

**Bylaw No. 1-25**  
**of**  
**The Northern Gateway School Division**

**A Bylaw of the Northern Gateway School Division (the “School Division”) in the Province of Alberta, relating to the provision of more than one voting station for each ward/electoral subdivision for the School Division.**

WHEREAS Section 37 (3) of the Local Authorities Election Act provides that an elected authority may pass a by-law by June 30 of a year in which a general election is to be held allowing the Returning Officer of the elected authority to designate more than one voting station for each subdivision and the location of those voting stations for that election; and

WHEREAS The Board of Trustees of the School Division desires to provide for more than one voting station for wards/electoral subdivisions.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of the School Division establishes that the Returning Officer for the School Division is hereby authorized to designate more than one voting station for wards/electoral subdivisions and the location of those voting stations.

**RECEIVED FIRST READING** this 15th DAY OF April, 2025.

_____ Board Chair	Seal	_____ Secretary-Treasurer
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**RECEIVED SECOND READING** this \_\_\_\_\_ DAY OF \_\_\_\_\_, 2025.

_____ Board Chair	Seal	_____ Secretary-Treasurer
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**RECEIVED UNANIMOUS CONSENT OF THE TRUSTEES PRESENT AND RECEIVED THIRD READING**

**AND FINALLY PASSED** THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2025.

_____ Board Chair	Seal	_____ Secretary-Treasurer
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**Bylaw No. 2-25**  
**of**  
**The Northern Gateway School Division**

**A Bylaw of the Northern Gateway School Division (the “School Division”) in the Province of Alberta, relating to the provision of more than one voting station remain open at the same time as municipal voting stations within the School Division.**

WHEREAS Section 46 (2) of the Local Authorities Election Act provides that an elected authority may, by a by-law passed prior to June 30 of a year in which an election is to be held, provides that the voting station is to be open before 10:00 a.m.; and

WHEREAS The Board of Trustees of the School Division desires to set the voting hours for the voting stations in alignment with the municipal voting stations within the School Division.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of the School Division establishes the following voting hours:

1. Whereby any Municipal voting station is opened prior to 10:00 a.m., the voting station for Northern Gateway School Division will be open at the same location at the same time.
2. All other voting stations in the Northern Gateway School Division will be open from 10:00 a.m. until 8:00 p.m.

**RECEIVED FIRST READING** this 15th DAY OF April, 2025.

_____ Board Chair	Seal	_____ Secretary-Treasurer
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**RECEIVED SECOND READING** this \_\_\_\_\_ DAY OF \_\_\_\_\_, 2025.

_____ Board Chair	Seal	_____ Secretary-Treasurer
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**RECEIVED UNANIMOUS CONSENT OF THE TRUSTEES PRESENT AND RECEIVED THIRD READING AND FINALLY PASSED THIS** \_\_\_\_\_ DAY OF \_\_\_\_\_, 2025.

_____ Board Chair	Seal	_____ Secretary-Treasurer
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## Background

The Real Property Governance Act purports to ensure consistent handling of public property sales and transfers, providing clear guidelines across ministries. In the past, public property sales and transfers were governed under a patchwork system, which, in theory, made it difficult for the government to manage strategic priorities. The RPGA was enacted without some of the necessary regulations and processes which led to confusion at a time when Divisions were pressed to move on property and construction issues. Hopefully, regulations and processes should arrive in the Spring clarifying the rules.

## Key Changes

### **Create a centralized inventory of public property to help government better manage the assets.**

While such a database makes sense, it has come with a considerable overhead cost for divisions to provide the required information in depth and format. Some of the information we had to submit differs from the types of information we maintain, meaning staff had to spend considerable time finding it.

### **The Ministry of Infrastructure has the option to hold onto property that has strategic value.**

This makes sense from a government standpoint but is less clear when school divisions with their co-governance model are considered. Many divisions have built capital plans based on selling real estate to fund new builds and programs, etc., and these plans have been halted at a time when capital builds are accelerating, creating huge financial issues for some Divisions. Further, the government may choose to pay the book value rather than the market value for properties, reducing potential funds from property sales by huge amounts. If Northern Gateway had been selling the old board office in the new climate, the Division would likely have lost somewhere between 70 and 90 percent of the actual funds generated by the sale. Strategic value can also mean that school properties are given over to private or charter school projects perhaps crippling small town school viability when Divisions need to amalgamate two small schools.

### **Reduces administrative burden and red tape**

Once the regulations are in place, RPGA will probably help in some sectors where the rules have been unclear. There is no clear evidence that it will reduce administrative burdens in education but it for sure will have financial impacts on school divisions being unable to fund new builds and projects through property sales.

## Superintendent's Report

### Education Amendment Act (SLQS 6,7)

Bill 51 was introduced last week and contains several changes to the Education Act.

- Replaces the term “private school” with independent school
- Removes the ability for school boards to disqualify or remove a trustee for breaching the Board’s code of conduct
- Alters election rules to facilitate school board voting in Jasper
- Some changes to JUPA (Joint Use and Planning Agreements) requirements where some municipalities are exempt and gives government power to create specific requirements of JUPA agreements

The Bill contains changes to the teacher discipline process including:

- Providing compliance powers through court order
- Allowing sharing of ongoing complaints when a teacher changes school authority
- Implementing a \$250 appeal fee. Up to 30% of the cases decided by the commission have been appealed, increasing workload
- While not contained in Bill 51, there is also an increased budget so the Commissioner can employ further investigators to reduce decision lag time

There is also a significant change that follows the concepts introduced in the Real Property Governance Act that allows the Infrastructure Ministry to purchase surplus School Division property at book value. This concept is echoed in Bill 51, which “enables” the Ministry of Infrastructure to own all new K-12 schools and their properties and lease these back to the school authorities who operate and maintain them. This is a go-forward position starting with schools in this budget cycle, so the new school in Valleyview will remain under the old rules. Since all new school builds are P3s (public-private partnerships), it isn’t clear how ownership will work, given that the P3 model is based on ownership resting with the private company for a period of time. This arrangement raises many questions:

- Why would the province wish to own schools and school properties?
- Who would insure the building and land, especially for injury risk?
- Why are we entering into JUPAs where terms often run counter to this arrangement with shared ownership of school properties?
- Who owns a P3 school?

Note that this arrangement is only for new school builds and does not involve modernizations.





## **Minister's Meeting for Board Chairs and Superintendents** (SLQS 1,6,7)

These meetings are held a couple of times a year; the most recent was on March 27. The meetings are a hybrid format and typically start with the Minister of Education making some statements and taking some questions. This is followed by senior Education Ministry staff answering questions in their given areas of expertise, followed by questions being posed to the group for feedback.

At the meeting, NGPS brought forward to the minister the issues with the timely operation of teacher discipline, and we learned about increased funding for the Commission. We also heard that there would be a small release of funds for literacy and numeracy this year to help with assessments and skill development. Other items of the budget were also brought forward, though we had not received the funding manual at this point and were limited in asking questions that we would now have. The main table conversation focused on preliminary discussion concerning the revision of the Standards for Special Education. Bill 51, which would be introduced a few days later, was not mentioned.

## **Jordan's Principle Funding** (SLQS 1,5,6)

There is no new update. This continues to be a topic at all levels and there will be a meeting organized by PSBA at the request of NGPS and others to see if a regional or provincial voice can be organized.

## **Budget 2025-2026 Funding Profile** (SLQS 6,7)

- The WMA is replaced with AEM (Adjusted Enrolment Method) and the formula is now current year at 30% and forecast at 70%, opposed to 20% prior year, 30% current year and 50% forecast
- Introduction of a Supplemental Rural factor in the formula for O&M funding resulting in an approximate increase of \$270K. This is a substantial win after much advocating by the Secretary Treasurers for rural Divisions lead by NGPS
- Introduction of a Technology component to the old SuperNet funding (now Technology Grant) to assist in funding the increased costs of information security and insurance, and an increase in the previous grant for overall increase of \$140k
- The Classroom Complexity Grant had 20% increase for an approximate increase of \$50k
- There was combining of the Kindergarten SLS grants into PUF. No change to criteria, simply a category change, there was an overall 2.32% rate increase applied to services and supports
- A minor increase in School Nutrition funding





- System and Administration funding is down approximately \$190k despite the increase in AEM due to basing a targeted % of the Division's overall expenses from the prior year
- Overall, the 2025-26 funding profile with the increase in AEM and the rate increases, the Division is up approximately \$1M in funding

#### *Budget 2025-2026 Other Grants*

- There continues to be Curriculum Resource funding related to the implementation of the new K-6 curriculum and reporting requirements continue
- Literacy and Numeracy Support funding is no longer an application process and will become formula based but still require reports

#### *Transportation*

Despite a 2.32% increase in transportation, the funding would be down \$ 35,000. It could be to our benefit to continue with the 1km walk limit, which is permissible for one more year. We have a meeting in the next week to determine the funding.

#### *Mental Health Programs*

There are no changes in the Mental Health Capacity Building program contracts with AHS, which places a mental health worker in about half of the schools. We have also had successful Mental Health pilot grants to place a mental health worker in every school. However, the Mental Health Pilot program has been ended for next year and is being replaced with a Mental Health Well-Being budget line. As part of the application process, the Division received around \$ 500,000; now that it is becoming formula-based funding for all Divisions, the Division will receive approximately \$220k. This represents a significant decline in funding.

## **CASS (SLQS 2)**

The annual CASS spring conference was held from March 19-21 and we also took advantage of the pre-conference course on Inclusive Education required by the CEP or Continuing Education Program. NGPS presented along with Blue Lantern on our wellness work and it was a popular topic requiring the largest space available. Sessions are generally excellent, and this event was no exception.

## **Items of Interest (SLQS 1,36,7)**

- Board Policy 1 aspects formed the structure for an article in the PSBA Advocate Magazine attached
- NGPS now has an after-hours "Emergency" line for urgent building and student safety issues







Northern Gateway  
Public Schools

## MAKING A MISSION STATEMENT REAL

GERRY STEINKE, BOARD CHAIR

Upper elementary students in NGPS can explore a wide range of trades and other interests as they visit high schools for authentic learning opportunities.

"Teacher, why do I have to learn this?" The everyday lament of the student is something that **Northern Gateway Public Schools** is answering both at the foundational level and at the practical level in the classroom.

The Board developed a revised Policy 1. Part of the motivation came from a PSBAA fall conference presentation several years ago. To help with the view that educators should be able to give students the reason to learn any curriculum concept, the NGPS mission statement makes a daily promise to parents:



A NGPS teacher uses a SNAP board to engage students in discovering real life math applications.

NGPS provides a safe and dynamic learning environment that promotes connection and the authentic application of learning. But the real work is to act on a mission statement for a student. Superintendent Kevin Bird gives three examples where authentic learning is now practiced in NGPS classrooms.

For instance, teachers use a structure called SNAP, promoting the connection of each math concept to real-life applications developed from the student's own experience and creativity. This approach cements a habit of mind, ensuring students see what they have learned in their own environment outside of school.

Another example of authentic application of learning is the Division Boot Camp program. It offers two weeks of summer programming on diverse hands-on topics such as forensic science, cultural experiences, and certifications for safety tickets. Many community partners donate for some of the costs because they like to see students engaged in experiences outside of the school. The success of the program is easily demonstrable as hundreds of teenagers voluntarily spend a good part of their summer vacation in school.

Mirroring the high school Boot Camp program, elementary students about to transition to high school are brought together in Careers and Technology Foundations to develop friendships while working together on projects that combine their interests, academics, talents and technological skills. These students begin to imagine what their future could look like.



NGPS Summer Boot Camp students engage in a variety of hands-on learning, including textiles, culinary arts, and trades.

NGPS is using its foundational statements to create meaningful learning experiences.

## Board Policy 2 – Appendix A

# Board Annual and Term Work Plans

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## **ANNUAL WORK PLAN**

### **SEPTEMBER to JUNE**

- Conduct Board Meetings (Policy 7, Section 2)
- Review Monthly Fiscal Accountability Reports (Policy 2, Section 4.6)

### **SEPTEMBER**

- Conduct a Governance, Strategy and Development Committee (GSD) Meeting (in Non-election Years)
- Conduct the Organizational Meeting (in Non-Election Years) (Policy 7, Section 1)
- Set the School Visits Schedule
- Review the PSBAA Fall AGM Agenda
- Host the Annual Employee Appreciation Evening (September/October) (Policy 2, Section 9.6)
- Review the Year-end Suspension Report
- [ASBA Long Service Awards Deadline September 16, 2025](#)

### **OCTOBER**

- Conduct the Organizational Meeting (in Election Years)
- Conduct a Board Orientation (in Election Years)
- Review the Annual School Council Reports (Policy 2, Section 2.7)
- Review the ASBA Proposed Position Statements (non-election years)
- Host the Annual Employee Appreciation Evening (September/October) (Policy 2, Section 9.6)

### **NOVEMBER**

- Approve the Annual Education Results Report (AERR) (Policy 2, Section 1.10)
- Approve the Audited Financial Statements (Policy 2, Section 4.7)
- Conduct the School Results Review (November/December)
- Review and accept the School Operational Viability Report (Policy 15)
- Review the Annual Community Engagement Strategies (Policy 8, Section 4.2)

### **DECEMBER**

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



## JANUARY

- Review the Draft School Calendars (Policy 2, Section 9.5)
- [ASBA Honouring Spirit: Indigenous Student Awards Nominations \(February 5, 2025 Deadline\)](#)

## FEBRUARY

- Approve the Infrastructure Maintenance Renewal Work Plan (IMR)
- Approve the School Calendar (Policy 2, Section 9.5)
- Approve the Advocacy Plan (Policy 2, Section 8.3)
- Identify Possible Position Statements for ASBA Fall General Meeting (non-election years)
- Determine Need for Board Self-Evaluation/Review Previous Evaluation (Policy 7, Section 11)
- Conduct the First Finance Committee Meeting
- Contribute to the Three-Year Educational Planning Process (Policy 2, Section 1.3, 1.4)
- [ASBA Friends of Education Award Discussion \(March 18, 2025 Deadline\)](#)

## MARCH

- Approve the Three-Year Capital Plan (Policy 2, Section 4.8)
- Approve All Board-Directed Fees (Policy 2, Section 4.3)
- Conduct a Governance, Strategy and Development (GSD) Committee Meeting
- [ASBA Edwin Parr Teacher Award \(March 18, 2025 Deadline\)](#)
- [PSBAA Awards Deadlines](#)

## APRIL

- Review the Draft Three-Year Education Plan (Policy 2, Section 1.4)
- [ASBA Lieutenant Governor of Alberta Student Award \(April 14, 2025 Deadline\)](#)

## MAY

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

## JUNE

- Receive the Superintendent's Annual Review of the SLQS
- Conduct a Governance, Strategy and Development (GSD) Meeting
- [ASBA Awards Discussion](#)

## **TERM WORK PLAN**

### **DECEMBER – Year 3**

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

## **AWARDS DEADLINES**

### Alberta School Boards Association (ASBA)

September 16	Community Engagement Award
September 16	Distinguished Service Award
September 16	School Board Innovation and Excellence Award
September 16	Long Service Awards
February 5	Honouring Spirit: Indigenous Student Awards
March 18	Edwin Parr Teacher Award
March 18	Friends of Education Award
June	Zone Appreciation Award

### Public School Boards' Association of Alberta (PSBAA)

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

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