expenditures shall be referenced to invoices or some form of request for payment. Authorization for payment shall ultimately rest with the Principal. The Principal may, however, delegate this responsibility if he /she so wishes to someone other than the School Administrative Assistant. Records of expenditures shall be kept on file at the school for audit purposes.





5. No payments are to be made to individuals for honorariums, salaries, wages, etc. from SGF. Such payments are to be made using school budget funds processed through the Payroll Department, with subsequent reimbursement to the school budget from SGF.
6. All payments shall be made by cheque. Under no circumstances are blank cheques to be pre-signed.
7. The Principal shall authorize all transfer of funds between SGF categories. This authorization is to come to the Finance Department in Division Office with the rationale and the Finance Department will process the transfer.
8. Any corrections or errors need to be communicated to the Finance Department in Division Office to be processed, this includes transfers, bank adjustments and deposit corrections.
9. All Board instructed fees such as Technology, Pre-school and Kindergarten fees should be remitted to Division Office throughout the year with any final amounts in the accounts remitted in June to bring the accounts to a zero balance.
10. All SGF must be recorded using standardized accounting software as identified by the Secretary- Treasurer.
11. Schools must maintain full SGF accounting records for seven years.
12. Liquidity: Because school generated funds are used only for their intended purpose, at times the funds held may reach a level where additional funds are temporarily needed. In this case, the school will advise the Secretary-Treasurer of the condition, who in turn will determine the best course of action to ensure the liquidity of the school's SGF.
13. All losses of SGF shall be reported immediately to the Secretary-Treasurer.

Reference: Education Act, 195	Date Approved: December 12, 2024



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