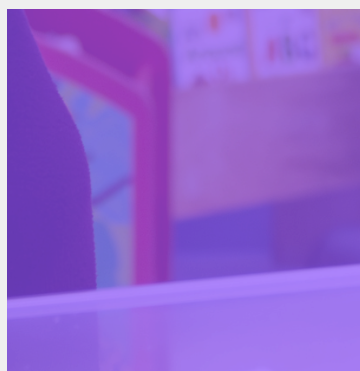
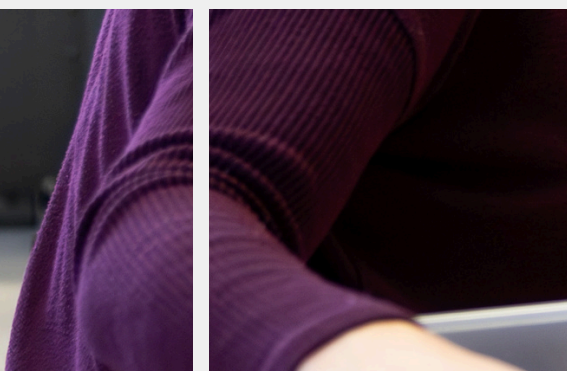


2023-2024

# Annual Education Results Report

**Working Together  
to Help Every Student  
Learn and Excel**



# Accountability Statement

The Annual Education Results Report for Northern Lights Public Schools for the 2023-2024 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*.

The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023-2024 was approved by the Board on November 27, 2024.



**Karen Packard**

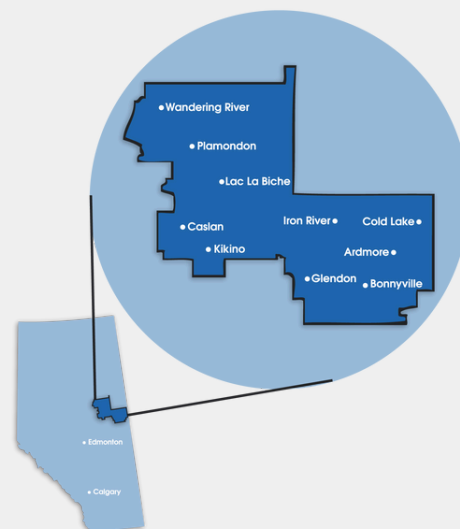
*Chair, Northern Lights Public Schools*

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# Local Context

Northern Lights Public Schools proudly serves over 5,800 students from Kindergarten to Grade 12 across 27 schools. Approximately 36% of students self-identify as First Nations, Metis or Inuit, reflecting the rich cultural diversity that enhances our learning environment.



Geographically, Northern Lights is one of the largest school divisions in Alberta, covering 14,800 square kilometres and spanning 200 kilometres from Wandering River in the north to Cold Lake in the east. The division's schools are located in the urban centres of Bonnyville, Cold Lake and Lac La Biche, as well as the rural communities of Ardmore, Caslan, Glendon, Iron River, Plamondon, and Wandering River. NLPS also operates schools on the Pine Meadow Hutterite Colony, Kikino Metis Settlement and Buffalo Lake Metis Settlement. Additionally NLPS provides educational services to the Provincial Campus Based Care Centre in Lac La Biche.

As one of the largest employers in the Lakeland region, NLPS plays a significant role in the local economy, directly employing over 800 individuals - 355 certificated teachers and 474 non-teaching staff. Together they work tirelessly to ensure each student is provided with the opportunity to learn and excel. Beyond direct employment, the division also supports its communities by contracting services for student transportation, custodial, and other services.

To meet the diverse needs of its student population, NLPS offers a broad range of programming, including: online learning and home education through the Learning Together Anywhere School, outreach programs in five communities, preschool and out-of-school care, full-day programming for Kindergarten students, as well as dual credit, apprenticeship, and work experience opportunities for high school students.

# Executive Summary

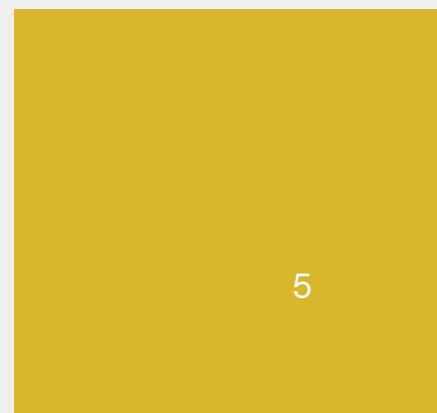
The 2023-2024 school year marked an exciting period of growth and change for Northern Lights Public Schools (NLPS). Strategies impacted by the pandemic began to gain momentum and new initiatives were introduced based on feedback from key stakeholders.

A significant shift in leadership took place at the start of the year as part of a two-year succession plan, prompted by retirements within both division and school leadership. While new staff required time to settle into their roles, the leadership changes brought fresh perspectives that reinvigorated initiatives in the division's Education Plan.

October was a month of celebration for the division. Leanne Jordison, a Kindergarten teacher at Duclos School, received a Prime Minister's Award for Teaching Excellence Certificate of Achievement. Dana Schwab, an English and drama teacher at Cold Lake High School, won the 2023 A+ Playwriting Contest for her stage play *Heist Quest*, which was performed by students the previous spring. Additionally, Glendon School student Taylor Martin was selected for the Minister's Youth Council, giving NLPS students a voice in provincial education decisions.

In December, the Board launched an extensive stakeholder engagement process to reflect on the division's priorities, review student data, and identify areas for improvement. The first round of engagement focused on the Student Advisory Council, consisting of about 60 students from grades 5 to 12. This was followed by consultations with parents and staff through in-person sessions held in various communities in February and March.

The Board simultaneously moved forward with actions identified during engagements with students and school councils during 2022-2023. This included additional custodial time during the day to improve the cleanliness of schools, and an increased focus on student supports to help ease transitions, provide academic and career counselling, and enhance career-related programming opportunities.



In partnership with other local school jurisdictions and post-secondary institutions, Northern Lights Public Schools hosted two major career and trades fairs in the spring. The Lakeland Student Trades Fair was attended by students in grades 9 to 12 from Bonnyville and Cold Lake over the course of two days in April, and featured a combination of booths and hands-on trades learning opportunities hosted by employers, post-secondary institutions, and community organizations. Students in the Lac La Biche region attended a career fair at Portage College in May that provided them with the opportunity to speak to employers and try out a variety of different trades at the college's trades lab.

The Board continues to value its strong relationship with the ATA Local, which facilitated a collaborative and productive collective bargaining process. The updated collective agreement with teachers also addresses a request from students on the Student Advisory Council to the Board to increase opportunities for students to participate in extracurricular activities. To recognize teachers who volunteer to ensure these opportunities are available to students, the collective agreement now includes a clause that grants teachers who volunteer 200 or more hours of their time to support extracurricular activities with one paid release day. This was also added to the support staff Terms of Employment and included in a new division administrative procedure.

To address the ongoing challenge of recruiting teachers amid increasing retirements and labor mobility, the Board approved new hiring incentives aimed at attracting both internal and external candidates. This initiative encourages students and staff to pursue education degrees as well as encourage preservice teachers to complete their practicum in the division and consider employment with Northern Lights.

The year was not without its challenges. A major flood in April at École Plamondon School forced students and staff to relocate for the remainder of the school year. However, thanks to overwhelming community support and the swift action of school and division staff, disruptions to student learning were minimized.



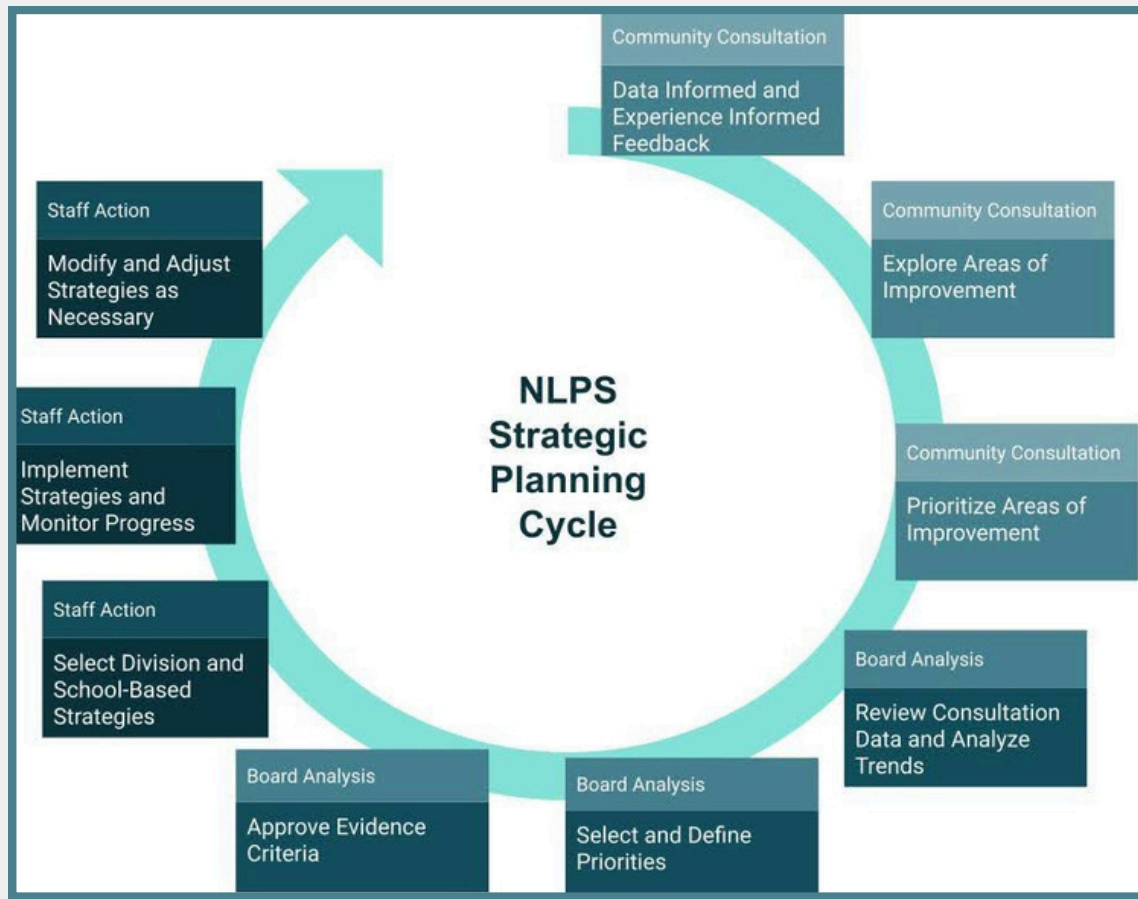
Celebration was once again a focus in May and June. For a second year, the Board partnered with the ATA Local to recognize its new teachers and retirees at a banquet held in Glendon. The Board also recognized a total of 1,610 years of service contributed by 111 staff who reached milestones with the division in 2023-2024. As well, Kathie-Lee Gibbons, a Grade 1 teacher from Duclos School, received a 2024 Prime Minister's Award of Teaching Excellence Certificate of Achievement. The Board also introduced a new student IMPACT Award, recognizing 23 students from 16 schools, selected based on their contributions to creating a positive school culture, citizenship and volunteerism, mentoring other students, exhibiting empathy, kindness and compassion for others, and using their knowledge and skills to effect positive change.

The Board was also honoured to celebrate with recipients of awards from the Alberta School Boards' Association. The Bonnyville Friendship Centre received a Friends of Education Award from Zone 2/3 for the support and programming it provides to students. Shayden Fayant, a Grade 11 student from Cold Lake High School, was one of nine recipients of the [Lieutenant Governor of Alberta Award](#). This award is presented to students who demonstrate outstanding determination, initiative, and resilience. Peyton Faithful-Davies from Ecole Plamondon School and Lyric Jesso from J.A. Williams High School received Honourable Mentions for the Honouring Spirit: Indigenous Student Award.

After reviewing all of the input collected during the stakeholder engagement process, the Board identified two new priorities for its Education Plan, which was approved at the end of May. The Board reaffirmed its commitment to improving student mental health and wellness, and added a new student achievement priority. This includes a focus on literacy and numeracy for K to 6 students, and enhancing learning pathways for students in grades 7 to 12.

As the 2023-2024 year came to a close, the division renewed its commitment to enhancing instructional leadership through generative dialogue. In partnership with University of Lethbridge Professors Pamela Adams and Carmen Mombourquette, NLPS will provide training for administrators and division leadership to deepen their skills in using generative dialogue to improve classroom instruction. This initiative will support the division's new priorities and strengthen instructional practices as the division moves into the 2024-2025 school year.





## Stakeholder Engagement

The Northern Lights Public Schools 2023-2026 Education Plan, which is the basis for this report, was developed through an extensive stakeholder engagement process initiated during the 2018-2019 school year. At that time, stakeholders identified two priority areas for the division to focus on: improving students' mental health and wellness; and improving students' numeracy skills and understanding.

In December 2023, the Board launched a new round of community engagement, inviting students, parents, staff, and community members to participate in sessions focused on identifying areas of success, reflecting on student data, and exploring areas for improvement. Trustees then participated in a facilitated session to review and analyze the community input, leading to a reaffirmed commitment to student mental health and wellbeing, and the introduction of a new priority: student achievement. This new priority builds on the previous numeracy goals for grades K to 6, adds a literacy component for those grades, and introduces enhanced learning pathways for students in grades 7 to 12.



Throughout the year, NLPS continued to provide diverse opportunities for stakeholders to share feedback on existing priorities. Engagement initiatives included regular updates through communication channels, discussions with school councils, meetings with the Student Advisory Council to the Board, and specific initiatives on Engage NLPS - a platform designed to foster input from students, parents, and staff on critical issues such as Board policies, school calendars, and topics affecting individual schools and communities.

Additionally, in the 2023-2024 school year, NLPS conducted its third annual Student Mental Health Survey across Kindergarten to Grade 12. Insights from this survey have been instrumental in shaping strategies to support student mental health, forming an important part of the division's ongoing commitment to wellbeing.

Face-to-face engagement also played a significant role in the 2023-2024 school year. Trustees held meetings with Student Advisory Council representatives from grades 5 to 12 across the division, gathering invaluable student feedback on divisional priorities. The Board also conducted regional sessions with school councils to gain parent and community perspectives, ensuring alignment with student input to inform the division's Education Plan priorities and strategies.

Parental engagement is further supported through School Councils, which, per School Council Regulation (94/2019), are established at each NLPS school. Composed of parents, school administration, teachers, and occasionally students or community members, these councils advise school principals and the Board on matters such as school plans, budgets, policies, and student programming. NLPS trustees attend school council meetings throughout the year, and the Board supports school council members' participation in the Alberta School Councils' Association (ASCA) annual conference.

This multi-faceted approach demonstrates NLPS's commitment to engaging stakeholders actively and consistently, fostering an inclusive environment where student, parent, and community voices guide our journey toward educational excellence.



## DECEMBER 2023

- The Board engaged the Student Advisory Council, composed of 60 students in grades 5 to 12, to identify successes and areas for improvement across the division.

## JANUARY TO FEBRUARY 2024

- The Board hosted an online engagement for staff, families and community members to provide input on the 2024-2025 School Calendar.

## FEBRUARY TO MARCH 2024

- The Board hosted eight in person and two virtual community engagement sessions to review division priorities, analyze and data, and identify areas for improvement.
- Three regional school council meetings were held to share information and gather input on various topics.
- The Division administered its annual Student Mental Health Survey to students in Kindergarten to Grade 12.

## MARCH 2024

- Two staff engagement sessions were held to review division priorities, analyze data, and identify areas for improvement.

## APRIL 2024

- An online engagement for staff, families, and community members was conducted to gather feedback on proposed changes to Board Policy 26 - Inclusive Learning Environments.

## MAY 2024

- The Board hosted a virtual engagement session with the Student Advisory Council to the Board, reviewing the new priorities established in the Board's Education Plan.

## ONGOING

- Trustees regularly attend school council meetings throughout the school year.
- The Division shares information about the division's priorities, Board advocacy and success stories through monthly Parent Updates, weekly staff newsletters, the division website, and social media.



# Accountability/ Assurance System

School councils play a vital role in supporting student success across Northern Lights Public Schools (NLPS), providing a direct voice for stakeholders within each school. Each school collaborates with its stakeholders—including school councils, staff, and, where appropriate, students—to develop a school education plan aligned with division priorities and any locally-determined goals. Individual school priorities are established by principals through a data-informed process in partnership with school councils. Plans are reviewed throughout the year at school council meetings, and must be signed by the school council chair, ensuring transparency and community endorsement of each school’s priorities and strategies.

School principals regularly report on progress to division executive team members through the COLT process, which allows for ongoing support for implementing strategies identified at the school level. By November of the following school year, each principal completes the results portion of their school’s plan and reports directly to their school council.

To provide stakeholders with a high level of assurance, NLPS publishes its Annual Education Results Report (AERR) online, making it fully accessible to the public. Additionally, division goals and priorities are summarized in a quarterly report presented at public Board meetings. Through Facebook, Instagram, and School Messenger, NLPS engages with its communities regularly, addressing questions in real-time and sharing updates directly with students, parents, and staff.

The 2023-2024 Annual Education Results Report was presented to the Board of Trustees in a public meeting on November 27, 2024. The approved report is available on our website at [nlpsab.ca](https://nlpsab.ca), with electronic copies distributed to school administrators and school council chairs. Print copies are also available at no cost by contacting our Division Office at 780-826-3145.

In collaboration with school councils, NLPS also develops and distributes individual school education plans. These plans are made available to School Council members and can be accessed on each school’s website, promoting transparency and engagement in school-specific goals and progress.

# Priority 1: Student Mental Health & Wellness

## Our Priority

Northern Lights Public Schools is committed to creating an environment of knowledgeable and supported staff members as they strive to improve the mental health and wellness of all students. This priority was established by the Board after extensive consultations with students, parents, and staff.

## Our Definition

Mental Health is a state of well-being in which every individual realizes his or her 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

~

## Our Evidence of Improvement

Northern Lights students complete a yearly survey that seeks to understand the mental health and wellness of students in relation to our definition. The survey is administered in the spring of each year. Results are reviewed by school administration each year, and then further analyzed as teams at an administrative council meeting in the spring each year. Additionally, student responses to the Assurance Survey questions related to the Safe and Caring School measures are used to measure growth over time.



## NLPS Student Mental Health and Wellness Survey Data

### Kindergarten to Grade 2

Survey Category	March 2023 Results agreed or strongly agreed	March 2024 Targets agreed or strongly agreed	March 2024 Results agreed or strongly agreed
Student Potential: students feel encouraged to do their best	97.4%	97.5%	97.8%
Normal Stress of Everyday Life: students feel safe at school	91.9%	92.0%	91.4%
Ability to Contribute to Daily Activities: students feel safe talking to a grownup	90.9%	95.0%	90.2%
Ability to Learn/Work: students feel loved and enjoy their school community	93.0%	94.0%	94.2%

### Grades 3 to 6

Survey Category	March 2023 Results agreed or strongly agreed	March 2024 Targets agreed or strongly agreed	March 2024 Results agreed or strongly agreed
Student Potential: students have the ability to understand and manage their feelings and are hopeful about the future	88.0%	90.0%	81.4%
Normal Stress of Everyday Life: students <b>rarely</b> need assistance to cope with and manage their fears and anxieties	50.2%	73.5%	48.2%
Ability to Contribute to Daily Activities: students can connect with a peer or adult to assist with managing problems	84.9%	87.0%	78.7%
Ability to Learn/Work: students feel they belong, are engaged, and can work to the best of their ability	90.8%	92.0%	88.1%

**Grades 7 to 12**

<b>Survey Category</b>	<b>March 2023 Results agreed or strongly agreed</b>	<b>March 2024 Targets agreed or strongly agreed</b>	<b>March 2024 Results agreed or strongly agreed</b>
Student Potential: students have the ability to understand and manage their feelings and are hopeful about the future	71.0%	81.5%	73.4%
Normal Stress of Everyday Life: students rarely need assistance to cope with and manage their fears and anxieties	42.8%	73.5%	43.3%
Ability to Contribute to Daily Activities: students can connect with a peer or adult to assist with managing problems	69.8%	80.5%	71.4%
Ability to Learn/Work: students feel they belong, are engaged, and can work to the best of their ability	74.1%	75.5%	74.4%

**Assurance Measure - Welcoming, Caring, Respectful and Safe Learning Environments**

**Students - Grades 4 to 12**

<b>Measure</b>	<b>2021 Results</b>	<b>2022 Results</b>	<b>2023 Results</b>	<b>2024 Targets</b>	<b>2024 Results</b>
Students agree their learning environments are welcoming, caring, respectful, and safe.	78.6%	74.8%	73.0%	87.8%	72.1%



## Mental Health and Wellness Key Insights

The annual NLPS Mental Health Survey continues to be a valuable tool in assessing student well-being at both school and division levels. Results from the 2024 survey indicate that, overall, three of the four survey categories showed either stability or slight improvement among students in the K-2 and 7-12 cohorts. However, results for students in grades 3-6 reflected declines across all four areas measured, which will require a focused response.

Supporting students in managing stress, fears, and anxieties will be a primary area of emphasis for all grade levels in the coming year. In addition, intentional action will need to be taken by staff at all levels to address the downward trend in the Welcoming, Caring, Respectful and Safe Learning Environments assurance measure, and create welcoming school environments.

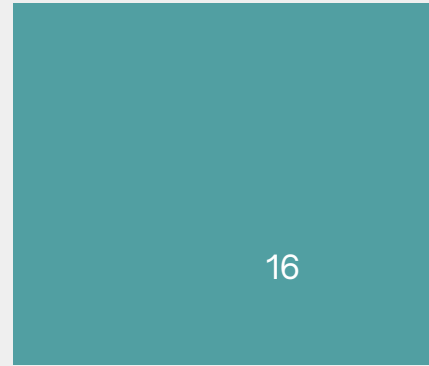
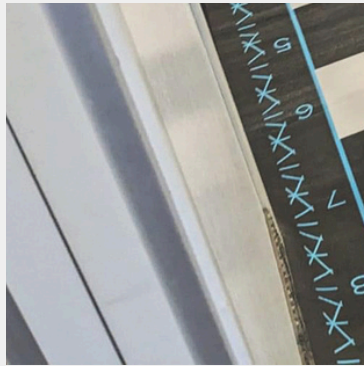
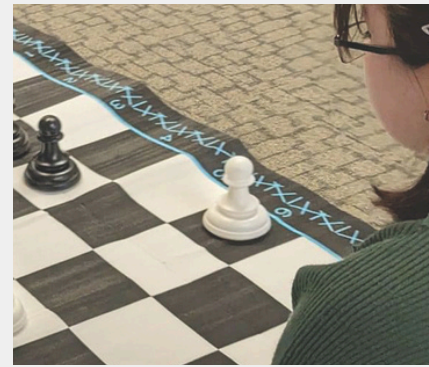
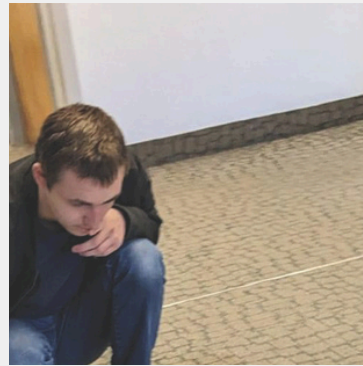
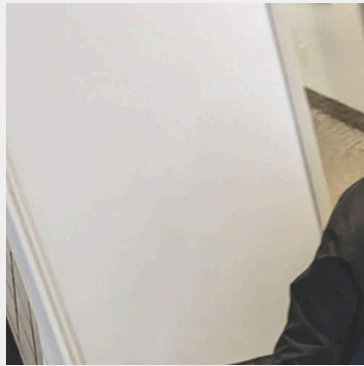
During 2023-2024, NLPS continued its universal implementation of Positive Behaviour and Intervention Supports (PBIS) with an ongoing evaluation of key elements for positive learning environments. Four schools received additional targeted PBIS support, responding to identified needs. Moving forward, site-specific assessments will further shape individualized support strategies based on each school's needs.

Collaboration with external agencies remains essential to meeting the diverse mental health needs of students. The "Pathways of Hope" initiative, launched in partnership with the Bonnyville Primary Care Network, aims to streamline access to mental health resources, assist families with navigating the health system, and reduce barriers to treatment for students and families.

Successful Families, Successful Kids (SFSK) is a grant-funded program that may need to focus its programming on students in grades three to six. Given the decline in survey results at this level, SFSK may be able to assist in educating, and empowering parents at this level to further understand and address their child's needs.



An additional initiative that may impact the results at the grades 3 to 6 level in subsequent years is the establishment of a CASA classroom to provide services to students in grades five to eight in the Bonnyville and Cold Lake region of the division. This low enrolment classroom program with enhanced mental health supports was launched in the fall of 2024.





# Priority 2: Numeracy

## Our Priority

Northern Lights Public Schools is committed to building a culture of numeracy, empowering learners, teachers and leaders to collectively shift their practice, giving meaning to mathematics as they improve numeracy skills and understanding of all students. This priority was established by the board after extensive consultations with students, parents and staff.

## Our Definition

Alberta Education defines numeracy as the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living.

## Our Evidence of Improvement

Northern Lights students complete annual numeracy benchmark assessments using Canadian Achievement Test 4 (CAT4) and NLPS-developed Common Assessments, in addition to the regular classroom assessments that occur. Results are reviewed by schools each year. Additionally, Provincial Numeracy Screening Assessments, Provincial Achievement Tests and Provincial Diploma Exams are used to monitor student progress.



## Provincial Achievement Tests (Total Enrolled)

### Grade 6

Standard	2020- 2021 Results	2021- 2022 Results	2022- 2023 Results	2023- 2024 Targets	2023- 2024 Results
Acceptable (50% or better) Excellence (80% or better)	n/a	46.8% 4.5%	54.6% 7.9%	58.0% 10.0%	n/a
Acceptable - FNMI (50% or better) Excellence - FNMI (80% or better)	n/a	29.9% 0.7%	33.3% 3.3%	50.0% 5.0%	n/a

**Notes:** Provincial Achievement Tests were not written in 2020-2021 due to the pandemic. Grade 6 Math PATs were not written in 2023-2024 due to the implementation of new curriculum.

### Grade 9

Standard	2020- 2021 Results	2021- 2022 Results	2022- 2023 Results	2023- 2024 Targets	2023- 2024 Results
Acceptable (50% or better) Excellence (80% or better)	n/a	37.1% 8.0%	45.2% 7.7%	50.0% 10.0%	36.8% 6.5%
Acceptable - FNMI (50% or better) Excellence - FNMI (80% or better)	n/a	22.1% 3.8%	26.6% 2.8%	50.0% 5.0%	27.0% 2.6%

**Note:** Provincial Achievement Tests were not written in 2020-2021 due to the pandemic.

## Provincial Diploma Exams

Standard	2020- 2021 Results	2021- 2022 Results	2022- 2023 Results	2023- 2024 Targets	2023- 2024 Results
Math 30-1 Acceptable Math 30-1 Excellence	n/a	45.5% 6.1%	58.7% 11.5%	60.0% 12.0%	65.1% 17.4%
Math 30-1 Acceptable - FNMI Math 30-1 Excellence - FNMI	n/a	* *	78.6% 14.3%	80.0% 15.0%	61.5% 23.1%
Math 30-2 Acceptable Math 30-2 Excellence	n/a	55.2% 10.4%	78.4% 10.2%	80.0% 12.0%	72.2% 11.1%
Math 30-2 Acceptable - FNMI Math 30-2 Excellence - FNMI	n/a	43.8% 6.3%	70.6% 0.0%	74.0% 5.0%	72.2% 5.6%

**Notes:** Acceptable is a mark of 50% or better on the exam. Excellence is a mark of 80% or better on the exam.

Provincial Diploma Exams were not written in 2020-2021 due to the pandemic. The value of diploma exams was reduced to 20% of a student's blended mark in 2022-2023. In the 2023-24 school year, exam values increased back to 30%.

\*Indicates data values have been suppressed where the number of students is fewer than 6.

## Norm-Referenced Math Assessments

### Provincial Numeracy Screening Assessment

Standard	January 2023	Spring 2023	Spring 2024 Targets	Spring 2024 Results
Grade 1 Participation Rate	94.5%	89.9%	100%	62.0%
Grade 1 Achievement (percentage of students identified as not-at-risk)	64.6%	64.4%	67.0%	28.9%*

**Notes:** Only those identified as at-risk were assessed in the spring.

\*The scoring error count was 29.9%

## Grades 2 to 4 CAT 4\*\*

Standard	January 2023	Spring 2023	Spring 2024 Targets	Spring 2024 Results
Assessment (participation rate)	90.9%	88.0%	100%	85.0%
Grade 2 Achievement	39.5%	60.0%	60.0%**	60.0%
Grade 3 Achievement	44.0%	63.0%	66.0%**	71.0%
Grade 4 Achievement	50.5%	89.0%	90.0%**	88.0%

\*\*Grades 2 to 4 CAT4 acceptable achievement is based on a stanine score of four and above from the Canadian Test Centre norm-referenced data.

\*\*\*75% national average

## NLPS Mathematics Common Assessments

Standard	June 2022	June 2023	June 2024 Targets	June 2024 Results
Participation Rate	60.5%	60.0%	100%	60.0%
Grade 7 Achievement	61.1%	61.0%	67.0%	56.0%
Grade 8 Achievement	64.2%	61.1%	65.0%	63.0%
Grade 9 Achievement	43.5%	52.0%	60.0%	43.1%

## Numeracy Key Insights

The 2023-24 numeracy assessments for grades one through four have provided essential insights, helping to identify both areas of strength and areas for improvement in student numeracy achievement.

### Grade One Assessment

The Grade 1 numeracy screener revealed an error count of 30%, indicating that the data collected is unreliable. This substantial error rate calls into question the validity of the results and highlights the need for a review of the assessment methodology.

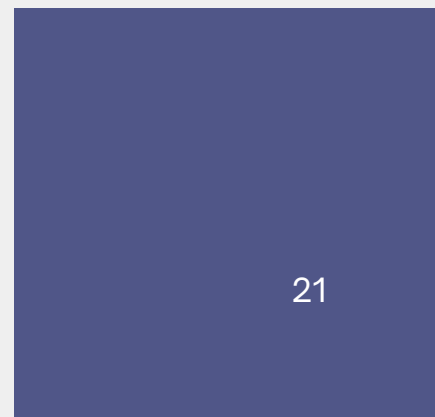
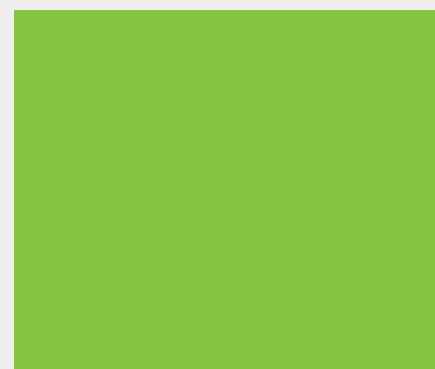
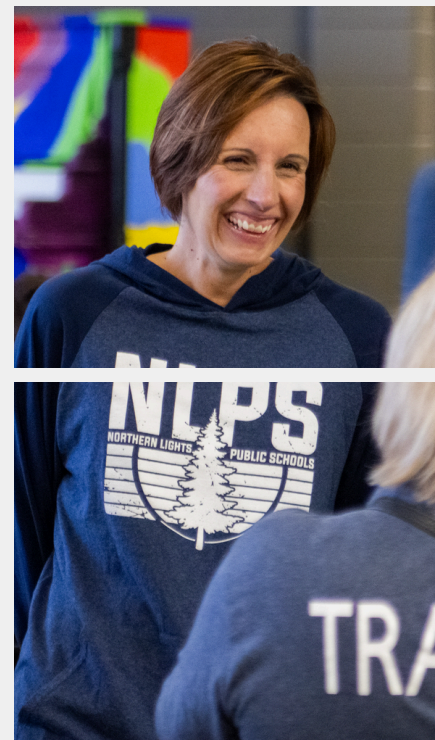
### Grades Two to Four Assessment

Students in grades two to four were assessed using the Canadian Achievement Test (CAT4), with a benchmark for acceptable achievement set at a stanine score of four or higher.

- Grade 2: Achievement remained stable, with 60% of students reaching or surpassing the stanine benchmark, consistent with the previous year's results.
- Grade 3: A significant improvement was noted, with the percentage of students achieving a stanine score of four or above rising from 63% to 71%.
- Grade 4: Achievement levels remained steady, with 88% of students reaching the stanine benchmark, compared to 89% in the previous year.

### Provincial Testing

While some grade levels showed improvement in numeracy, Provincial Achievement Test (PAT) and Provincial Diploma Exam (PDE) math results revealed that gains were not universal. This underscores the need for a reinforced division-wide commitment to numeracy.

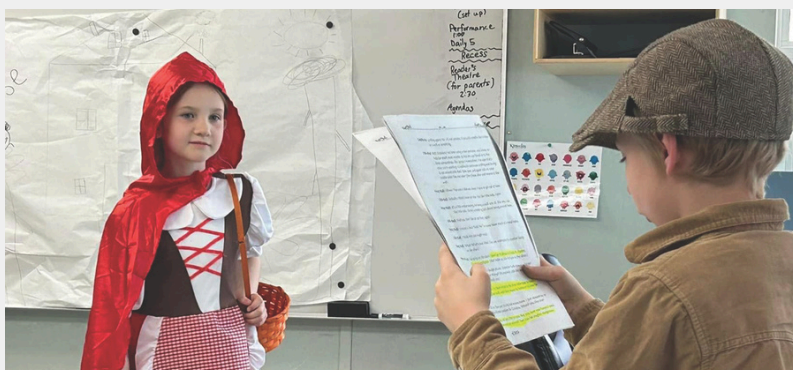


The Division's results highlight the need for a continued focus on numeracy as a priority area. Key strategies to improve student achievement in this area include:

- **Building Thinking Classrooms:** Encouraging student engagement and critical thinking within math learning environments.
- **Family Engagement in Mathematics:** Creating opportunities for families to participate in math learning, reinforcing skills and confidence.
- **Targeted Supports for Students:** Supporting teachers with timely interventions for students requiring additional assistance.

Students in the early years received additional support through the provincial learning disruption initiative, which made a positive difference in their academic performance. Numeracy learning loss instructional strategies included an explicit focus on number sense. Some at-risk students were also given small group hands-on instruction with lessons focused on numeracy vocabulary that progressed according to student skills.

Moving forward, it will be essential to expand these strategies to meet the challenges of the new curriculum and help students reach their full potential in numeracy. Ongoing efforts to support all learners and enhance numeracy skills will be fundamental to ensure students meet and exceed desired benchmarks across grade levels.



# Student Growth and Achievement

Northern Lights continues to focus on providing students with the academic programs to meet their needs and prepare them for life after graduation. These efforts involve teachers, support staff, and parents/guardians to provide the best learning opportunities to empower all students.

## Provincial Achievement Tests

### Grade 6 (Total Enrolled)

Standard	2020-2021 Results	2021-2022 Results	2022-2023 Results	2023-2024 Targets	2023-2024 Results
English Language Arts Acceptable English Language Arts Excellence	n/a	65.8% 11.1%	75.1% 9.6%	78.0% 12.0%	n/a
Mathematics Acceptable Mathematics Excellence	n/a	46.8% 4.5%	54.6% 7.9%	57.0% 10.0%	n/a
Science Acceptable Science Excellence	n/a	62.3% 15.6%	59.9% 13.0%	62.0% 15.0%	72.2% 20.0%
Social Studies Acceptable Social Studies Excellence	n/a	55.7% 9.3%	58.4% 8.2%	62.0% 10.0%	65.2% 12.8%

**Note:** Acceptable is a mark of 50% or better on the exam. Excellence is a mark of 80% or better on the exam.

Provincial Achievement Tests were not written in 2020-2021 due to the pandemic. Math and English Language Arts PATs were not written in 2023-2024 due to the implementation of new curriculum.

**Grade 6 - First Nations, Inuit and Metis (Total Enrolled)**

<b>Standard</b>	<b>2020- 2021 Results</b>	<b>2021- 2022 Results</b>	<b>2022- 2023 Results</b>	<b>2023- 2024 Targets</b>	<b>2023- 2024 Results</b>
English Language Arts Acceptable English Language Arts Excellence	n/a	51.5% 2.2%	62.0% 3.3%	70% 6.0%	n/a
Mathematics Acceptable Mathematics Excellence	n/a	29.9% 0.7%	33.3% 3.3%	50.0% 5.0%	n/a
Science Acceptable Science Excellence	n/a	41.4% 6.2%	42.6% 4.6%	50.0% 6.0%	50.8% 10.0%
Social Studies Acceptable Social Studies Excellence	n/a	34.5% 2.1%	39.8% 3.7%	50.0% 6.0%	47.3% 3.8%

**Note:** Acceptable is a mark of 50% or better on the exam. Excellence is a mark of 80% or better on the exam.

Provincial Achievement Tests were not written in 2020-2021 due to the pandemic. Math and English Language Arts PATs were not written in 2023-2024 due to the implementation of new curriculum.

**Grade 6 - English as an Additional Language (Total Enrolled)**

<b>Standard</b>	<b>2020- 2021 Results</b>	<b>2021- 2022 Results</b>	<b>2022- 2023 Results</b>	<b>2023- 2024 Targets</b>	<b>2023- 2024 Results</b>
English Language Arts Acceptable English Language Arts Excellence	n/a	66.7% 11.1%	66.7% 0.0%	70.0% 10.0%	n/a
Mathematics Acceptable Mathematics Excellence	n/a	44.4% 0.0%	77.8% 0.0%	80.0% 5.0%	n/a
Science Acceptable Science Excellence	n/a	44.4% 0.0%	44.4% 0.0%	50.0% 5.0%	89.9% 0.0%
Social Studies Acceptable Social Studies Excellence	n/a	44.4% 0.0%	55.6% 0.0%	60.0% 5.0%	55.6% 0.0%

**Note:** Acceptable is a mark of 50% or better on the exam. Excellence is a mark of 80% or better on the exam.

Provincial Achievement Tests were not written in 2020-2021 due to the pandemic. Math and English Language Arts PATs were not written in 2023-2024 due to the implementation of new curriculum.



## Grade 9 - Combined Results

Standard	2020-2021 Results	2021-2022 Results	2022-2023 Results	2023-2024 Targets	2023-2024 Results
All Courses Combined Acceptable (50% or better)	n/a	49.2%	49.2%	55.0%	47.8%
All Courses Combined Excellence (80% or better)	n/a	8.2%	5.5%	8.0%	6.9%
All Courses Combined - First Nations, Metis and Inuit Acceptable (50% or better)	n/a	34.8%	34.0%	50.0%	37.0%
All Courses Combined - First Nations, Metis and Inuit Excellence (80% or better)	n/a	3.2%	2.0%	5.0%	3.5%
All Courses Combined - English as an Additional Language Acceptable (50% or better)	n/a	42.0%	55.7%	60.0%	43.8%
All Courses Combined - English as an Additional Language Excellence (80% or better)	n/a	0.0%	1.6%	5.0%	2.1%

**Note:** Acceptable is a mark of 50% or better on the exam. Excellence is a mark of 80% or better on the exam.

Provincial Achievement Tests were not written in 2020-2021 due to the pandemic.

## Grade 9 (Total Enrolled)

Standard	2020-2021 Results	2021-2022 Results	2022-2023 Results	2023-2024 Targets	2023-2024 Results
English Language Arts Acceptable English Language Arts Excellence	n/a	58.8% 4.8%	64.1% 3.4%	68.0% 6.0%	57.1% 5.3%
Mathematics Acceptable Mathematics Excellence	n/a	37.1% 8.0%	45.2% 7.7%	50.0% 10.0%	36.8% 6.5%
Science Acceptable Science Excellence	n/a	56.5% 14.3%	56.8% 9.9%	62.0% 13.0%	56.5% 10.9%
Social Studies Acceptable Social Studies Excellence	n/a	47.2% 7.5%	44.8% 4.1%	52.0% 8.0%	48.0% 7.4%

**Note:** Acceptable is a mark of 50% or better on the exam. Excellence is a mark of 80% or better on the exam.

Provincial Achievement Tests were not written in 2020-2021 due to the pandemic.

**Grade 9 - First Nations, Metis and Inuit (Total Enrolled)**

<b>Standard</b>	<b>2020- 2021 Results</b>	<b>2021- 2022 Results</b>	<b>2022- 2023 Results</b>	<b>2023- 2024 Targets</b>	<b>2023- 2024 Results</b>
English Language Arts Acceptable English Language Arts Excellence	n/a	47.7% 2.3%	49.5% 0.0%	56.0% 5.0%	46.1% 2.6%
Mathematics Acceptable Mathematics Excellence	n/a	22.1% 3.8%	26.6% 2.8%	50.0% 5.0%	27.0% 2.6%
Science Acceptable Science Excellence	n/a	37.5% 4.7%	40.4% 3.7%	50.0% 5.0%	45.4% 7.6%
Social Studies Acceptable Social Studies Excellence	n/a	31.5% 3.8%	23.5% 0.8%	50.0% 5.0%	38.5% 4.1%

**Note:** Acceptable is a mark of 50% or better on the exam. Excellence is a mark of 80% or better on the exam.

Provincial Achievement Tests were not written in 2020-2021 due to the pandemic.

**Grade 9 - English as an Additional Language (Total Enrolled)**

<b>Standard</b>	<b>2020- 2021 Results</b>	<b>2021- 2022 Results</b>	<b>2022- 2023 Results</b>	<b>2023- 2024 Targets</b>	<b>2023- 2024 Results</b>
English Language Arts Acceptable English Language Arts Excellence	n/a	53.3% 0.0%	58.3% 0.0%	62.0% 5.0%	58.3% 8.3%
Mathematics Acceptable Mathematics Excellence	n/a	33.3% 0.0%	66.7% 0.0%	70.0% 5.0%	25.0% 0.0%
Science Acceptable Science Excellence	n/a	46.7% 0.0%	61.5% 7.7%	65.0% 10.0%	50.0% 0.0%
Social Studies Acceptable Social Studies Excellence	n/a	33.3% 0.0%	41.7% 0.0%	50.0% 5.0%	41.7% 0.0%

**Note:** Acceptable is a mark of 50% or better on the exam. Excellence is a mark of 80% or better on the exam.

Provincial Achievement Tests were not written in 2020-2021 due to the pandemic.

## Provincial Diploma Exams

Standard/Course	2020- 2021 Results	2021- 2022 Results	2022- 2023 Results	2023- 2024 Targets	2023- 2024 Results
Overall Acceptable Overall Excellence	n/a	72.1% 9.4%	79.2% 10.5%	83.0% 12.0%	77.6% 11.1%
English 30-1 Acceptable English 30-1 Excellence	n/a	76.6% 2.8%	85.4% 5.7%	87.0% 8.0%	82.7% 4.3%
English 30-2 Acceptable English 30-2 Excellence	n/a	80.6% 9.1%	84.4% 8.6%	87.0% 10.0%	87.7% 7.0%
Math 30-1 Acceptable Math 30-1 Excellence	n/a	45.5% 6.1%	58.7% 11.5%	64.0% 14.0%	65.1% 17.4%
Math 30-2 Acceptable Math 30-2 Excellence	n/a	55.2% 10.4%	78.4% 10.2%	82% 12%	72.2% 11.1%
Social Studies 30-1 Acceptable Social Studies 30-1 Excellence	n/a	91.4% 2.9%	80.6% 4.2%	84.0% 8.0%	72.5% 7.5%
Social Studies 30-2 Acceptable Social Studies 30-2 Excellence	n/a	64.2% 3.7%	74.6% 2.4%	78.0% 5.0%	75.1% 5.6%
Biology 30 Acceptable Biology 30 Excellence	n/a	79.2% 20.8%	81.8% 18.8%	84.0% 21.0%	79.2% 21.4%
Chemistry 30 Acceptable Chemistry 30 Excellence	n/a	72.3% 14.9%	84.0% 19.1%	87.0% 22.0%	77.2% 17.1%
Physics 30 Acceptable Physics 30 Excellence	n/a	65.5% 20.0%	73.6% 22.6%	78.0% 25.0%	66.7% 15.0%
Science 30 Acceptable Science 30 Excellence	n/a	75.0% 12.5%	86.3% 23.3%	89.0% 26.0%	84.4% 17.2%

**Notes:** Provincial Diploma Exams were not written in 2020-2021 due to the pandemic.

The value of diploma exams was reduced to 20% of a student's blended mark in 2022-2023. In the 2023-24 school year, exam values increased back to 30%.

Acceptable is a mark of 50% or better on the exam. Excellence is a mark of 80% or better on the exam.

## Provincial Diploma Exams - First Nations Metis and Inuit

Standard/Course	2020- 2021 Results	2021- 2022 Results	2022- 2023 Results	2023- 2024 Targets	2023- 2024 Results
Overall Acceptable Overall Excellence	n/a	70.4% 4.9%	76.5% 6.7%	79.0% 9.0%	76.2% 7.3%
English 30-1 Acceptable English 30-1 Excellence	n/a	82.4% 0.0%	90.0% 5.0%	93.0% 8.0%	78.8% 6.1%
English 30-2 Acceptable English 30-2 Excellence	n/a	82.0% 8.2%	84.1% 5.8%	87.0% 8.0%	84.4% 9.1%
Math 30-1 Acceptable Math 30-1 Excellence	n/a	* *	78.6% 14.3%	81.0% 17.0%	61.5% 23.1%
Math 30-2 Acceptable Math 30-2 Excellence	n/a	43.8% 6.3%	70.6% 0.0%	73.0% 5.0%	72.2% 5.6%
Social Studies 30-1 Acceptable Social Studies 30-1 Excellence	n/a	87.5% 0.0%	69.2% 3.8%	73.0% 6.0%	69.6% 4.3%
Social Studies 30-2 Acceptable Social Studies 30-2 Excellence	n/a	57.1% 2.0%	65.6% 0.0%	68.0% 5.0%	73.4% 2.1%
Biology 30 Acceptable Biology 30 Excellence	n/a	77.8% 0.0%	79.2% 16.7%	81.0% 18.0%	80.0% 6.7%
Chemistry 30 Acceptable Chemistry 30 Excellence	n/a	66.7% 11.1%	75.0% 16.7%	79.0% 20.0%	81.8% 13.6%
Physics 30 Acceptable Physics 30 Excellence	n/a	* *	66.7% 22.2%	70.2% 25.0%	61.5% 7.7%
Science 30 Acceptable Science 30 Excellence	n/a	71.4% 28.6%	92.3% 15.4%	95.0% 18.0%	71.4% 14.3%

**Notes:** Acceptable is a mark of 50% or better on the exam. Excellence is a mark of 80% or better on the exam.

\*Indicates data values have been suppressed where the number of students is fewer than 6.

Provincial Diploma Exams were not written in 2020-2021 due to the pandemic.

The value of diploma exams was reduced to 20% of a student's blended mark in 2022-2023. In the 2023-24 school year, exam values increased back to 30%.

## Provincial Diploma Exams - English as an Additional Language

Standard/Course	2020- 2021 Results	2021- 2022 Results	2022- 2023 Results	2023- 2024 Targets	2023- 2024 Results
Overall Acceptable Overall Excellence	n/a	50.9% 3.8%	62.0% 18.3%	65.0% 20.0%	73.9% 7.2%
English 30-1 Acceptable English 30-1 Excellence	n/a	50.0% 0.0%	75.0% 8.3%	79.0% 11.0%	83.3% 0.0%
English 30-2 Acceptable English 30-2 Excellence	n/a	66.7% 0.0%	50.0% 0.0%	58.0% 5.0%	* *
Math 30-1 Acceptable Math 30-1 Excellence	n/a	* *	66.7% 22.2%	71.0% 25.0%	* *
Math 30-2 Acceptable Math 30-2 Excellence	n/a	50.0% 10.0%	* *	55.0% 12.0%	* *
Social Studies 30-1 Acceptable Social Studies 30-1 Excellence	n/a	* *	45.5% 9.1%	52.0% 12.0%	50.0% 0.0%
Social Studies 30-2 Acceptable Social Studies 30-2 Excellence	n/a	* *	33.3% 0.0%	50.0% 5.0%	69.2% 15.4%
Biology 30 Acceptable Biology 30 Excellence	n/a	* *	63.6% 45.5%	68.0% 50.0%	* *
Chemistry 30 Acceptable Chemistry 30 Excellence	n/a	* *	* *	n/a n/a	77.8% 0.0%
Physics 30 Acceptable Physics 30 Excellence	n/a	* *	66.7% 50.0%	70.0% 55.0%	* *
Science 30 Acceptable Science 30 Excellence	n/a	66.7% 0.0%	* *	69.0% 5.0%	* *

**Notes:** Acceptable is a mark of 50% or better on the exam. Excellence is a mark of 80% or better on the exam.

\*Indicates data values have been suppressed where the number of students is fewer than 6.

Provincial Diploma Exams were not written in 2020-2021 due to the pandemic.

The value of diploma exams was reduced to 20% of a student's blended mark in 2022-2023.

In the 2023-24 school year, exam values increased back to 30%.

## High School Completion

<b>Standard</b>	<b>2019- 2020 Results</b>	<b>2020- 2021 Results</b>	<b>2021- 2022 Results</b>	<b>2022- 2023 Targets</b>	<b>2022- 2023 Results</b>
Percentage of students who completed high school within 3 years of entering Grade 10	83.1%	74.0%	70.9%	73.0%	68.7%
Percentage of First Nations, Metis and Inuit students who completed high school within 3 years of entering Grade 10	76.0%	59.2%	52.9%	58.0%	47.0%
Percentage of students who require English language supports who completed high school within 3 years of entering Grade 10	100%	60.0%	85.9%	88.0%	90.5%
Percentage of students who completed high school within 5 years of entering Grade 10	82.7%	82.3%	86.5%	87.0%	82.1%
Percentage of First Nations, Metis and Inuit students who completed high school within 5 years of entering Grade 10	72.6%	71.8%	82.7%	83.0%	72.5%
Percentage of students who require English language supports who completed high school within 5 years of entering Grade 10	87.8%	100%	100%	100%	80.3%

**Note:** High school completion rates for 2023-2024 will not be available until May 2025 so this report includes rates for four years, with the final year being 2022-2023.

## Provincial Diploma Exam Participation Rate

<b>Standard</b>	<b>2019- 2020 Results</b>	<b>2020- 2021 Results</b>	<b>2021- 2022 Results</b>	<b>2022- 2023 Targets</b>	<b>2022- 2023 Results</b>
Percentage of students writing 4 or more diploma exams within 3 years of entering Grade 10	n/a	n/a	3.6%	30.0%	39.5%
Percentage of First Nations, Metis and Inuit students writing 4 or more diploma exams within 3 years of entering Grade 10	n/a	n/a	1.3%	15.0%	14.6%

## Assurance Measure - Citizenship

Measure	2020- 2021 Results	2021- 2022 Results	2022- 2023 Results	2023- 2024 Targets	2023- 2024 Results
Overall - Students model the characteristics of active citizenship	81.1%	76.7%	76.3%	78.0%	73.3%
Teachers - Students model the characteristics of active citizenship	92.2%	89.4%	89.8%	90.0%	87.7%
Parents - Students model the characteristics of active citizenship	77.3%	70.9%	72.0%	74.0%	64.3%
Students - Students model the characteristics of active citizenship	73.6%	69.8%	67.3%	71.0%	67.8%

## Assurance Measure - Student Learning Engagement

Measure	2020- 2021 Results	2021- 2022 Results	2022- 2023 Results	2023- 2024 Targets	2023- 2024 Results
Overall - Students are engaged in their learning at school	83.8%	82.9%	80.4%	82.0%	78.7%
Teachers - Students are engaged in their learning at school	94.0%	94.4%	94.5%	95.0%	92.9%
Parents - Students are engaged in their learning at school	87.4%	84.2%	79.6%	81.0%	76.3%
Students - Students are engaged in their learning at school	70.0%	70.0%	67.2%	70.0%	67.0%

## Early Years Literacy and Numeracy Assessments

In 2023-2024 Northern Lights Public Schools used CC3 assessment for literacy and the Provincial Numeracy Screener for the Alberta Education approved screening assessments for literacy and numeracy. NLPS applied for and received funding for the Learning Disruptions grant. This funding was used to purchase resources and deliver interventions to small, large, or full-class groupings. The goal of this initiative was to improve students' skills in Literacy and Numeracy.

### Grade 1 Data

Standard	2023-2024 Results
Number of students assessed on initial assessment(s) - numeracy	417
Number of students identified as being at risk on initial assessment(s) - numeracy	131
Number of students identified as being at risk on final assessment(s) - numeracy	124
Average number of months behind for at-risk students after initial assessment - numeracy	8.6
Average number of months behind for at-risk students after final assessment - numeracy	7.8
Number of students assessed on initial assessment(s) - literacy	399
Number of students identified as being at risk on initial assessment(s) - literacy	91
Number of students identified as being at risk on final assessment(s) - literacy	95
Average number of months behind for at-risk students after initial assessment - literacy	5.0
Average number of months behind for at-risk students after final assessment - literacy	0.6



## Grade 2 Data

Standard	2023-2024 Results
Number of students assessed on initial assessment(s) - numeracy	395
Number of students identified as being at risk on initial assessment(s) - numeracy	145
Number of students identified as being at risk on final assessment(s) - numeracy	132
Average number of months behind for at-risk students after initial assessment - numeracy	10.0
Average number of months behind for at-risk students after final assessment - numeracy	8.3
Number of students assessed on initial assessment(s) - literacy	403
Number of students identified as being at risk on initial assessment(s) - literacy	112
Number of students identified as being at risk on final assessment(s) - literacy	106
Average number of months behind for at-risk students after initial assessment - literacy	6.4
Average number of months behind for at-risk students after final assessment - literacy	1.7

## Grade 3 Data

Standard	2023-2024 Results
Number of students assessed on initial assessment(s) - numeracy	405
Number of students identified as being at risk on initial assessment(s) - numeracy	99
Number of students identified as being at risk on final assessment(s) - numeracy	77
Average number of months behind for at-risk students after initial assessment - numeracy	10.7
Average number of months behind for at-risk students after final assessment - numeracy	10.1
Number of students assessed on initial assessment(s) - literacy	415
Number of students identified as being at risk on initial assessment(s) - literacy	116
Number of students identified as being at risk on final assessment(s) - literacy	107
Average number of months behind for at-risk students after initial assessment - literacy	10.0
Average number of months behind for at-risk students after final assessment - literacy	2.5

## Summary of Support Strategies - Numeracy and Literacy

Northern Lights Public Schools implemented several key strategies to improve student achievement. Among these were "Building Thinking Classrooms," an approach aimed at fostering deeper mathematical understanding, and initiatives that engaged families in math-focused activities. Additional targeted support was provided for students, particularly in the early years, to build a strong foundation in numeracy skills.

Through the provincial learning disruption initiative, early-year students benefited from enhanced support that positively impacted their academic growth. Strategies to address numeracy learning loss emphasized number sense development and included small-group, hands-on instruction tailored to individual skill levels, with a specific focus on numeracy vocabulary.

Looking ahead, further expanding these approaches will be crucial to meeting the demands of the new curriculum and supporting all students in achieving their potential in numeracy.

In literacy, interventions were offered in diverse formats—small groups, large groups, and full-class settings—to address varying student needs effectively. Learning consultants concentrated their efforts on numeracy, with supplementary support provided for literacy. Mathology and Do the Math were key resources that Learning Consultants became proficient in to ensure consistent instructional support across schools.

To guide improvement efforts, the Central Office Leadership Team (COLT) and school administrators engaged in the Generative Dialogue process, which facilitated structured, improvement-focused discussions.

Additionally, Summer Institute sessions provided opportunities for K-6 teachers to collaborate and develop comprehensive year plans, fostering a unified approach to supporting student learning across the division.



## Common Assessments

Standard	2022-23 Avg. Mark	2023-24 Target	2023-24 Avg. Mark
Grade 7 Language Arts	60.5%	63.0%	64.0%
Grade 7 Mathematics	61.0%	65.0%	56.0%
Grade 7 Science	56.4%	60.0%	53.0%
Grade 7 Social Studies	58.1%	63.0%	50.0%
Grade 8 Language Arts	69.5%	71.0%	64.0%
Grade 8 Mathematics	61.1%	64.0%	63.0%
Grade 8 Science	61.0%	64.0%	56.0%
Grade 8 Social Studies	61.1%	64.0%	60.0%



## Student Growth and Achievement Key Insights

An analysis of the 2023-2024 student achievement measures reveals several areas of strength along with targeted opportunities for growth that can further enhance student outcomes.

In Grades 2 to 4, achievement levels measured by the CAT 4 have remained consistent, with a particularly positive trend in Grade 3, indicating that current strategies may be supporting progress across these grades. The Grade 1 numeracy screener's 30% error rate highlights significant concerns regarding data reliability, necessitating a thorough review of assessment methodologies to ensure valid results.

The Grade 9 Provincial Achievement Test (PAT) data indicates encouraging growth in specific areas: there were modest gains in the standard of excellence in both Language Arts and Science, and substantial improvements in Social Studies, with more students achieving both the acceptable standard and the standard of excellence. Mathematics continues to be challenging, with a decrease in the number of students meeting the acceptable standard and the standard of excellence. Language Arts also shows a decrease at the acceptable standard level, while Science was relatively stable.

At the high school level, Provincial Diploma Exam results illustrate promising improvements in several areas, particularly in Math 30-1, where a marked increase in both the acceptable standard and standard of excellence has been achieved for the second consecutive year. Social Studies 30-2 also showed gains at both performance levels, as did English 30-2 at the acceptable standard. Additionally, progress was noted in the standard of excellence for Math 30-2, Social Studies 30-1, and Biology 30. While some areas showed a decline compared to last year, most of those measures continue to perform better than in 2021-2022, underscoring an overall upward trajectory in key academic outcomes.



# Teaching and Leading

Through the ongoing development of our teachers, support staff, and division leaders we reflect our belief in life-long learning for students and ensure we have well-developed staff to lead our students in the classroom, and as they move forward through to graduation.

## Assurance Measure - Education Quality

Measure	2020-2021 Results	2021-2022 Results	2022-2023 Results	2023-2024 Targets	2023-2024 Results
Overall - Satisfaction with the overall quality of basic education	87.5%	85.8%	85.1%	87.1%	81.8%
Teachers - Satisfaction with the overall quality of basic education	93.5%	93.1%	93.2%	94.0%	90.6%
Parents - Satisfaction with the overall quality of basic education	84.1%	79.4%	78.0%	82.0%	72.0%
Students - Satisfaction with the overall quality of basic education	84.9%	85.1%	84.0%	87.0%	82.8%



## Assurance Measure - In-Service Jurisdiction Needs

Measure	2020-2021 Results	2021-2022 Results	2022-2023 Results	2023-2024 Targets	2023-2024 Results
Teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority have been focused, systematic and contributed significantly to their ongoing professional growth	82.0%	76.4%	81.4%	83.0%	78.6%

## Assurance Measure - Welcoming, Caring, Respectful and Safe Learning Environments

Measure	2020-2021 Results	2021-2022 Results	2022-2023 Results	2023-2024 Targets	2023-2024 Results
Students Grades 4-6: At school, I feel like I belong	81.0%	74.0%	76.0%	78.0%	74.0%
Students Grades 7-9: At school, I feel like I belong	67.0%	66.0%	64.0%	67.0%	63.0%
Students Grades 10-12: At school, I feel like I belong	69.0%	67.0%	67.0%	69.0%	67.0%

## Assurance Measure - Education Quality

Measure	2020-2021 Results	2021-2022 Results	2022-2023 Results	2023-2024 Targets	2023-2024 Results
Students Grades 7-9 - The core subjects (math, language arts, social studies, science) I am learning at school are useful to me	77.0%	76.0%	71.0%	74.0%	68.0%
Students Grades 10-12 - The core subjects (math, language arts, social studies, science) I am learning at school are useful to me	73.0%	75.0%	78.0%	80.0%	79.0%

## Teaching and Leading Key Insights

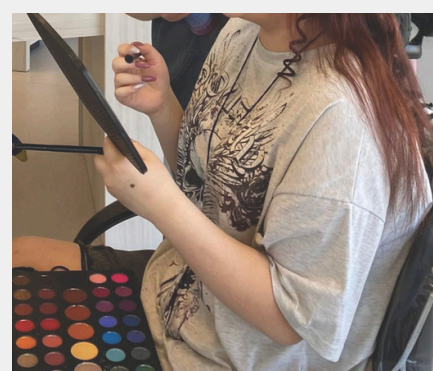
In the 2023-2024 school calendar, four professional development days were designated for staff to focus on division and school priorities. The division partnered with the Alberta Regional Professional Development Consortia to support teachers and administrators in enhancing numeracy proficiency, impacting daily classroom learning. These sessions covered topics focused on new curriculum implementation, numeracy strategies, and assessment practices.

To elevate the quality of education, staff training opportunities included the Positive Behaviour Intervention Supports (PBIS) series with Tom Hierck, curriculum implementation support, and a learning cohort for New Administrators.

Division Learning Consultants provided elbow-to-elbow support to both certificated and support staff in classrooms. Their focus included strategies to boost literacy and numeracy, addressing new curriculum, and mitigate learning loss. They also provided ongoing support to new teachers, including an orientation session and multiple call-back days. Additionally, staff had access to training in First Aid, Non-Violent Crisis Intervention, and year plan and data analysis sessions as part of the Summer Institute series.

All staff also had the opportunity to participate in Ignite 2023, which offered a variety of professional development sessions, many of which capitalized on the expertise of NLPS teachers and support staff.

Over the last two years, there has been a realignment of roles and responsibilities at the senior leadership level that should positively impact this area moving forward. Structures such as school plans, administrator professional growth plans, and division-based professional development days should positively impact teacher satisfaction with professional development and in-servicing opportunities.





# Learning Supports

Northern Lights Public Schools makes an effort to ensure all students are successful by offering a variety of learning supports.

## Assurance Measure - Welcoming, Caring, Respectful and Safe Learning Environments

Measure	2020-2021 Results	2021-2022 Results	2022-2023 Results	2023-2024 Targets	2023-2024 Results
Overall - Learning environments are welcoming, caring, respectful and safe	86.4%	82.9%	82.2%	85.0%	78.7%
Teachers - Learning environments are welcoming, caring, respectful and safe	95.1%	92.8%	92.2%	94.0%	90.8%
Parents - Learning environments are welcoming, caring, respectful and safe	85.5%	81.0%	81.4%	83.0%	73.3%
Students - Learning environments are welcoming, caring, respectful and safe	78.6%	74.8%	73.0%	75.0%	72.1%

## Assurance Measure - Access to Supports and Services

Measure	2020-2021 Results	2021-2022 Results	2022-2023 Results	2023-2024 Targets	2023-2024 Results
Overall - Students have access to the appropriate supports and services at school	82.4%	78.4%	82.2%	84.0%	75.4%
Teachers - Students have access to the appropriate supports and services at school	87.8%	87.1%	89.3%	91.0%	86.5%
Parents - Students have access to the appropriate supports and services at school	77.2%	68.8%	70.7%	74.0%	61.6%
Students - Students have access to the appropriate supports and services at school	82.1%	79.4%	78.4%	82.0%	78.0%

## Access to a Continuum of Supports and Services

Northern Lights Public Schools is committed to ensuring students have access to a comprehensive continuum of supports and services aligned with the principles of inclusive education. The division implemented a variety of processes and strategies designed to meet the diverse needs of all students, effectively equipping and supporting each learner to achieve success.

### **Promoting High-Quality Teaching:**

Differentiated instruction, with elbow-to-elbow support from learning consultants and targeted intervention programs, enhanced student engagement and achievement, and encouraged a sense of belonging by addressing individual needs. Reflective practices utilizing assessment data and Individualized Program Plan (IPP) reviews helped inform and refine teaching strategies. School-based Student Support Team (SST) meetings with parents and other service providers invited a shared approach to addressing diverse student needs.

### **Early Learning Initiatives and Supports:**

Program Unit Funding (PUF) staff and Student Support Team (SST) coordinators collaborated with Little Lights programs to support preschool-aged children with developmental needs. An investment in full-day Kindergarten programming, utilizing the Flight Curriculum, provided high-quality early education in all elementary schools. In the 2023-2024 school year, over 141 Early Childhood Services (ECS) students benefited from these initiatives, establishing a strong foundation for early learners.

### **Alternative Learning Opportunities and Flexible Education Models:**

The division's online Learning Together Anywhere School and five outreach school programs offered flexible educational pathways for K to 9 and Grade 10 to 12 students, respectively. These programs accommodated diverse needs and preferences, ensuring continuity of learning for students who benefited from non-traditional schooling options, and who faced medical, behavioural, or geographic barriers. The flexibility of these alternative learning models supported students in overcoming challenges and enabled them to build confidence and success.



**School-based Student Support Teams:**

Schools across the division held regular SST meetings. SST Coordinators at each site worked closely with students, families, staff, administrators, division leadership, and outside service providers. Student Support Teams engaged in collaborative planning that focused on student strengths and progress, identified barriers to learning, and implemented responsive strategies, supports, and services. By reviewing academic and behavioural data, teams developed and adjusted Individual Program Plans (IPPs) and Behaviour Support Plans, ensuring that supports remained relevant and effective in addressing evolving student needs. Individual Program Plans, Behaviour Support Plans, Medical Support Plans, Safety Plans, and Success in School Plans were created collaborating with and signed by the parents or guardians of the student. In the 2023-2024 school year, over 1,857 IPPs and Support Plans were created.

**Access to Specialized Services and Assessments:**

NLPS offered a comprehensive range of specialized services, including Speech-Language Pathology (SLP), Occupational Therapy (OT), Physical Therapy (PT), and behavioural intervention supports. The division's Inclusive Education Therapy Team provided both direct services to students and professional development and consultation for school teams to integrate therapy recommendations into classroom instruction. The SLPs, OTs, and their assistants took a proactive approach by providing universal classroom strategies, while also tailoring interventions as necessary to work with students in targeted groups or one-on-one.

In response to the increasing complexity of student needs, NLPS contracted additional SLP/OT/PT services, educational psychology assessments, and an inclusion learning consultant, enhancing access to specialized services and fostering timely interventions.

Additionally, Jordan's Principle funding supported approximately 217 students, facilitating access to services, including SLP, OT, PT, educational assistant support, assessments, and other programming needs.

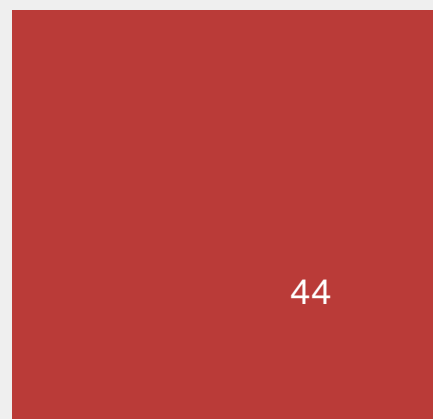
**Specialized Supports for Low Incidence Needs:**

NLPS collaborated with 13 partner jurisdictions through the Eastern Edge Low-Incidence Team (EE-LIT) to deliver specialized services for students with low-incidence disabilities, including vision and hearing loss. As the host board for EE-LIT, NLPS led a collective approach to support these students across a broad geographic area, formalized through memorandums of understanding with partner districts.

The 2023-2024 LISS Grant funded EE-LIT's efforts to provide direct services and support to students and school teams. Through this model, students had access to specialists in areas such as Deaf or Hard of Hearing (DHH), Educational Audiology (EA), Blindness/Visual Impairments (BVI), and Orientation & Mobility (O&M) within their communities. This approach ensured that students and families did not need to travel for resources, training, or expertise, as these services were available in their home communities in collaboration with their school teams.

**Prioritizing Mental Health and Wellness**

NLPS prioritized mental health and well-being, and each school had access to a variety of programming supports including Student Advocacy Counsellors (SAC), Wellness Coaches, or referrals to the Pathways of Hope team. Initiatives such as the Successful Families, Successful Kids (SFSK) program, provided menus of support to school teams at all grade levels. The division collaborated with local agencies and community partners to provide counselling, family outreach, and health-related programs. This holistic approach reinforced student well-being, promoted a sense of belonging within the larger school community, and effectively addressed social-emotional needs.



## First Nations, Metis and Inuit Student Success

In 2023-2024, Northern Lights Public School had a total enrollment of just over 5,800 students. Among this student body, more than 2,100 students identified as First Nations, Metis, and Inuit, constituting roughly 36% of the student population.

The collaborative work the division has done with local First Nations and Metis Settlements reinforces a desire to support students pursuing their full high school diploma. In the 2023-2024 school year, data indicates that First Nations, Métis, and Inuit students continue to favour high school diploma attainment, with a slight decline in the completion of certificates of achievement. Additionally, there has been an increase in First Nations, Métis, and Inuit students pursuing education beyond the standard three-year high school completion timeframe.

To support this NLPS has increased access to Learning Pathway Advisors and is working to track leading indicators of student success. The number of students choosing to remain in school and work towards a diploma or certificate of achievement has remained relatively consistent, and the division continues to monitor the factors that impact the successful attainment of a high school diploma or certificate of achievement.

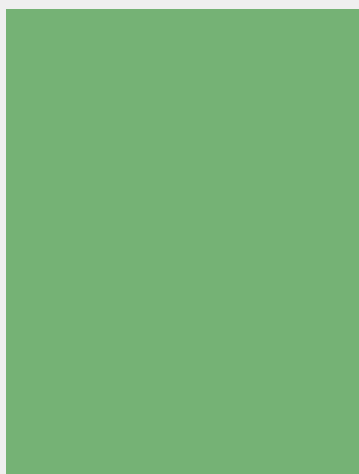
Dedicated academic counselling time paired with collaboration time for high school administrators and counselling teams to share protocols and practice has provided additional support for First Nations, Metis and Inuit students. In-reach and outreach programming have introduced flexible opportunities for students to complete their high school education. The collaborative partnerships between our schools and parents remain a vital strategy in supporting the social and academic success of our students.

In addition to strategies to improve academic achievement and high school completion, Northern Lights has also continued to support the implementation of Truth and Reconciliation Commission recommendations at the Board, division and school levels. In 2023-2024 the Board developed an official land acknowledgement that has been posted on the division's website. Trustees share the land acknowledgement at all board meetings and special events. The Board has an established Truth and Reconciliation Committee that connects with First Nations and Metis communities, and reviews division initiatives in relation to the TRC Calls to Action.

A major focus for the division in relation to the Calls to Action has been to fully implement Jordan's Principle. In collaboration with the First Nations Health Consortium, the number of students supported through Jordan's Principle funding has grown to 217 students, spread across all grade levels. This helps to facilitate access to services including Speech Language Pathology, Occupational Therapy, Physical Therapy, educational assistant support, assessments, and other programming supports. Additionally, families are encouraged to apply for Jordan's Principle funding to access supports outside of school to further support student learning and development.

Education for Reconciliation is incorporated at all levels of the division. Trustees annually take part in the College of Alberta School Superintendents First Nations, Metis & Inuit Education gathering to advance their understanding and invite an Elder to attend with them. Elders have also co-presented at the gathering with NLPS staff. Elders are also invited to address staff at the division's annual IGNITE professional day and at other division events. In addition, professional development focused on Indigenous education and culture is included in IGNITE and in the division's professional development days. The division has also developed a Truth and Reconciliation resources website for staff that includes links to professional development opportunities, websites, videos, classroom resource kits, and book recommendations.

As staff become more empowered to enhance their foundational knowledge and learn from local Elders and Knowledge Keepers, there has been increased participation in school-based and community-based activities and events. This includes staff hosting sessions to sew ribbon skirts or medicine bags, or learn to bead. Staff have also participated in community events outside of school such as Missing and Murdered Indigenous Women and Girls (MMIWG), Truth and Reconciliation Day, and Indigenous Peoples Day, to further enhance their knowledge and build relationships.



The commitment NLPS staff have made to deepening their knowledge and building relationships has also increased the division's capacity to create meaningful opportunities for students to learn and expand their own cultural understanding. For instance, there has been a greater desire and emphasis to incorporate smudging into school routines and events, and an increased need for protocol and honorariums indicates that opportunities for students and staff to learn from Elders and Knowledge Keepers continues to grow.

At the school level, this has included increased opportunities for students to learn from Elders, participate in cultural activities in their schools and communities, take part in land-based learning, as well as share their own knowledge and take on leadership roles in their school. Examples of school-based activities in 2023-2024 include a traditional Fire Ceremony at Ardmore School, tipi raisings at Art Smith Aviation Academy, Ecole Plamondon School, J.A. Williams High School, and Cold Lake High School, jigging lessons at Aurora Middle School, Missing and Murdered Indigenous Women and Girls awareness activities, numerous performances by dancers, field trips to Metis Crossing and Indigenous Peoples Day celebrations, as well as a variety of in-class cultural presentations and activities. A number of school-based activities have been initiated by students or as the result of student input, and students are often involved in, or take the lead in, the planning for the events or activities.



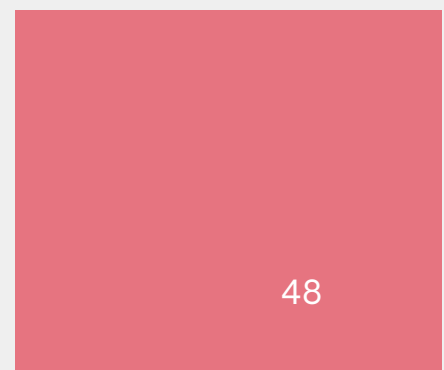
## Learning Supports Key Insights

Data trends over recent years show an increasing demand for diverse learning supports, particularly specialized services like Speech-Language Pathology, Occupational Therapy, and psychological assessments. The growing number of Individualized Program Plans (IPPs) and Support Plans, developed collaboratively with families, underscores the complexity of student needs and the value of sustained investment to meet them.

Northern Lights Public Schools (NLPS) continues to prioritize building internal capacity to provide timely, effective interventions for students. Enhanced professional development on inclusive practices, mental health, and wellness will further equip staff to deliver high-quality, responsive support.

Access to Student Advocacy Counsellors and Wellness Coaches (through the Successful Families, Successful Kids project) has proven impactful in addressing students' social-emotional needs and promoting well-being. Strengthening pathways to mental health resources and integrating restorative practices within Positive Behaviour Intervention Supports (PBIS) frameworks will be essential to supporting students' ongoing social-emotional development.

Early learning initiatives, including full-day programming for Kindergarten students, highlight the division's commitment to building readiness and foundational skills among young learners. Flexible education models, like the Learning Together Anywhere School and Outreach programs, continue to provide valuable options for families, meeting diverse needs and accommodating unique circumstances. Additionally, digital assistive technologies are being explored as a way to broaden access to resources and empower students to engage more fully in their learning.

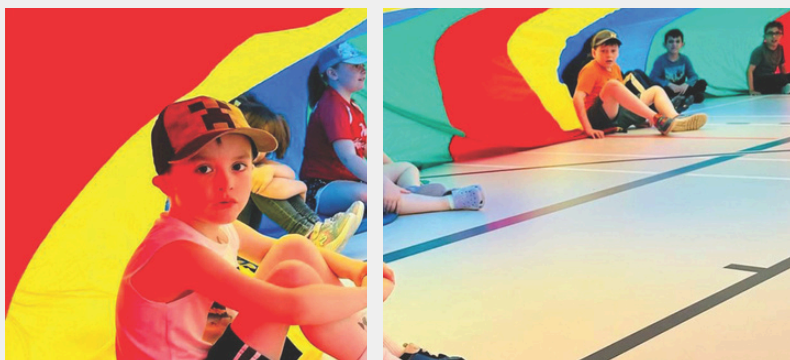




Grade 9 Provincial Achievement Test (PAT) results for First Nations, Métis, and Inuit students reflect a positive trend, with more students achieving the standard of excellence, particularly in two core subjects. Provincial Diploma Exam results also showed strong outcomes, with gains in four core subjects achieving both acceptable and excellence standards. In two core subjects, there was further improvement in the standard of excellence, and two saw an increase in students meeting the acceptable standard.

NLPS's ongoing commitment to the Calls to Action of the Truth and Reconciliation has enriched students' learning experiences, and increased opportunities to participate in cultural activities both in schools and within the community. Continuing to expand on these opportunities is expected to further enhance student achievement, as well as student mental health and well-being, which are central to the division's Education Plan.

NLPS remains dedicated to evolving its strategies based on these insights, focusing on delivering effective support services, addressing diverse learning needs, and fostering an inclusive culture throughout the school community. By emphasizing professional development, expanding access to resources, and ensuring equitable opportunities for all students, NLPS is well-positioned to advance its education plan and meet the needs of every learner.



# Governance

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

## Assurance Measure - Parental Involvement

Measure	2020- 2021 Results	2021- 2022 Results	2022- 2023 Results	2023- 2024 Targets	2023- 2024 Results
Overall - Satisfaction with parental involvement in decisions about their child's education	75.5%	71.9%	75.4%	78.0%	73.2%
Teachers - Satisfaction with parental involvement in decisions about their child's education	85.5%	82.6%	87.1%	89.0%	83.5%
Parents - Satisfaction with parental involvement in decisions about their child's education	65.4%	61.2%	63.6%	65.0%	62.8%

## Assurance Measure - Welcoming, Caring, Respectful and Safe Learning Environments

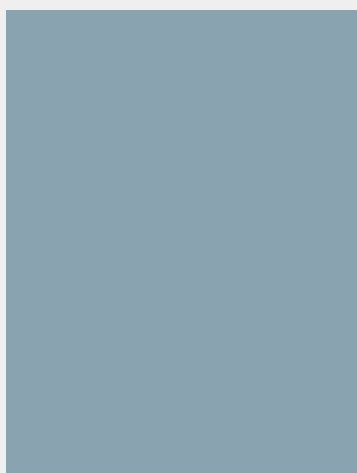
Measure	2020- 2021 Results	2021- 2022 Results	2022- 2023 Results	2023- 2024 Targets	2023- 2024 Results
Overall - Learning environments are welcoming, caring, respectful and safe	86.4%	82.9%	82.2%	85.0%	78.7%
Teachers - Learning environments are welcoming, caring, respectful and safe	95.1%	92.8%	92.2%	94.0%	90.8%
Parents - Learning environments are welcoming, caring, respectful and safe	85.5%	81.0%	81.4%	84.0%	73.3%
Students - Learning environments are welcoming, caring, respectful and safe	78.6%	74.8%	73.0%	76.0%	72.1%

## Assurance Measure - Education Quality

Measure	2020- 2021 Results	2021- 2022 Results	2022- 2023 Results	2023- 2024 Targets	2023- 2024 Results
Overall - Satisfaction with the overall quality of basic education	87.5%	85.8%	85.1%	88.0%	81.8%
Teachers - Satisfaction with the overall quality of basic education	93.5%	93.1%	93.2%	95.0%	90.6%
Parents - Satisfaction with the overall quality of basic education	84.1%	79.4%	78.0%	81.0%	72.0%
Students - Satisfaction with the overall quality of basic education	84.9%	85.1%	84.0%	87.0%	82.8%

## Assurance Measure - Lifelong Learning

Measure	2020- 2021 Results	2021- 2022 Results	2022- 2023 Results	2023- 2024 Targets	2023- 2024 Results
Overall - Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	80.0%	71.0%	75.1%	76.0%	72.6%
Teachers - Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	89.6%	84.8%	87.3%	89.0%	85.8%
Parents - Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	70.5%	57.2%	62.9%	68.0%	59.3%



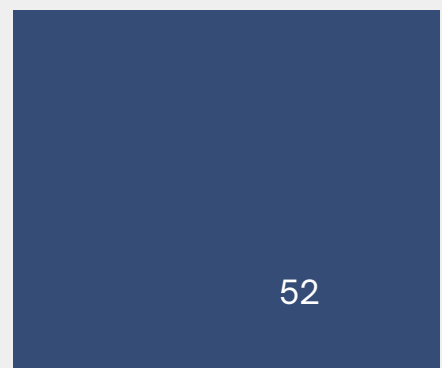
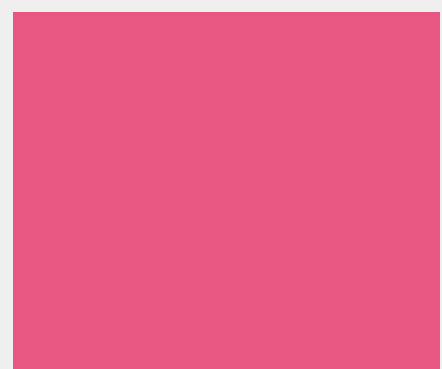
## Governance Key Insights

Northern Lights continued to work with students, staff and families to identify and implement strategies to improve in areas identified through the Assurance Survey. Many of these measures declined during the pandemic and while there has been some improvement in some areas, there is still work to be done to return to pre-pandemic results.

In the area of parental involvement, the Board worked to support and strengthen parental involvement in school councils. This includes engaging school councils throughout the year, attending and supporting parents to attend the Alberta School Councils Association annual conference. In 2023-2024 the Board also hosted an ASCA presentation in two locations of the division and invited all school councils to participate. This was well received and parents have requested additional opportunities for school council development and collaboration. Schools and school councils worked hard to re-establish annual events and initiatives to engage parents and increase involvement not only in decisions impacting their child's education, but also in school activities, events and extracurricular activities.

Feedback from students and parents indicated a lack of satisfaction with the quantity and variety of extracurricular activities, clubs and events for students. To address this, the division introduced a new Extracurricular Day in Lieu administrative procedure that grants staff members who volunteer 200 or more hours of their time to support extracurricular activities one paid release day. This should provide students with more opportunities, and also impact parental involvement, students' sense of belonging, and enhance positive school cultures.

In 2023-2024 the division enhanced its commitment to safety through the introduction of the Hour Zero program, which provides consistent messaging and practices around school emergencies. All students and staff were made aware of and practiced emergency protocols such as evacuations, relocations, lockdowns, hold and secure, and shelter in place.



The division also renewed its commitment to Occupational Health & Safety, reviewing current practice and working with schools to educate staff and implement procedures to address identified issues. The division is currently working towards earning a Certificate of Recognition (COR).

In addition, the division provided professional development to staff in several areas related to school and workplace safety. This includes Violence Threat Risk Assessment, and Non-Violent Crisis Intervention Training. The division ensured several staff became certified trainers in providing NVCI training. Sessions were offered to staff throughout the year.

The division started to see progress in developing positive school cultures through its work with Positive Behaviour and Intervention Supports (PBIS). 2023-2024 was the second of a three-year project to collaborate with Tom Hierck to provide professional development to staff and help schools build and introduce universal supports to create positive school cultures. Specific schools were identified to work individually with Mr. Hierck to support their efforts. Work will continue in this area in 2024-2025 with further implementation of matrices and strategies at the school level.

Implementation of strategies to address the division's priorities and identified areas of improvement has been challenged by changes in leadership at the school and division levels. Northern Lights experienced a higher number of retirements than previously experienced. To address the change in division leadership, the Board approved a succession plan that moved from a superintendent, secretary-treasurer and three associate superintendents to a revised structure with a superintendent, secretary-treasurer, and one associate superintendent, with support from a team of directors. This provided the opportunity to assess and refocus roles and responsibilities to better align with the division's priorities, and impact student achievement moving forward. This realignment will focus on supports for school leaders, many of whom are new to their roles. The duties of the directors will include professional development for all staff and supporting staff new to the division.

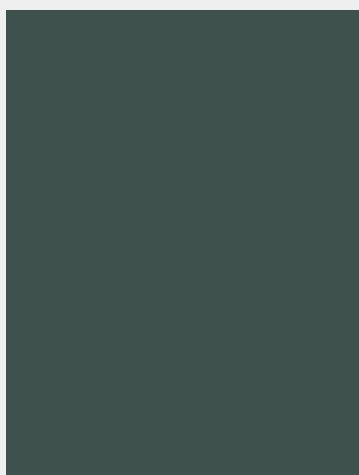
# Financials and Reports

## Summary of Financial Results

Northern Lights Public Schools (NLPS) consistently demonstrates sound stewardship of public resources, ensuring they are utilized effectively to address student needs and support division priorities. This commitment is rooted in NLPS's mission to work collaboratively to help every student learn and excel. Financial resources are deployed strategically, guided by data-driven decision-making and a focus on sustainability. Collaboration with other school authorities, municipalities, and community agencies plays a key role in maximizing the impact of available resources.

As outlined in this report, NLPS employs various local strategies to achieve its priorities. It should be noted that some figures may overlap across categories due to the interconnected nature of initiatives, as costs for closely aligned activities are not apportioned across multiple areas.

With respect to the Division's priority to improve student mental health and wellness, NLPS collaborates with both community and provincial partners to expand and maximize the resources available to staff, students and families. Financial resources are generated through grants such as Successful Families, Successful Kids, Community Helpers, and CASA Classroom, to name a few. These grants reflect the commitment NLPS dedicates toward ensuring financial and non-financial resources are available throughout the division. Spending in this area exceeded \$3.6 million in the 2023-2024 school year, including \$2 million allocated from Division resources to ensure all students have access to Student Advocacy Counsellors at their schools. This significant financial commitment reflects NLPS's dedication to creating supportive environments that foster positive outcomes for students.



The Division's numeracy priority relies on existing operational resources. With literacy and numeracy as core services, this goal is addressed through using existing resources and generally is not cost intensive. For instance, collaboration with other school divisions occurs to discuss both literacy and numeracy, but it is part of the normal functions of the division. A number of schools allocated funds from their school-based budgets as well as individual teachers have utilized Local Alberta Teachers' Association Professional Development Fund resources to access additional training in numeracy. In 2023-2024, NLPS allocated \$380,000 for specific activities and resources that directly support the numeracy priority.

Student Growth and Achievement, Teaching and Learning, and Learning Supports encompass numerous initiatives that align with the division's priorities. Investments in Student Growth and Achievement totaled \$724,000 and supported early years assessments, generative dialogue between the Central Office Learning Team and schools, summer learning opportunities for staff, and other targeted activities.

Over \$1.3 million was invested in Teaching and Learning to fund professional development days for staff, intervention strategy development, and staff training opportunities.

Learning Supports included comprehensive programming, including full-time programming for Kindergarten students, Student Support Teams, educational assistants, outreach programming, and specialized services such as speech-language pathology, occupational therapy, physiotherapy, and behaviour supports. Over \$14 million was dedicated to providing this programming, underscoring the Division's commitment to fostering inclusive and supportive learning environments. These programs also require collaboration with other levels of government to maximize resources and the impact on students.

In recognition of the Division's high First Nations, Métis and Inuit student population, most of the funds received from Alberta Education in this area are allocated directly to classrooms in the form of supports noted above. In 2023-2024 these programs received an additional allocation of \$200,000 to further achievement for First Nations, Métis and Inuit students.

To align resources with divisional priorities, NLPS allocated nearly \$900,000 to governance-related activities. This included Board of Trustees initiatives and the implementation of improved safety practices throughout the Division.

The cost to educate students has increased over the past several years. In 2018-2019 the Division spent \$14,902 per student FTE. By 2023-2024 that increased to \$16,884. That is a difference of nearly \$2,000 per student FTE. Funding from Alberta Education also increased over that same time period from \$13,301 per student FTE to \$13,818 - an increase of \$517 per student FTE. This has put significant pressure on the Division to find other sources of revenue and review spending. While the priorities established in the Education Plan are important, core educational services must also be maintained, creating a precarious situation that requires tipping points of student engagement and achievement, presenting a difficult situation for any organization.

NLPS approaches its responsibility to educate students with the utmost care and commitment. The division's strategic investments in priorities, programs, and initiatives positively impact student outcomes, strengthen communities, and enhance school climates and culture. By optimizing available resources and collaborating with partners, NLPS continues to fulfill its mission to help every student learn and excel.

## Budget-Actual Comparison

The following chart depicts the financial performance of Northern Lights Public Schools for the year ending August 31, 2024.

### Variance Analysis of Spring Budget to Actual Expenditures 2023-24

	2024 Actual	2024 Budgeted	Variance Amount	Variance Percentage
<b>Total Revenues</b>	91,824,026	94,905,923	3,081,897	96.8%
<b>Expenses by Program</b>				
Instruction ECS	3,877,222	3,989,345	112,123	97.2%
Instruction Grades 1-12	68,086,699	68,726,434	639,735	99.1%
Operations and Maintenance	11,810,981	12,086,432	(275,481)	97.7%
Transportation	6,597,361	7,477,108	(879,747)	88.2%
System Administration	2,887,677	2,998,878	(111,201)	96.3%
External Services	720,192	516,296	203,896	139.5%
<b>Total Expenses</b>	93,980,132	95,794,523	(1,814,391)	98.1%



## Audited Financial Statements

- [Audited Financial Statements](#)
- [Provincial Roll Up of Audited Financial Statements Information](#)

Information in greater detail can be found at <https://www.nlpsab.ca/accountability>. For further information, please contact Paula Elock, Secretary-Treasurer at 780.826.3145.

## Whistleblower Protection

Northern Lights Public Schools employees should feel comfortable in all aspects of their job including when it comes to filing a complaint. The Division encourages employees to comply with their respective code of ethics in making good faith reports of any unlawful or improper conduct without the fear of retaliation. To support this perspective, Northern Lights Public Schools has created an [Administrative Procedure \(605\)](#) that guides individuals who wish to file a complaint.

Pursuant to Section 32 of the Public Interest Disclosure (Whistleblower Protection) Act and NLPS Administrative Procedure 605, no disclosures were received during the 2023-24 school year.