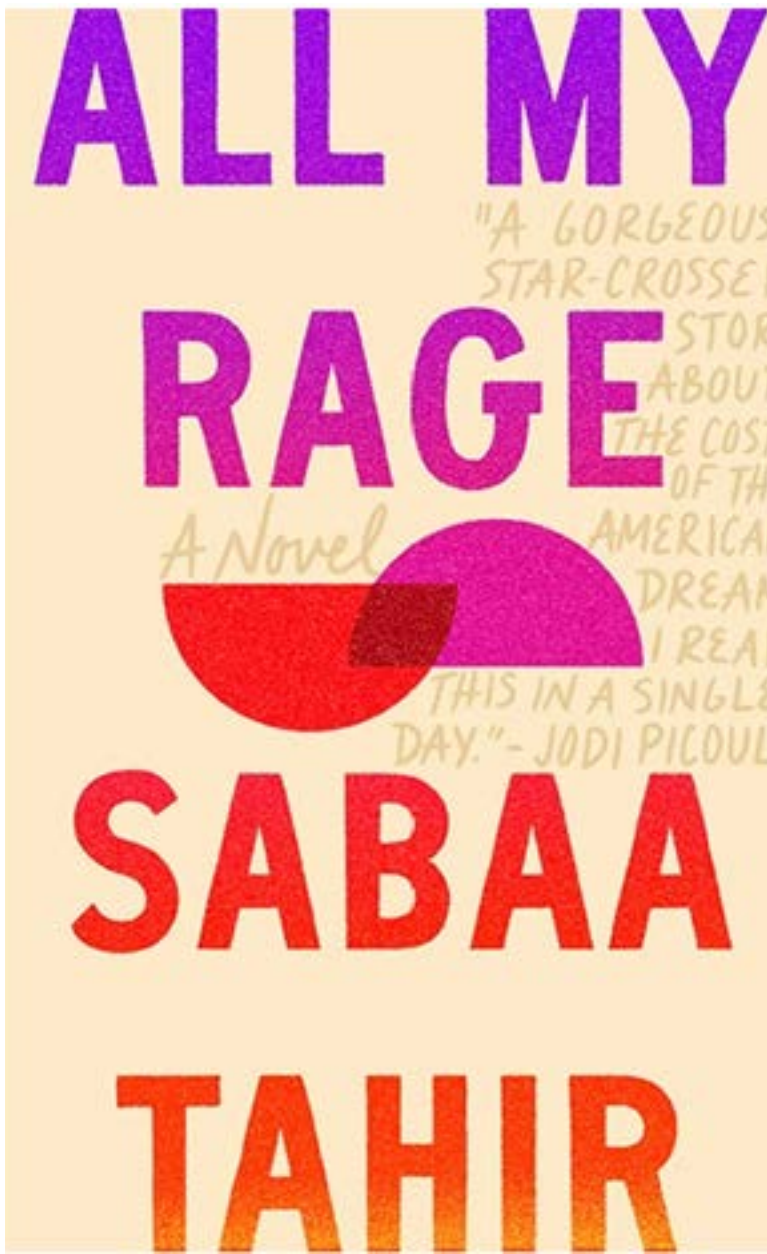


THE TRAIL TRIBUNE

Book of the Month
Bakery Item of the Month
Pet of the Month

Teacher of the Month
Trail Sports Showcase
Global Exchange Feature

Student Voice - Teacher Strike
Support Staff Interview
Tales from the Trail



BOOK of the MONTH

Written by Norah A.
Edited by Jennifer Z.

This month's featured book is All My Rage, a young adult novel by Sabaa Tahir exploring the struggles of generational trauma, racism and family issues. The novel follows two Pakistani-American teenagers,

Salahudin (Sal) and Noor, and Salahudin's mother, Misbah. Sal and Noor have been best friends for years, having been brought together by their shared struggles and feelings of being ostracized in the small, barren town of Juniper, California. Sal works tirelessly to keep his family's motel afloat while his mother's health deteriorates and his father falls into alcohol addiction. Noor, whose parents passed away in an earthquake in Pakistan when she was young, lives with her abusive uncle and is forced to work in his liquor store. Despite how close the pair are, both teens deal with overwhelming problems that they keep to themselves. This eventually strains their relationship. The story alternates between past and present, showing the perspective of Misbah back when she first married Sal's father, Toufiq, in Pakistan. Diving into the past provides context for Sal's current struggles. Throughout the story, we can see how Misbah becomes a safe haven for both her son and Noor. Overall, the novel highlights the ups and downs of friendship, grief, complicated families and the effort to stay hopeful when life gets tough.

ALL MY RAGE

BAKERY ITEM OF THE MONTH

EGGNOG COOKIES

This winter, our cafeteria is bringing a festive twist with a brand-new eggnog cookie recipe. These cookies are filled with a rich eggnog flavor, the perfect sweet treat to share with friends and family! Be sure to give this recipe a try, and don't forget to grab some from the cafeteria when they're available! Special thanks to Chef Sabrina Del Ben for sharing this festive recipe.

In a stand mixer, with a paddle attachment, mix together margarine, icing sugar and corn syrup until light and fluffy.

Add rum extract, nutmeg, baking powder and salt.

Add the egg and eggnog and mix to combine.

Add the flour and beat till smooth. Scrap the bowl occasionally.

Divide the dough in 1/3's wrap in plastic and chill.

Remove from dough from fridge, heat oven to 350 F and line baking sheets with parchment paper.

Roll dough to 1/8" thickness on a lightly floured surface.

Cut into desired shapes.

Bake for 8-10 minutes.

Remove and cool.

Ice as desired.

ICING

1 cup margarine
2 cups icing sugar
2 tbs. corn syrup

DOUGH

1/2 tsp. rum extract
1/4 tsp. ground nutmeg
2 tsp. baking powder
1/2 tsp. salt
1 egg
2 tbs. eggnog
3 1/2 cups flour



PET OF THE MONTH



Cookie is our Pet of the Month! She is a three-year-old miniature poodle who's full of energy. Cookie loves playing fetch, and her favourite food is chicken!



Teacher of the month

Ms. Fuller

Physical Education & Athletics' Director

Written by Elisa H.

Edited by Nathania J.

Born in Sarnia, Ontario, Ms. Fuller moved to Calgary at the age of six and has lived here ever since. Unsure of what she wanted to pursue in university, she enrolled in a human kinetics class, where she spent the first half of the year playing various sports such as basketball and soccer. It was during this time that she realized she wanted a career related to sports, which eventually led her to become a physical education teacher.

When sharing life advice, Ms. Fuller highlighted the importance of developing good habits early, specifically learning how to work independently outside of class. She shared that post-secondary education requires a high level of self-motivation.

Moreover, she also shared that her favourite part of North Trail High School is its strong sense of community. "I love the people here and how we try to take care of each other," she said, adding that she deeply appreciates how students and staff support one another.

Outside of school, Ms. Fuller leads a busy life caring for her two young children. Despite her packed schedule, her love for sports has remained, with basketball still being her favourite. When asked where she would travel if given the chance, Ms. Fuller shared that she dreams of visiting Greece, imagining herself relaxing in a hut overlooking the ocean.



Volleyball

The Sr boys and girls faced many tough challenges both on and off the court this season. Despite these obstacles, including the strike, both teams worked incredibly hard and proudly secured second place in the CSHSAA. Although they were unfortunately eliminated in the quarter-finals, they still had a fantastic season. The Jr boys started strong, kicking off their season by winning first place at the Saints SMASH volleyball tournament. The Jr girls also showed tremendous effort on the court. However, the strike caused a pause in their season, making it harder to improve as a team. Although both teams fell short in the city finals, they still showed incredible dedication and hard work throughout the season. A huge cheer goes out to all the players for their determination and commitment.

Football

The North trail football team had an incredible season. They won almost every single game, except for the one at the beginning of the year. From Churchill to Diefenbaker they destroyed their opponents on the field, making it all the way to the semi-finals of DIV 2. Unfortunately, they didn't take home the win, but their performance was nothing short of impressive.

Many of these challenges came from the strike, forcing them to pause their season and wait out if they would even get to play again. Many of the grade twelves struggled off the field, knowing that there was a possibility everything would end much sooner. In light of that, they still ended with a great season behind them and plenty more to come.



Written & Edited by: Mehek B. and Irelan M.

Girls soccer

The girls team had many tough matches and continued to persevere all the way to the semi quarter finals for DIV 3. And just like for all the other sports, the strike caused challenges for them as well. Not only were they unable to practice as a team, but the uncertainty of whether they would even play again also created a sense of sadness surrounding their game. They had lots of resilience through the season and we are ready to see how they improve even more for next year.

SUPPORT STAFF INTERVIEW

Written and Conducted By: Elisa H. and Zen K.

| Edited By: Sanaa M.



Our selected interviewee was none other than Ms. Thompson. Born in St. Catherine, Jamaica, Ms. Thompson has highlighted her personal experiences as a support staff at North Trail High School, which have carried invaluable lessons for all members of NTHS. Ms. Thompson initially visited Canada 12 years ago, and has lived here since. She notes that Canada “was supposed to be a stopover on my way to Spain”, however, her partner’s residence in Canada compelled her to stay in Canada and establish a living here. Ms. Thompson engages in a multitude of pastimes to cultivate rejoice and relaxation. Due to her introverted persona, she finds joy in listening to music, primarily Reggae music—a Jamaican genre of music marked by a vibrant, dynamic style. She additionally highlights her passion for solo-dancing, as well as her love for C-dramas and K-dramas. Although Ms. Thompson today works as a staff member at NTHS, her career path featured a propensity to consistently support others in need, manifesting her philanthropic and kindhearted spirit. Back in Jamaica, she attained a Bachelor’s degree in hospitality. She initially aimed to pursue hospitality in Canada, however, due to the drastic lifestyle disparities between Jamaica and Canada, specifically the hustle culture and frantic environment in Canada, she examined career options that simultaneously

permitted her to spend time with her son, as well as accomplish something meaningful with her life. This led her to pursue special needs—a career she believes enables individuals to expand their soft skills, build compassion, empathy, and open-mindedness, and transform into a better person overall.

Ms. Thompson's High School Experience & Academic and Life Advice

Ms. Thompson’s past experience as a high school student in Jamaica vastly differed from the atmosphere at NTHS. She remarks how Jamaican high schools are “way more demanding but... a whole lot more fun”, comprising a rigorous curriculum with eight courses per semester. She additionally notes that her school implemented a variety of extracurriculars that students were obligated to partake in, primarily encompassing athletic activities, including cricket, cross country, and soccer. Through her experience, she has supplied students with invaluable advice to achieve fulfillment within their academic and personal lives. Namely, she stresses that self-awareness and a thorough understanding of oneself are paramount to making informed decisions and fostering success. She emphasizes that “go(ing) against the grain” and giving all opportunities a chance can lead individuals to pinpoint specific activities that can lead to long-term satisfaction.

Fun Facts About Ms. Thompson

Ms. Thompson has taken the time to share a variety of fun facts about herself. She comments that if she held the opportunity to travel anywhere in the world, she would visit Asia. The coming summer, she has planned a trip to Japan alongside her kids. She also mentions that if she were to possess any particular superpower, she would select mind-reading capabilities. Lastly, she explores special traits and quirks about herself. She expresses that she is neither a morning person nor a night owl, prefers beaches to mountains, enjoys fall over other seasons, is more inclined towards new foods as opposed to new activities, and thoroughly enjoys lamb chops.

Conclusion

To sum up, our interview with Ms. Thompson has epitomized her fascinating personality and experiences as a support staff at NTHS, providing insightful advice and guidance for students and teachers alike.



STUDENT VOICES ~ ON THE STRIKE ~



What does a **strike** represent? – Wilson W.

In a world as polarized as ours, we often forget to consider certain perspectives and experiences. A strike is, essentially, an expression and mobilization of those overlooked voices.

From October 6th to October 29th, over 51 000 teachers went on strike in Alberta. Prior to this, North Trail's very own classes have been subject to problems like overcrowding, and the need for change was felt across many of our own students. Statistically, Alberta spends the least amount of money per student in public schools out of all Canadian provinces. During the strike, over 730 000 students were impacted. That included over 2 000 of North Trail students, many of which participated in a massive walkout on October 30th. Our newspaper team was there to capture all the diverse student perspectives.

On this issue's Student Voice column, hear from our students themselves on the profound impact that the strike has had on all of us.



Watch Interviews Here!

Strike **Impacts** on **Grade 12's** in North Trail – Mehek B.

The North Trail Grade 12 students were among the most impacted by the Alberta Teachers' Strike. This group struggled to catch up on missed curriculum and tests, just like other students, but also faced additional challenges unique to their grade level. January diplomas were cancelled, and November diplomas became optional, turning an exam worth 30% of the overall grade—and crucial for post-secondary applications—into something students could choose to write or skip. As a result, the school-awarded mark became the final grade. Class performance suddenly carried much more weight, and with no opportunity to recover marks through a final exam, the loss of three weeks of instructional time made catching up even more difficult. Anxiety and stress surrounding university applications also rose, especially because sports seasons and clubs were cut short, removing valuable opportunities and experiences that would have strengthened applications and enriched students' final year of high school.

What the Teacher Strike Really **Taught Us** – Ayesha Z.

Since the strike on October 6th, 2025, every single student and teacher who is a part of the public education board in Alberta has pressured our government to make a difference; to increase teacher pay; to hire more teachers; to start caring about public education. The result? Silence. It was devastating how the strike ended, and it brought down student and teacher morale drastically. Because of the strike, many events had to be cancelled, including those involved in speech. Sports seasons had to drastically shrink, and high school culture as a whole paused because of our voices being continually ignored.

The message that was spread from the lack of action highlighted the importance of us actually taking action. What we learned from this is that change needs to happen, and we need to empower ourselves enough to take that step. While the strike had a disappointing outcome, especially when the “resolution” was to ignore any negotiations until a much later date, our current government showed the youth the importance of paying attention to public education and supporting our teachers. For me, it showed that our province is in great need of policy changes, and it became an opportunity for me to educate myself about how to influence the future of public education.

So in my piece, I leave you with this: What did you learn? How were you impacted, and how can we make sure that our voices – student voices – aren't shut off in the future?

How the Strike Shaped **Student Life** at North Trail – Noor S.

The recent teacher strike in Alberta placed students at North Trail in an unusual and uncertain position. With classes paused and regular routines interrupted, many felt the immediate impact through slowed coursework, postponed assessments, and a loss of academic structure. The strike also brought the Notwithstanding Clause into wider public conversation, making students realize that decisions affecting our education can involve major provincial actions that we rarely witness. Even without diving into the politics behind it, the use of the clause signaled how serious the situation had become and reminded students that our learning is tied to forces beyond the classroom. The return to school was equally challenging. Everything became fast-paced as teachers tried to cover missed material, deadlines shifted, and students had to quickly adjust to a workload that felt intensely compressed. For many of us, the biggest impact was simply adjusting to the sudden shift from having no structure at all to rebuilding a steady rhythm again in a school environment that had briefly come to a complete stop.



THE TRAIL TRIBUNE

From Shutdown to Speed Run: **Life After the Strike** - Mehraal R.

The week of October 2nd for many public school students was a flashback to the third week of March in 2020, when schools were shut down and learning was stunted in face of the pandemic. This time however, our then 6th graders, now seniors and all other students didn't flip open their laptops and make silly excuses as to why they couldn't turn on their camera for the 8am google meet, this time there was no switch to google meet at all. This was due to the decision of the Alberta Teachers Association to strike after the Alberta government failed to listen and take action to combat the teacher's concerns and requests. And so classrooms went from being crowded with upwards of thirty students to being entirely empty for almost a month. The strike ended within devastating circumstances, forcing teachers and students back with no real progress made, tanking teacher morale and student trust after three weeks of instructional time was missed. The effects of the strike and lack of action by the government are prevalent, being seen in more places than one would think. Academically speaking, the time missed has affected all students, quickening the pace of learning for each and every classroom, and thus leaving less time for the exploration of necessary questions that are education itself. The pressure of this new and ever-increasing velocity of learning is also causing student stress to spike, many quoting a "fear" of falling behind and not being able to "catch up". The grade 10's now are working double time to develop and perfect the skills that they will build on their entire high school career while the grade 12's are learning to manage their already vigorous, now accelerated, course work with university applications. Tensions, stakes, and stress are high and palpable around the school, being one of the most noticeable impacts that followed the ATA strike.

Morale overall has sunk quite a bit and is hard to find among the population at North Trail following the return of students to classrooms. Teachers, being forced back to work and deprived of their rights under the invocation of the notwithstanding clause, are attempting to put on a brave face for students at



North Trail, but their disappointment is evident despite their efforts. They are pushing incredibly hard to accommodate every student and ensure their success even when returning to the accelerated, unmanageable conditions of the classroom. Disappointment is also seen throughout the schools sports and extracurricular programs, with many events and programs being cut short and delayed due to the time away. The football team was affected greatly, with excited athletes forced to put away their cleats for a great duration of the season. Clubs and extracurriculars were also halted, with teams like speech facing the consequences of an early end for the season.

The strike overall has left students, teachers, and administrators with new expectations and realities to navigate. It has become a hot topic of discussion among parents and schools, begging the question: how long will the impacts of a second lockdown be felt by North Trail?

Showing That We Care: Social Responsibility - Eni A.

One thing the strike incited within students was a true contemplation of their civil freedoms and social responsibilities. Many students who were not already aware of the dire classroom and working conditions that their teachers experience had the opportunity to educate themselves as conversations filled social media and real life. These conversations, often started by students, erupted into protests that took place at least once a week during the three-week strike. Upon reception of the overwhelming accounts that form the community-centred basis of the ATA strike, students such as myself personally felt the importance of civil contribution and making your voice heard. The first City Hall protest after October 6th was attended by at least a couple hundred students from all over Calgary, including many faces from North Trail. Following our forced return to the classroom, many more of us walked out in a show of solidarity with our teachers and the ATA. If nothing else - and based on how the government ended the strike, in the face of basically nothing else - strike action galvanized Alberta youth further in the direction of becoming socially responsible adults. As much as we do try, it's too easy to think of governments and politics as little more than an interesting concept when the only changes they bring to our lives appear to be minor. That is why, in spite of the strike's sour ending, there now exist more students who possess a stronger knowledge of their civil freedoms and the compassion that we owe to each other.

How to Get an Unpaid Vacation (The Hard Way): A Look into the ATA Strike - Sanaa M.

The ATA (Alberta Teachers' Association) strike has caused significant academic stress and uncertainty for students, especially for high schoolers. Students have been struggling to regain academic momentum as they grow more and more concerned in regards to scholarships, university applications, and disruption to activities. When experiencing this historical event first-hand, one begins to wonder what encouraged societies to take strike action and how this

concept has grown to impact Albertan students in today's day and age. The history of Strikes in Canada stems from the late 19th century during significant industrial growth. Rapid industrial growth brought increased labour action and ongoing struggles for the working class. Due to major mining and railway conflicts, events such as the Winnipeg General Strike in 1919 shaped the fight for workers rights in Canada. When analyzing these historical events, it is clear that strikes are a direct manifestation of poor working conditions. A single worker has little power, however a strike unites workers, shifting the balance of power and authority. Strikes are a fundamental method for citizens to confront those with more economic and political authority to redistribute power and resources. While the strike has caused significant stress and discomfort to students, it's important to recognize the struggles that teachers themselves have faced. Teachers have faced financial hardships from lost wages, while the education sector experiences deep stress. The forced return to work creates stress and a sense of injustice, impacting the morale and well-being of teachers and students alike. While teachers and students face these challenges, it is crucial to unite as a school community and to support each other during this stressful semester.

As a school community, it is our job to boost morale and lift each other's spirits. Ask your teachers how they are feeling! Sometimes a listening ear is all someone needs.



GLOBAL EXCHANGE



Written by Jennifer Z. and Zen K.

The community of North Trail High School welcomed its first exchange students this semester. Students visiting from France joined North Trail for Semester I, and our North Trail students are looking forward to exploring France in February. Alberta Education runs the exchange program, and Mrs. Dunsmoor facilitates the exchange program at North Trail. The exchange program pairs students from CBE high schools with students from schools outside of the province. The students live in their exchange partner's home, and go to school together for around 8-12 weeks before swapping. For example, an exchange student from Spain would live in their partner's home and go to school in Calgary for a semester. Afterwards, the Calgary exchange student would join the Spanish student's family and attend school in Spain for the same amount of time. Opportunities include honing your French language skills in Quebec or France, and immersing yourself in Spanish culture in Mexico or Spain. While destinations change yearly, the highlights are the Alps Region of France, Madrid, Spain, and Guadalajara, Mexico. The benefit of the exchange program is that it teaches students lessons that cannot be taught in a classroom setting; one cannot truly comprehend the cultural aspects of a language unless they immerse themselves in the culture. Students stepping outside of their comfort zone have the opportunity to practice their language skills on a day-to-day basis. The exchange also allows students to build close friendships and make unforgettable memories to be cherished for a lifetime.



Katrina and Cléo—who initially communicated on WhatsApp for several months—met in-person for the first time in late September at the Calgary International Airport, partaking in the Global Exchange Program. This interaction marked the beginning of a cherishable experience across national borders. Katrina is an eleventh grade student and proud Nighthawk at NTHS. Cléo's homeland is Montélimar, the Nougat Capital of France. Montélimar is a small town located in the southeastern portion of France. It comprises an area of approximately 47 km², and a population of around 44.5k—roughly 3% the total population of Calgary. Montélimar's school system is a stark contrast to that of Calgary, with substantially stricter policies. By way of illustration, at Cléo's school prior to her visit to Calgary, stringent rules prohibited speaking in class, attending late, or lacking formality, imposing significant consequences if students failed to abide by them. Additionally, school days in France last substantially longer than in Calgary, usually spanning from 8:30 AM to 4:30 PM.



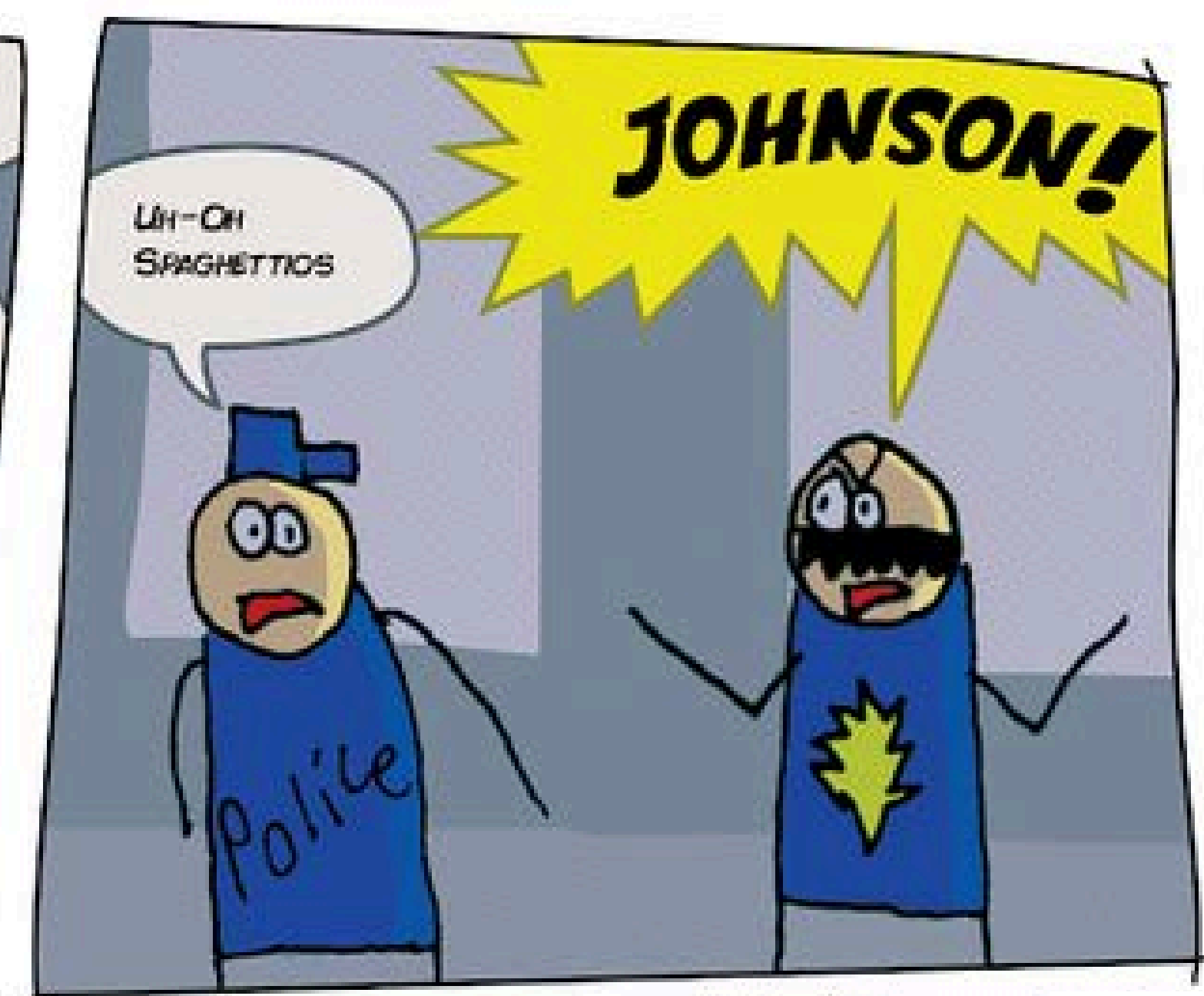
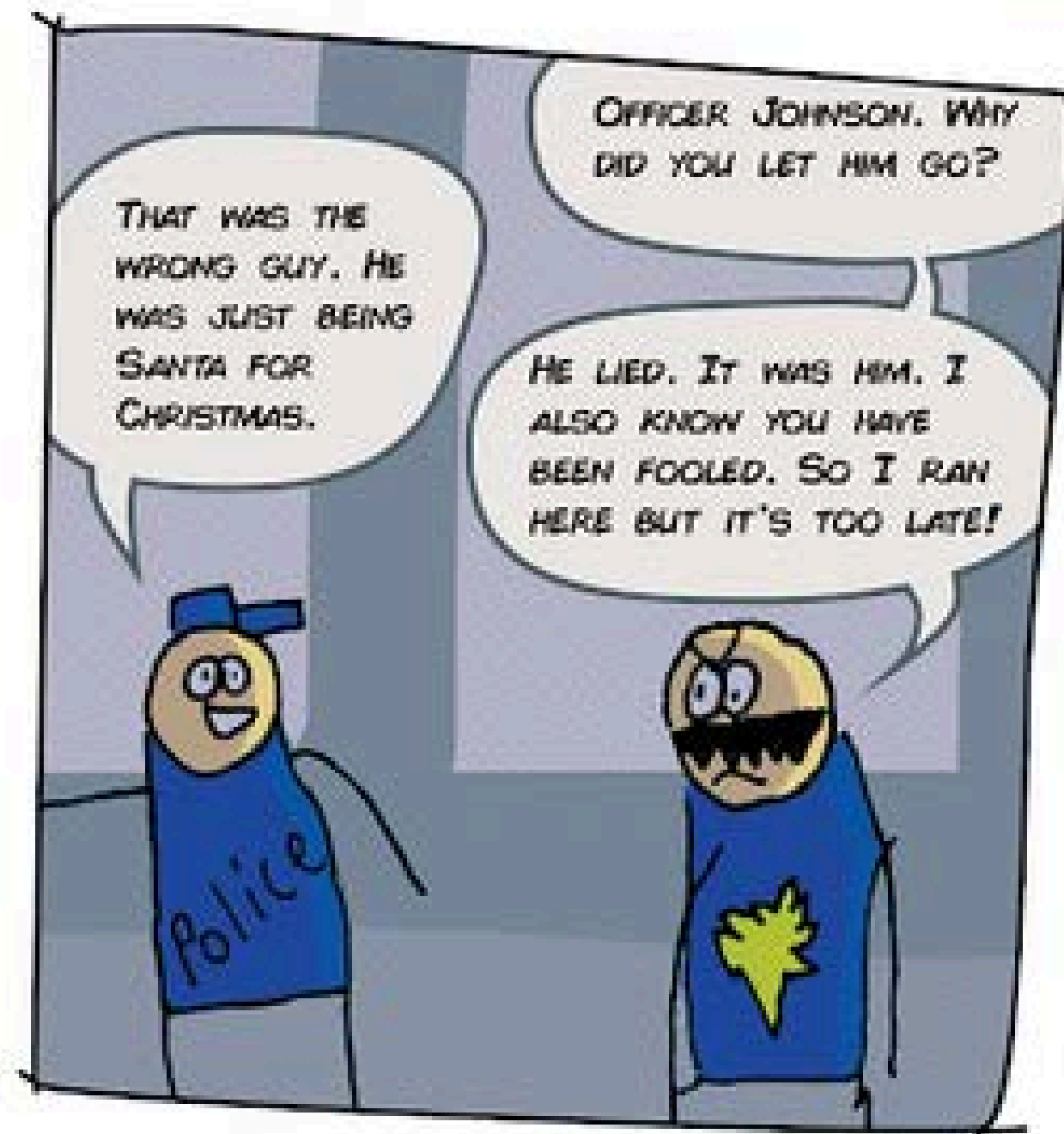
Katrina and Cléo's language exchange is split up into two time-frames, each spanning for two months. Foremost, Cléo visited Calgary alongside Katrina, to enhance her skills in the English language, and expand her knowledge and understanding of Canadian culture. During this time, Katrina and Cléo have connected through a multitude of activities, including visiting Banff, spectating the Calgary Flames vs. Las Vegas Knights hockey game, and watching movies. Cléo's experience in Calgary has unveiled itself as a significant culture shock. Notably, France consists of stone houses, and school buses with a distinct appearance compared to those within Calgary, which Cléo took time to adapt to. Cléo's motivation to enhance her English language skills ties to her aspirations to become a flight attendant, as finesse in two languages will greatly aid her in communicating with passengers and providing customer services. In February of 2026, Katrina will commence her visit to Montélimar alongside Cléo, to expand her knowledge of French language and culture. Her motivation to learn French stems from her intentions to seek out further professional opportunities in Canada, as well as her hopes to foster lifelong friendships. These two students have cultivated a close connection throughout the exchange program and have made significant strides in their foreign language skills.



Wren and Amanda met through the exchange program and have grown alongside one another. Amanda is a grade 12 student from North Trail who will be travelling to France in the second semester. She is involved in rugby and competes on the school's team. Wren, also a grade 11 student, visited North Trail from the city of Grenoble, France. Grenoble, also known as the Capital of the Alps, boasts a rich history that dates back more than 2000 years. The city is where the historic Day of Tiles occurred, where citizens kick-started the French Revolution by revolting against the royal army. The name "Day of Tiles" stems from the fact that citizens threw roof tiles at soldiers of the Royal Navy. Together, they visited Calgary's best attractions, including Downtown and Banff. Wren especially enjoyed Heritage Park, which is an interactive historical park located south of downtown. Moreover, they dove into Calgary's Halloween spirit at Screampfest. When asked about her plans in France, Amanda shared that the first thing she will do is to try an authentic French pastry. Amanda hopes that during the time she spends in France, she will grow in both knowledge and on a personal level. She says that the program is unique in that it allows students to "see the world through somebody else's eyes" and appreciate the differences in various cultures. On the exchange program, Amanda said, "I am extremely grateful to have participated in it, and to be able to share a part of myself with someone else." Amanda looks forward to experiencing the French school system, establishing new friendships, and exploring new interests. According to Wren, what they took away from the exchange program is valuable experience with a different culture, as well as practice managing oneself in a foreign country. In Wren's words, "What I'll miss about Calgary the most is starting late and finishing early at school, being able to choose what lessons I have, and having only positive teachers that are joyful".

Interested in the exchange program? Speak to Ms. Dunsmoor in room 2412! Students who have taken or have signed up for any 20-level language course, and are willing to commit to the 30-level are considered. Prospective exchange students must be motivated, be able to handle a heavy course load, and be ready to spend an extended period of time away from home. Virtual exchange opportunities are also available for those who wish to reap the benefits of the language exchange program without necessitating travel away from home. Thank you, Ms Dunsmoor for organising this opportunity!

SILLY COPS



by Savya K



Tales from the Trail

What does locking in mean to you?

interviewed by: Ayesha Z. – written by: Aniza L. and Ayesha Z.

For this month's Tales from the Trail column, we focused on the idea of, "locking in." In modern terms, this usually refers to the ability to concentrate deeply and get work done. In psychology, we might describe this as the "flow state," the mental zone of complete immersion and focus. It's that moment when distractions fade away, and the only thing that exists is the task at hand.

To further understand what "locking in" actually looks like in high school, and how students might reach their own flow states, we asked the North Trail community, "What does locking-in culture mean to you?" Each response offered a unique glimpse into how "locking in" has become not just a study habit, but a cultural phenomenon among today's learners.

"...e, doing your homework, getting those grades."

"Locking in means you're focused, you're gonna sit there and focus for like at least 20 minutes or half an hour."

"Focusing and putting all of your attention on something."

"Focusing, being alert, doing your best."

"Being the best you can no matter what, doing all that you can, doing everything you put your mind to."

be j lockn focus anything basicall

"Means getting in the zone, wanting to get the work in, just like unlock a mindset."

"It means to really set aside the gooning and to lock in and start grinding. The grind never ends if you know what I mean."

"It means to focus and only focus on one thing."

"It's focus."

"Whatever I am not doing right now."

"Staying concentrated."

"It means entering my flow state."

"Locking in to me means getting into a state of complete focus in class or in life to achieve goals."

"Taking the time to understand the subject and not cramming everything. Quality over quantity."

"Doing the best you can and exceeding expectations."

"Being in a state of extreme focus."

"Focusing."

"Getting off my phone and actually doing work instead of just having it out."

"Being productive."

"Pure focus."

"You have to mit to ething ously."

"Locking in to me means getting into a state of complete focus in class or in life to achieve goals."

LOCKING IN."

"Locking in means to me to do what you need to and don't let anything stop you."

"Students are actually focusing on their schoolwork."

"Trying your best and even if things don't work out perfectly, you do your best."

"I think it means to me, focusing on getting good grades. To other people it could mean focusing on getting better at a hobby. Generally, it just means self-improvement, but it doesn't have to be one aspect of self-improvement — it could be different for everyone."

"Being #FOCUSED."

"It means GRINDING. means going through the w It means putting your heart in it"

"Locking in means to me to do what you need to and don't let anything stop you."

Studying."

"Focusing and doing hard work and getting your job done."

It means striving to be a better version of yourself."

"Getting your stuff together."

"Studying really hard for EX2s."