

Supporting Student Success



EDUCATION PLAN 2024-2027



Northern Lights Public Schools shares its Education Plan with stakeholders in the following ways:

- The Education Plan is posted in the [Accountability](#) section of the division's website and is available for download as a PDF document on the [Education Plan](#) page.
- The plan, and highlights from the plan, are shared in a blog post on the division's website - nlpsab.ca.
- All parents and guardians are sent an email with highlights from the plan and a link to view the entire plan online or to download the PDF.
- Highlights are shared with the community on the division's social media accounts.
- School plans are posted on school websites.
- School plans are shared with School Councils.



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MESSAGE FROM THE BOARD CHAIR

Following a year of recovery from disruptions caused by the pandemic, the Board felt it was important to re-engage stakeholders in a comprehensive review and discussion of the priorities in our Education Plan.

Our stakeholders expressed appreciation for many of the initiatives currently in place in the division including nutrition programs, mental health programming and supports, our outstanding staff, and internal communication processes.

They also suggested areas of improvement and their feedback has helped us identify two priorities to focus on in our Education Plan, both aimed at bolstering student success. We look forward to continued growth throughout the division as we implement the strategies in the plan and provide opportunities for our students to excel and thrive.



MESSAGE FROM THE SUPERINTENDENT OF SCHOOLS



The 2024-2027 Education Plan embodies the shared vision of our students, parents, dedicated staff, and supportive communities.

Throughout our stakeholder engagement sessions, two prominent themes emerged, which have now become the cornerstone of our division's priorities. One was a need to elevate student achievement. For the elementary grades, this includes focusing on literacy and numeracy. For our junior and senior high school students, the emphasis is on providing enriched learning pathways to equip them for success during their academic journey and beyond graduation.

There was also an acknowledgment that the mental wellbeing of our students significantly influences academic performance and we need to continue our work in this area. Our commitment to supporting students' mental wellbeing includes providing each school with a student advocacy counsellor, ensuring meal programs are in place where needed, and fostering community partnerships to ensure students and families can access the supports they need in a timely manner.

We are excited to move forward with the strategies we have identified in our Education Plan and see the impact they will have on our students in the years to come.

ACCOUNTABILITY STATEMENT

The 2024-2027 Education Plan for Northern Lights Public Schools provides future direction commencing September 1, 2024. This plan was prepared under the direction of the Board of Trustees, in accordance with responsibilities under the Education Act and the Sustainable Planning and Reporting Act.

This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results in its November 2023 Annual Education Results Report to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan on Wednesday, May 29, 2024.

NORTHERN LIGHTS PUBLIC SCHOOLS BOARD OF TRUSTEES 2021 - 2025



Left to right: Trustee Roy Ripkens, Trustee Cheryl Edwards, Trustee Blair Norton, Board Chair Karen Packard, Trustee Ron Young, Vice-Chair Garry Kissel, Trustee Mandi Skogen, Trustee Debra Lozinski, Trustee Lois Phillips.

The Northern Lights Public Schools' Board of Trustees consists of nine trustees representing five wards:

Ward 1 - Bonnyville

Trustee Garry Kissel (Vice-Chair)
Trustee Cheryl Edwards
Trustee Roy Ripkens

Ward 2 - Cold Lake

Trustee Karen Packard (Board Chair)
Trustee Mandi Skogen
Trustee Ron Young

Ward 3 - Lac La Biche

Trustee Lois Phillips

Ward 4 - Lac La Biche - Plamondon

Trustee Blair Norton

Ward 5 - Lac La Biche South

Trustee Debra Lozinski

DIVISION PROFILE

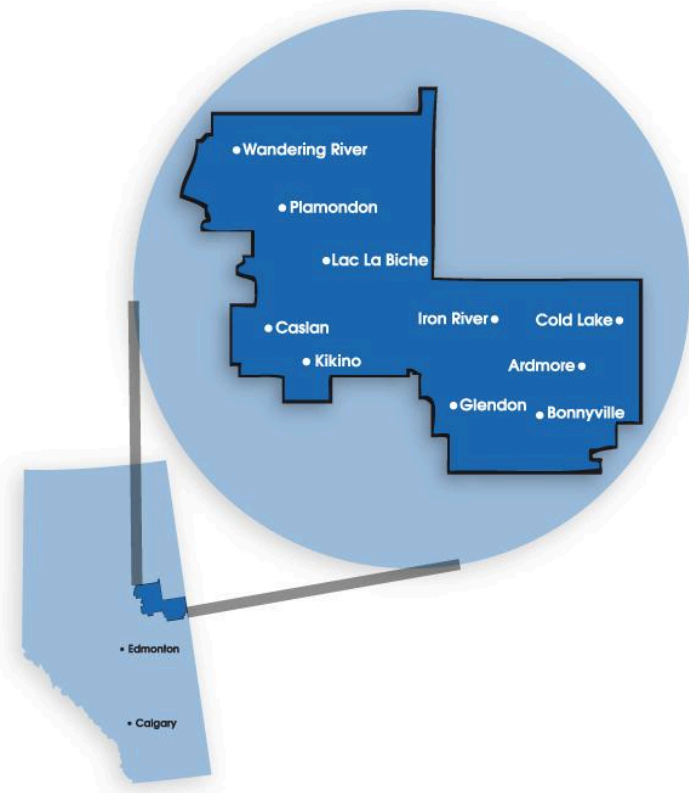
Northern Lights Public Schools is situated in picturesque northeastern Alberta, nestled in the heart of the Lakeland region. Spanning over 200 kilometers from the Saskatchewan border to Highway 63, which runs through Wandering River, our division encompasses a vast expanse of 14,800 square kilometers. The area is noted for its natural beauty, numerous multi-season outdoor recreational opportunities, and abundant wildlife.

NLPS provides a variety of education options to families through our 28 schools, including five outreach schools. We serve approximately 5,800 students located throughout the Lakeland. Our schools are located in Bonnyville, Cold Lake, Lac La Biche, Glendon, Plamondon, Ardmere, Caslan, Iron River, Wandering River, Kikino Métis

Settlement, Buffalo Lake Métis Settlement, and the Pine Meadow Hutterite Colony. In addition, Northern Lights Public Schools provides services to students from Beaver Lake Cree Nation, Cold Lake First Nations, Elizabeth Métis Settlement, Frog Lake First Nation, Heart Lake First Nation, Kehewin Cree Nation, and White Fish First Nation. The Youth Assessment Center in Lac La Biche is operated by Northern Lights Public Schools under a contract with the Alberta government. The program is on a two-year hiatus due to a modernization of the facility being conducted by the Alberta Government. Our Learning Together Anywhere School provides online programming to students from throughout Alberta.

The Lakeland region enjoys a diverse economy largely comprised of oil and gas, agriculture, forestry, hunting, fishing, trapping, and tourism sectors, as well as 4 Wing Cold Lake. The downturn in the oil and gas industry has negatively impacted the economy of the region, as well as school enrolment. The area is culturally diverse, including several First Nations and Métis communities, as well as other cultural groups that either settled in the area as early pioneers or have moved into the area more recently due to economic opportunities.

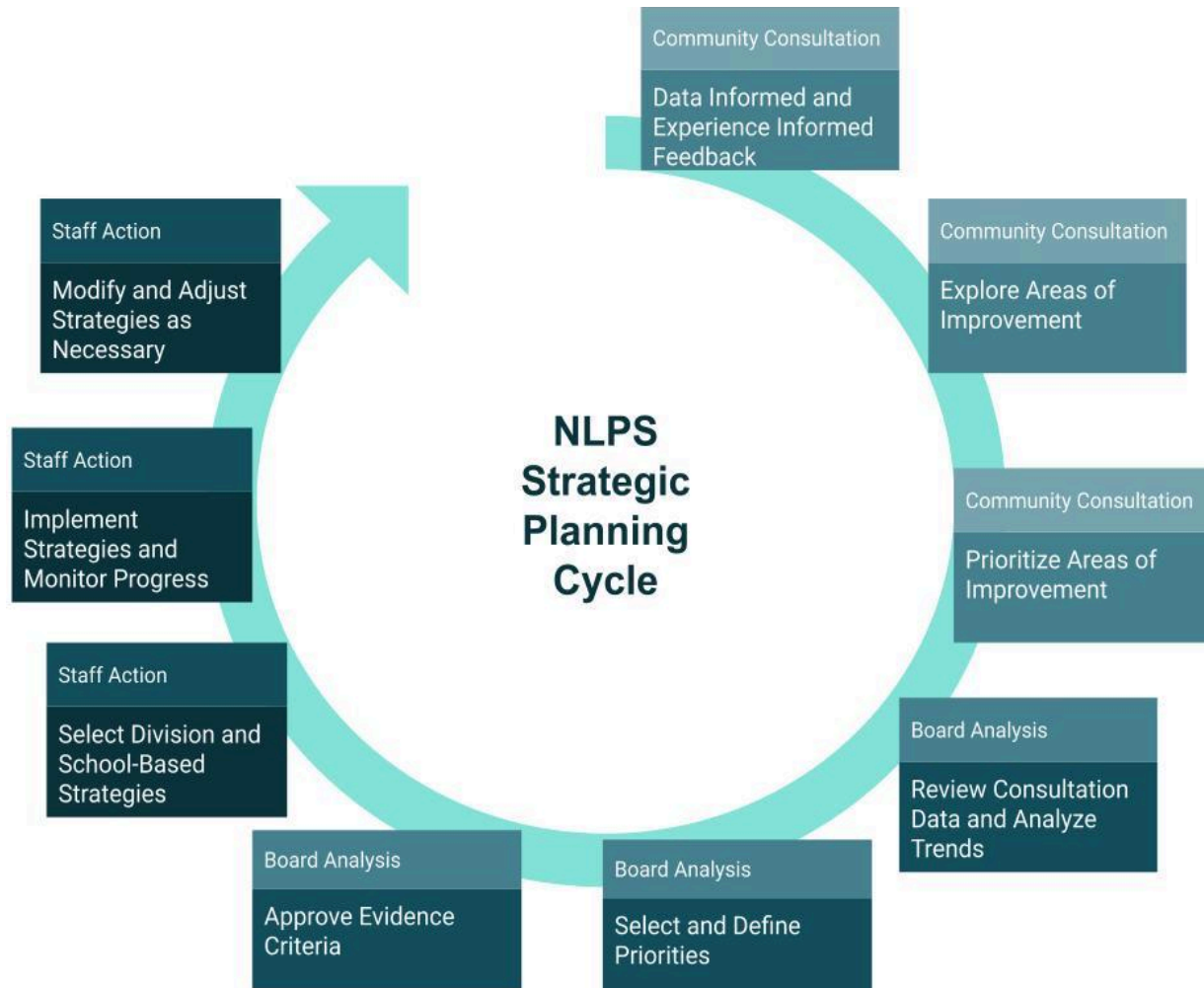
It is within this geographical, economic, and culturally diverse region that Northern Lights Public Schools offers a Kindergarten to Grade 12 education system that aspires to ensure every student learns and every student excels.



OUR SCHOOLS

School	Community	Principal for 2024-2025
Ardmore School (K to 8)	Ardmore	Marjorie Charles
Art Smith Aviation Academy (K to 9, French Immersion, Aviation Focus)	Cold Lake (4 Wing)	Brandon Isert
Aurora Middle School (4 to 8)	Lac La Biche	Carolina Franke
Bonnyville Centralized High School (9 to 12)	Bonnyville	Tracie Young
Bonnyville Outreach School (9 to 12)	Bonnyville	Elliott Bessey
CASA Classroom (5 to 8)	Bonnyville	Andrea Farrell
Caslan School (K to 8)	Caslan	David Skoglund
Cold Lake Elementary School (K to 3)	Cold Lake	Chris Vining
Cold Lake High School (10 to 12)	Cold Lake	Dustin Walker
Cold Lake Junior High (7 to 9)	Cold Lake	Chan Cusson
Cold Lake Outreach School (9 to 12)	Cold Lake	Elliott Bessey
Crossroads Outreach School (9 to 12)	Buffalo Lake Métis Settlement	Elliott Bessey
Duclos School (K to 4)	Bonnyville	Jody Centazzo
École Plamondon School (K to 12, Russian Immersion)	Plamondon	Karen Grygus
Glendon School (K to 12)	Glendon	Corey Baker
H.E. Bourgoin Middle School (5 to 8)	Bonnyville	Tracy Casselman
Iron River School (K to 8)	Iron River	Dustin Blake
J.A. Williams High School (9 to 12)	Lac La Biche	Samear Abougouche
Journeys Learning Academy (9 to 12)	Kikino Métis Settlement	Elliott Bessey
Kikino School (K to 8)	Kikino Métis Settlement	Laurie Thompson
Lac La Biche Outreach School (9 to 12)	Lac La Biche	Elliott Bessey
Learning Together Anywhere (K to 9)	Various	Maureen Ference
Nelson Heights Middle School (4 to 6)	Cold Lake	Kim MacLeod
North Star Elementary School (K to 6)	Cold Lake	Jason Whaley
Pine Meadow Hutterite School	Pine Meadow	Corey Baker
Vera M. Welsh Elementary School (K to 3)	Lac La Biche	Kim Nashim
Wandering River School (K to 6)	Wandering River	Lisa Iversen
Youth Assessment Centre	Lac La Biche	Elliott Bessey

STAKEHOLDER ENGAGEMENT



The foundation of the Northern Lights Public Schools' Education Plan is an extensive stakeholder engagement process initiated in December of 2023. Students, parents, community members, and staff were invited to participate in engagement sessions, which examined areas of success, reflected on student data, and explored areas for improvement. The Board then participated in a facilitated session where trustees analyzed all of the collected input.

From this comprehensive analysis, the Board identified two primary areas for improvement: to increase student achievement, and to continue to support the mental wellbeing of students. To address student achievement, our focus is two fold: improving foundational skills in numeracy and literacy for Kindergarten to Grade 6 students, and enhancing learning pathways for Grades 7 to 12 students. The strategies outlined in our Education Plan, as well as those detailed in individual school improvement plans, are designed to help NLPS realize these priorities.

To ensure ongoing alignment with our Education Plan, the Board provides ongoing opportunities for stakeholders to reaffirm the identified priorities. This includes regular communication channels, specific engagement initiatives, participation in schools councils, and the Student Advisory Council to the Board. The division continues to leverage [Engage NLPS](#), along with an internal engagement platform tailored for students and staff, fostering increased opportunities for

involvement since January 2021. These platforms have facilitated engagement on various topics, including Board policies, annual school calendars, and curriculum implementation.

In 2023-2024, Northern Lights Public Schools conducted its third annual Student Mental Health Survey, encompassing students from Kindergarten to Grade 12. The insights from this survey, along with the feedback received, serve as integral resources as the division implements the strategies in its Education Plan and prioritizes student mental wellbeing.

NLPS also provided opportunities for stakeholders to engage in face-to-face discussions in 2023-2024. The Board facilitated sessions with student representatives from grades 6 to 12 from schools throughout the division. These meetings of the Student Advisory Council to the Board provided invaluable feedback and recommendations on the division's priorities. Additionally, regional engagements with parents were conducted to determine alignment with student perspectives, informing the identification of the division's priorities and the strategies embedded in the Education Plan.

NLPS also supports parental engagement through School Councils. *School Council Regulation (94/2019)*, requires each school in Northern Lights Public Schools to have a school council made up of parents and guardians, school administration, teachers, and sometimes students or members of the community. School councils provide advice to the school principal and school board on matters such as school plans, budgets, policies, and student programming opportunities. NLPS trustees attend school council meetings throughout the year. The Board also supports the attendance of school council members at the Alberta School Councils' Association (ASCA) annual conference.

IMPROVEMENT GOALS AND PRIORITIES 2024-2027

For the 2024-2027 Education Plan, NLPS will continue with the four outcomes set by Alberta Education in the Assurance Measures. Those four outcomes are: Alberta's students are successful; First Nations, Métis, and Inuit students in Alberta are successful; Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy; and Alberta's K-12 education system and workforce are well-managed.

In addition, NLPS has established two division priorities to focus on: increasing student achievement and continuing to support the improvement of the mental wellbeing of students.

NORTHERN LIGHTS PUBLIC SCHOOLS' DIVISION PRIORITIES

PRIORITY 1: NORTHERN LIGHTS PUBLIC SCHOOLS WILL INCREASE STUDENT ACHIEVEMENT

Our Priority

Northern Lights Public Schools is committed to enhancing and supporting instructional practices to improve the numeracy and literacy skills of all ECS to Grade 6 students, and is committed to providing all Grade 7 to 12 students with enhanced instruction and programming to ensure a learning pathway that leads to success.

Our Outcomes

Outcome One - Kindergarten to Grade 6 Students: In alignment with Outcome One of the Alberta Education business plan, *Alberta's students are successful*, Northern Lights students will achieve the acceptable standard in literacy and numeracy foundational skills with enhanced and supporting instructional practices. Measurement tools for the numeracy and literacy priority will include the performance measures identified below.

Outcome Two - Grades 7 to Grade 12 Students: In alignment with Outcome Three of the Alberta Education business plan, *Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy*, Northern Lights students will express high levels of satisfaction in supports provided by Learning Pathway Advisors (academic counsellors) and the programming offered. Measurement tools for the numeracy and literacy priority will include the performance measures identified below.

Our Definition

Student achievement entails students meeting or exceeding established learning outcomes, and obtaining the knowledge and skills, as well as receiving diverse programming opportunities, to successfully complete high school and transition to post-secondary training or employment. Acceptable standard is defined as:

- for grades 1-3 those students not deemed at risk
- for grades 4-5 those students who are at grade level
- for grades 7-8 those students who meet the acceptable standard on division-based Common Assessments
- for grades 6 and 9 those students who meet the acceptable standard on Provincial Achievement Tests
- for high school students those who meet the acceptable standard on Provincial Diploma Examinations.

IMPROVE FOUNDATIONAL SKILLS IN NUMERACY AND LITERACY FOR STUDENTS IN KINDERGARTEN TO GRADE 6**Plan for Implementation****Performance Measures**

For numeracy for Kindergarten to Grade 6 students the performance measures will include:

- Provincially-mandated Grade 6 Math Provincial Achievement Tests
- Grade 4-5 Norm Referenced Assessments to be determined
- Grade 1-3 Provincial Numeracy Screening assessment

For literacy for Kindergarten to Grade 6 students the performance measures will include:

- Provincially-mandated Grade 6 ELAL Provincial Achievement Tests
- Grade 4-5 Norm Referenced Assessments to be determined
- Grade 1-2 LeNS assessments
- Grade 1-3 CC3 assessments

Results will be reviewed each year at the school and division levels.

Strategies**Professional Learning & Resources**

Northern Lights is committed to the successful implementation of the new curriculum through a multifaceted approach. This includes assisting teachers in developing comprehensive year plans that align with the new curriculum, and investing in essential resources such as Mathology subscriptions and Do the Math resources. Vertical surfaces have also been purchased to create interactive and engaging learning environments, and funds have been allocated to provide professional learning in Building Thinking Classrooms. Teachers are also empowered with the autonomy to select resources that best fit their instructional strategies. An optional summer institute offers additional intensive professional development opportunities.

The division's human resources are a crucial component of these strategies. The Director of Learning - K-6 Instructional Support oversees the implementation of instructional strategies and curriculum development. To further support teachers, the division employs two learning consultants who provide ongoing professional development and work alongside teachers, while Student Support Team Coordinators manage resources and support services for students. Administrators and teaching staff lead and deliver instructional programs, supported by educational assistants who enhance classroom instruction and student learning.

In collaboration with University of Lethbridge Professors Pamela Adams and Carmen Mombourquette, Northern Lights is enhancing its instructional leadership through generative dialogue. Professors from the university are brought in to train new administrators and the Central Office Leadership Team (COLT), enhancing their skills in using generative dialogue to improve classroom instruction. This partnership ensures that instructional leadership is a central focus for administrators, ultimately enhancing classroom practices for teachers.

Each school within Northern Lights is developing and implementing school-specific strategies as part of their improvement plans. These strategies are aligned with divisional actions and tailored

to meet the unique needs and demographics of each school, ensuring consistency with the overall goals and initiatives of the division.

Literacy Data and Targets

Grade Level	Assessment	Number of Students At Risk Sept 2022	Number of Students At Risk June 2023	Number of Students At Risk Sept 2023	Number of Students At Risk June 2024	Target for June 2025
Grade 1	CC3	31.5%	27.4%	25.3%	TBD	25.0%
	LeNS	33.3%	25.0%	28.6%	TBD	24.0%
Grade 2	CC3	35.7%	36.6%	31.3%	TBD	30.0%
	LeNS	Not Administered	Not Administered	31.3%	TBD	30.0%
Grade 3	CC3	36.4%	28.5%	31.1%	TBD	29.0%
Grade 4	To Be Determined	N/A	N/A	N/A	N/A	TBD
Grade 5	To Be Determined	N/A	N/A	N/A	N/A	TBD

Grade 6 ELAL PAT (Total Enrolled)	Acceptable 2022-23 (Old Curriculum)	Acceptable 2023-24	Target 2024-25 (New Curriculum)	Excellence 2022-23 (Old Curriculum)	Excellence 2023-24	Target 2024-25 (New Curriculum)
	75.1%	Not Writing	77.1%	9.6%	Not Writing	10.6%

Numeracy Data and Targets

Grade Level	Assessment	Number of Students At Risk Sept 2022	Number of Students At Risk June 2023	Number of Students At Risk Sept 2023	Number of Students At Risk June 2024	Target for June 2025
Grade 1	Provincial Numeracy Screening	33.1%	35.0%	31.4%	TBD	30.0%
Grade 2	Provincial Numeracy Screening	Not Administered	Not Administered	36.7%	TBD	34.0%
Grade 3	Provincial Numeracy Screening	Not Administered	Not Administered	24.4%	TBD	23.0%
Grade 4	To Be Determined	Not Administered	Not Administered	Not Administered	TBD	TBD
Grade 5	To Be Determined	Not Administered	Not Administered	Not Administered	TBD	TBD

Grade 6 Math PAT (Total Enrolled)	Acceptable 2022-23 (Old Curriculum)	Acceptable 2023-24	Target 2024-25 (New Curriculum)	Excellence 2022-23 (Old Curriculum)	Excellence 2023-24	Target 2024-25 (New Curriculum)
	54.6%	Not Writing	56.6%	7.9%	Not Writing	8.9%

ENHANCE LEARNING PATHWAYS TO SUCCESS FOR STUDENTS IN GRADES 7 - 12

Plan for Implementation

Performance Measures

For this priority, the performance measures will include:

- Grade 9 Provincial Achievement Test
- Grade 7 and 8 Common Assessments
- Grade 12 Provincial Diploma Exam
- Percentage of students who complete high school in 3, 4, or 5 years.
- Number of students enrolled in Dual Credit Programs (using the number of participants in 2023-24 as base data)
- Alberta Education Assurance Survey measures:
 - Percentage of teachers, parents, and students who are satisfied with the overall quality of education at school

- Percentage of teachers, parents, and students who are satisfied with access to support and services at school.
- Percentage of teachers, and parents who are satisfied with work preparation for students.
- Percentage of students and parents who agree that students are engaged in their learning at school.

This aligns with Outcome Three of Alberta Education's business plan - *Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.*

Strategies

Professional Learning & Resources

Northern Lights Public Schools is committed to ensuring that students in grades 7 to 12 receive high quality instruction and programming opportunities aligned with their learning pathways. To support this, the division is enhancing the role of Learning Pathways Advisors (academic counsellors) to better assist students and their parents/guardians in selecting appropriate programs as they transition from high school to post-secondary education or employment. Programming will be enriched in areas such as Dual Credit Programming, the Registered Apprenticeship Program (RAP), Work Experience, Land-Based Learning, and the use of the Mobile Trades Lab and Canadian Rockies Outdoor Learning Centre.

Northern Lights' resources are comprehensively structured to support these educational initiatives and student success. Human resources include the Director of Learning - Grades 7-12 Instructional Support, Learning Pathways Advisors, Student Support Team Coordinators, administrators, teaching staff, and Educational Assistants. Collaborations with institutions like Portage College, Olds College, Lakeland College, and Athabasca University, as well as partnerships with Careers The Next Generation and community stakeholders, further enhance educational offerings. Learning Consultants also play a pivotal role in providing professional development and instructional support to teachers.

Curriculum resources include a Mobile Trades Lab, which offers hands-on learning experiences, and the Registered Apprenticeship Program, which provides practical training opportunities. Additionally, CTF/CTS equipment has been enhanced to ensure Career and Technology Foundations/Career and Technology Studies programs meet current industry standards and student needs. Through this array of resources, Northern Lights is well-equipped to deliver a high-quality educational experience.

In collaboration with University of Lethbridge Professors Pamela Adams and Carmen Mombourquette, Northern Lights is enhancing its instructional leadership through generative dialogue. Professors from the university are brought in to train new administrators and the Central Office Leadership Team (COLT), enhancing their skills in using generative dialogue to improve classroom instruction. This partnership ensures that instructional leadership is a central focus for administrators, ultimately enhancing classroom practices for teachers. A focus of the COLT during school-specific dialogue will be student learning, instructional strategies, and student achievement.

Each school within Northern Lights is developing and implementing school-specific strategies as part of their improvement plans. These strategies are aligned with division actions and tailored to meet the unique needs and demographics of each school, ensuring consistency with the overall goals and initiatives of the division.

Achievement Data and Targets

Grade 7 & 8 Common Assessments (Total Writing)	Average Mark 2022-23	Average Mark 2023-24	Target for 2024-25
Gr 7 English	60.5%	TBD	63.5%
Gr 7 Math	61%	TBD	64.0%
Gr 7 Science	56.4%	TBD	59.4%
Gr 7 Social	58.1%	TBD	61.1%
Gr 8 English	69.5%	TBD	72.5%
Gr 8 Math	61.1%	TBD	64.1%
Gr 8 Science	61%	TBD	64.0%
Gr 8 Social	61%	TBD	64.0%

Grade 9 PATs (Total Enrolled)	Acceptable 2022-23	Acceptable 2023-24	Target 2024-25	Excellence 2022-23	Excellence 2023-24	Target for 2024-25
Gr 9 ELAL	64.1%	TBD	66.1%	3.4%	TBD	4.4%
Gr 9 Math	45.2%	TBD	50.0%	7.7%	TBD	8.7%
Gr 9 Science	56.8%	TBD	58.8%	9.9%	TBD	10.9%
Gr 9 Social	44.8%	TBD	50.0%	4.1%	TBD	5.1%

Provincial Diploma Exams	Acceptable 2022-23	Acceptable 2023-24	Target 2024-25	Excellence 2022-23	Excellence 2023-24	Target for 2024-25
Biology 30-1	81.8%	TBD	82.8%	18.8%	TBD	19.8%
Chemistry 30	84.0%	TBD	85.0%	19.1%	TBD	20.1%
English 30-1	85.4%	TBD	86.4%	5.7%	TBD	6.7%
English 30-2	84.4%	TBD	85.4%	8.6%	TBD	9.6%
Math 30-1	58.7%	TBD	61.7%	11.5%	TBD	14.5%
Math 30-2	78.4%	TBD	80.4%	10.2%	TBD	12.2%
Physics 30	73.6%	TBD	75.6%	22.6%	TBD	24.6%
Science 30	86.3%	TBD	87.3%	23.3%	TBD	24.4%
Social 30-1	80.6%	TBD	81.6%	4.2%	TBD	5.2%
Social 30-2	74.6%	TBD	76.6%	2.4%	TBD	4.4%

High School Completion	2022-23	2023-24	Target for 2024-25
3 Years	70.9%	TBD	72.9%
4 Years	79.9%	TBD	81.9%
5 Years	86.5%	TBD	88.5%

Alberta Education Assurance Survey	2022-23	2023-24	Target for 2024-25
Education Quality	85.1%	TBD	87.1%
Access to Supports and Services	79.5%	TBD	81.5%
Work Preparation	79.9%	TBD	81.9%
Student Engagement	80.4%	TBD	82.4%

Dual Credit Enrolment	2022-2023	2023-24	Target for 2024-25
Number of Students	0	TBD	TBD

PRIORITY 2: NORTHERN LIGHTS PUBLIC SCHOOLS WILL CONTINUE TO SUPPORT THE IMPROVEMENT OF THE MENTAL WELLBEING OF STUDENTS**Our Priority**

Northern Lights Public Schools is committed to supporting the improvement of the mental wellbeing of students. This priority was established by the Board after extensive consultations with students, parents, and staff.

Our Outcome

Student wellbeing is intentionally reinforced through access to a variety of resources and supports.

Our Definition

Mental Health is a state of wellbeing in which every individual realizes their own potential, can cope with the normal stresses of life, can learn/work productively and fruitfully, and is able to make a contribution to their school/community. ~ *Based on the definition from **The World Health Organization*** ~

Plan for Implementation**Performance Measures**

For this priority, the performance measures will include the Northern Lights Student Mental Health Survey. The survey is administered in the spring of each year. Some schools opt to provide supplementary surveys aimed at assessing the mental wellbeing and overall wellness of their students in addition to these measures. Mental Health Survey results are reviewed by school administration and further analyzed as teams at an administrative council meeting in the spring each year.

Strategies

Strategies to provide supports for students in the area of mental wellbeing have been designated into three tiers of supports. Universal supports that benefit all students, targeted supports for students who need additional programming, and individualized supports for students who require targeted strategies to address their mental health needs.

Professional Learning & Resources

Northern Lights Public Schools (NLPS) is committed to supporting student success through a comprehensive array of human resources. The division employs Student Advocacy Counsellors, Student Support Team Coordinators, the Director of Learning - Student Services, the Director of Learning - Inclusive Education, Learning Consultants, administration and teaching staff, and CASA Classroom staff. Additional support facilitated by NLPS and funded by external sources includes the Successful Families Successful Kids/Mental Health Capacity Building Team, which comprises a manager and five wellness coaches, and the Community Helpers Program Coordinator. Training opportunities will be provided for division staff in the area of mental health first aid.

The Pathways to Hope - Mental Health in Schools Pilot enhances the mental health support system with two psychologists, a mental health nurse, a mental health navigator, therapy support navigators, a mental health therapist, and professional practice leads in educational

and mental health. This initiative also includes a CanReach trained physician, a consultation team, an assessment psychologist, an occupational therapist, a speech and language therapist, a multicultural family resource consultant, and a child psychiatrist. These professionals collectively ensure a holistic approach to student wellbeing and academic achievement.

Northern Lights Public Schools' commitment to advancing Positive Behaviour and Intervention Supports (PBIS) in schools will remain steadfast. The division is continuing work with Tom Hierck to concentrate on universal initiatives across all school teams. Enhanced services and training on PBIS strategies will be provided to specific schools.

The Northern Lights Public Schools and Bonnyville Primary Care Network (PCN) pilot ensures children receive quality mental health services and support across all stages and levels of care. This pilot will support student mental health. The program will optimize access and build the capacity of mental health resources for students within the community by eliminating barriers and expanding the full continuum of prevention and treatment. The partnership with the PCN ensures the following services for students:

- Access to appropriate mental health resources
- Mental health services that are currently not available in the community or school
- Therapeutic interventions within the school and community
- Navigation of procedural issues in receiving service
- Individualized services

Northern Lights Public Schools has partnered with CASA (Child Adolescent Services for All) Mental Health in the implementation of a CASA classroom within H.E. Bourgoin School in Bonnyville. Commencing September 2024, this program will accommodate up to 12 students in grades 5-8 per semester within the Bonnyville and Cold Lake region.

Mental Health Survey Data and Targets

NLPS Student Mental Health & Wellness Survey Kindergarten to Grade 2			
Survey Categories	2023 March Results agreed/ strongly agreed	2024 March Results agreed/ strongly agreed	2025 Targets
Student Potential: students feel encouraged to do their best	97.4%	97.8%	98%
Normal Stress of Everyday Life: students feel safe at school	91.9%	91.4%	92.5%
Ability to Contribute to Daily Activities: students feel safe talking to a grownup	90.9%	90.2%	91.5%
Ability to Learn/Work: students feel loved and enjoy their school community	93%	94.2%	95%

NLPS Student Mental Health & Wellness Survey Grade 3 to 6			
Survey Area	2023 Results agreed/ strongly agreed	2024 Results agreed/ strongly agreed	2025 Targets agreed/ strongly agreed
Student Potential: students have the ability to understand and manage their feelings and are hopeful about the future	88 %	81.4%	85%
Normal Stress of Everyday Life: students rarely need assistance to cope with and manage their fears and anxieties	50.2 %	48.2%	45%
Ability to Contribute to Daily Activities: students can connect with a peer or adult to assist with managing problems	84.9 %	78.7 %	83%
Ability to Learn/Work: students feel they belong, are engaged, and can work to the best of their ability	90.8 %	88.1 %	91%

NLPS Student Mental Health & Wellness Survey Grade 7 to 12			
Survey Area	2023 Results agreed/ strongly agreed	2024 Results agreed/ strongly agreed	2025 Targets agreed/ strongly agreed
Student Potential: students have the ability to understand and manage their feelings and are hopeful about the future	71 %	73.4 %	75 %
Normal Stress of Everyday Life: students rarely need assistance to cope with and manage their fears and anxieties	42.8 %	43.3 %	41.5 %
Ability to Contribute to Daily Activities: students can connect with a peer or adult to assist with managing problems	69.8 %	71.4 %	73 %
Ability to Learn/Work: students feel they belong, are engaged, and can work to the best of their ability	74.1%	74.4 %	75 %

ASSURANCE ELEMENTS

STUDENTS ARE SUCCESSFUL

Student success and achievement are the primary focus and are dependent on positive working environments, access to needed supports, and trust in those who interact with students on a regular basis. In addition to the elements identified previously, Northern Lights Public Schools has identified the following avenues for growth and evaluation:

Avenues for Development

Academic Achievement Grades K-6:

- **Enhancing Literacy, Numeracy and Digital Learning:** Improve and enhance the quality of literacy and numeracy instruction, and enhance the use of digital learning tools and skills to improve student learning opportunities. Learning Consultants will collaborate with individual teachers or groups of teachers to facilitate this.
- **Collaborative Response Model:** Continue to support the Collaborative Response Model, a school-wide structure aimed at identifying and meeting the individual needs of students.
- **Full-Day Kindergarten Programming:** Sustain full-day programming for Kindergarten students in all elementary schools to provide a solid educational foundation. Certificated teachers deliver the prescribed program of studies, and educational assistants with specific extension training provide the FLIGHT curriculum framework. Ongoing assessment tools such as the Early Years Evaluation (EYE) ensure individualized and high-quality programming.
- **Digital Assistive Technologies:** Increase the use of digital assistive technologies to support struggling learners.
- **Beginning Teacher Induction Program:** Maintain the robust Beginning Teacher Induction program for all teachers new to the division, and expand the support provided to new educational assistants.

Academic Achievement in Grades 7-12:

- **NLPS-developed Common Curricular Assessments:** Continue employing NLPS-developed common curricular assessments to ensure reliable summative processes and to enhance focus on curricular outcomes and expectations. These assessments were developed by cohorts of subject-alike teachers for core courses in Grades 7, 8 and 9.
- **Dual Credit Programming:** Foster student participation in dual credit programming, facilitating advanced standing with post-secondary institutions or industry-standard certification. Introduce new dual-credit opportunities such as Introduction to the Trades (TRAD 131), which is being offered in Summer School 2024 in collaboration with Portage College. Maintain partnerships with other institutions including Portage College, Lakeland College, Olds College, and Athabasca University.
- **Non-Traditional Programming:** Enhance and diversify non-traditional programming options for high school students, including partnerships with external organizations like the Canadian Rockies Outdoor Learning Centre to offer outdoor education programming for high school students, and other distance learning courses.

Student Involvement, Personal Development, and Life Skills:

- **Character/Moral Education Programs:** Maintain character/moral education programs at school sites to provide appropriate supports and educational opportunities for students.
- **Nutrition Programs:** Continue to provide nutrition programs at the division's schools, supported by partnerships with the Breakfast Club of Canada, the provincial nutrition program, APPLE Schools, PC Children's Charity, and industry partners, to reach a target of over 200,000 meals served to students.
- **Community Resources:** Encourage student and family utilization of community resources such as the "HIVE", a hub in Bonnyville offering access to a variety of mental health services and supports outside of school hours.

FIRST NATIONS, MÉTIS, AND INUIT STUDENTS ARE SUCCESSFUL

Northern Lights Public Schools remains committed to advancing the success of Indigenous students through multiple partnerships, comprehensive support systems and resources, and building capacity in staff and students. Fostering understanding within students, staff and the broader community is paramount to empower students and set them up for success.

The proportion of students self-identifying as First Nations, Métis, and Inuit within Northern Lights Public Schools has increased to over 36% of the division's student population. Accessing funds through the federally funded Jordan's Principle program has created further opportunities to work with families to identify and support students with specific needs, with well over 200 students benefiting from this initiative.

Avenues for Development

- **Strengthen Community Partnerships:** As an act of reconciliation and a commitment to nurturing healing relationships, NLPS will continue to cultivate key community partnerships with First Nations and Métis Settlements.
- **Equitable Access to Services:** Ensuring all First Nations, Métis and Inuit students have equitable access to services as part of the Inclusive Education Model is integral to reconciliation efforts. This helps to create a more inclusive society and close any identifiable gaps.
- **Enriching Cultural Resources:** Enhance the availability of resources such as Literacy Seed Kits, library books, and materials in all schools to amplify the visibility of First Nations, Métis and Inuit culture, enriching the educational experience for all students.
- **Student Support:** Maintain dedicated academic counselling sessions in Grades 7 to 12 to bolster the academic journey of First Nations, Métis, and Inuit students. Continue the Indigenous Student Success Team, which includes an Associate Superintendent, Director of Learning - Grades 7 to 12 Instructional Support, school-based administrators, and academic and career counselors. Collaborate with the Liaison Worker to support First Nations, Métis, and Inuit students, focusing on improving educational outcomes. This involves analyzing key performance indicators and developing strategies to enhance educational success for First Nations, Métis, and Inuit students. Strategies include creating dedicated cultural spaces, implementing innovative education programs, offering adaptive scheduling options, and ensuring continuous improvement and evaluation.
- **Facilitating Service for Students Eligible for Jordan's Principle:** Ensure all students who require support through Jordan's Principle funding have access to the appropriate

supports and services. Liaise with Tribals Chiefs Ventures, First Nation Health Consortium and Indigenous Services Canada to provide these supports to students and their families.

- **Empowering Educators:** Support administrators and teachers in deepening their foundational knowledge and understanding of First Nations, Metis and Inuit cultures. This includes facilitating compliance with relevant Teaching and Leadership Quality Standards, while also recognizing that these understandings are essential to long-term reconciliation. Create an action plan with school-based administration regarding the 92 Calls to Action.
- **Fostering Connections:** Remove barriers for school-based staff to connect with Elders, Knowledge Keepers, and cultural liaisons, fostering enriched learning experiences and enhanced support for students.

STUDENTS HAVE ACCESS TO A VARIETY OF LEARNING OPPORTUNITIES TO ENHANCE COMPETITIVENESS IN THE MODERN ECONOMY

Northern Lights Public Schools is dedicated to fostering a culture of continuous learning among educators, support staff, and division leaders, reflecting its belief in lifelong learning for students. By cultivating a well-developed staff, the division aims to provide students with a rich array of learning opportunities, equipping them with the skills needed to thrive in a modern economy. In addition to the actions identified earlier in this document, NLPS has identified the following avenues for development and measures:

Avenues for Development

- **Facilitating Career and Technology (CTS) Collaboration:** Foster division-wide and cross-division collaboration opportunities for Career and Technology (CTS) teachers. By forging partnerships with post-secondary institutions, NLPS aims to enhance the skill sets of CTS teachers, broadening and enriching programming opportunities for students.
- **French Immersion Programming:** Sustain and promote French Immersion Programming in one community, providing students with valuable linguistic and cultural experiences
- **New Curriculum Implementation:** NLPS is committed to supporting Kindergarten to Grade 6 teachers with comprehensive training and networking opportunities. Collaboration with agencies such as the Alberta Regional Professional Development Consortia (ARPDC) and the Alberta Assessment Consortia (AAC), as well as NLPS Learning Consultants, will play a pivotal role in facilitating the transition to the new curriculum. These sessions will be a key topic for professional development days in the 2024-25 school year.

ALBERTA'S K-12 EDUCATION SYSTEM AND WORKFORCE ARE WELL-MANAGED

Both the Board of Trustees and division office administration strive to be responsive to stakeholders. Multiple opportunities are provided to consult, collaborate and, where feasible, allow for decision-making opportunities to be available to stakeholders.

Avenues for Development

- **Strengthening School Council Support:** Actively supporting School Councils in all schools, including providing support for attendance at the Alberta School Councils' Association (ASCA) Annual Conference and providing training opportunities through ASCA.

- **Community Engagement:** Continue to foster community engagement to solicit feedback when applicable on policies, procedures, and other operational decisions, ensuring that stakeholders have a voice in the decision-making process.
- **Facilitating Principal Meetings:** Provide The opportunity for school principals to meet and share their school plans with each other and with Board members in a large group setting.
- **Enhancing Leadership Training:** The division has allocated resources to bring Professors Pamela Adams and Carmen Mombourquette from the University of Lethbridge to reinvigorate and provide training for new administrators and the Central Office Leadership Team in utilizing generative dialogue to enhance classroom instruction. This initiative aims to strengthen instructional leadership among administrators and enhance classroom practices for teachers.
- **Succession Planning and Leadership Development:** In response to upcoming retirements and to ensure effective succession planning, NLPS is transitioning to an Organizational Chart that includes three new educational director positions: Director of Learning - Kindergarten to Grade 6 Instructional Support, Director of Learning - Grades 7-12 Instructional Support, and Director of Learning - Inclusive Education. The Human Resources Department will focus on building capacity for future school-based leaders and support successful applicants in their early stages of leadership.

BUDGET SUMMARY AND CAPITAL PLANNING

Northern Lights Public Schools' Capital Plan and budget information can be found in the [Accountability](#) section of the NLPS website or by clicking the links below:

[NLPS Budget](#)

[NLPS Capital Plan](#)

[NLPS CMR](#)

[NLPS IMR](#)