

AGENDA

COMMITTEE
OF THE WHOLE

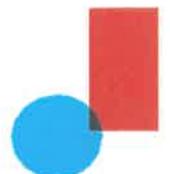
Wed. May 12, 2021

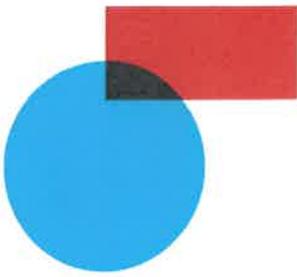


**Sturgeon
Public Schools**

Dare to reimagine learning

1. CALL TO ORDER
2. CONSIDERATION OF AGENDA
 - 2.1 Additions/Deletions to Agenda
 - 2.2 Approval of Agenda
3. APPOINTMENTS
4. APPROVAL OF COMMITTEE NOTES
 - 4.1 Amendment/Correction of Notes
 - 4.2 Approval of Committee Notes – April 14, 2021
5. PRESENTATIONS
 - 5.1 Assurance Report – Stakeholder Feedback – Jonathan Konrad, Director, Curriculum & Instruction
6. REPORTS FROM SENIOR EXECUTIVE
 - 6.1 Hapara Update
 - 6.2 Pride Week
 - 6.3 Junior High Options at Sturgeon Heights School
7. REPORTS FROM TRUSTEES AND STANDING COMMITTEES
 - 7.1 Chair's Report
 - 7.2 Trustees Report
 - 7.3 Advocacy Committee
 - 7.4 Building and Maintenance Committee
 - 7.5 Education Committee
 - 7.6 Finance and People Services Committee
 - 7.7 Transportation Committee
8. REPORTS FROM SPECIAL COMMITTEES/TASK GROUPS
 - 8.1 Alberta School Boards' Association Zone 2/3
 - 8.2 Public School Boards' Association of Alberta





AGENDA

COMMITTEE
OF THE WHOLE

Wed. May 12, 2021

8.3 Teacher Board Advisory Committee (Policy Advisory – ATA)

8.4 Labour Management Committee (Policy Review – CUPE)

8.5 Community Services Advisory Board

9. NEW BUSINESS

9.1 Budget 2021/2022

9.2 Complementary Learning Resource Fees 2021/2022

9.3 Sturgeon Public Schools Draft Education Plan 2021-2024

9.4 Evergreening

9.5 Omnibus Motion for Locally Developed Course Approval

9.6 Policy 430 – Trustee Remuneration and Expense Reimbursement

9.7 Policy 900 – Student Conduct

9.8 AP435 - Employee Expense Claims and Reimbursement

9.9 Monthly IT Report

10. QUESTION PERIOD

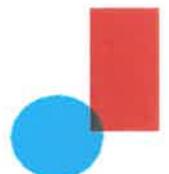
11. UNFINISHED BUSINESS

12. INFORMATION ITEMS

13. PENDING LIST

14. IN CAMERA

15. ADJOURNMENT





Sturgeon
Public Schools

Notes of the Meeting of
The Committee of the Whole
Held at Morinville on April 14, 2021

PRESENT

Mr. Terry Jewell, Chair
Mrs. Janine Pequin, Vice Chair*
Mr. Joe Dwyer, Trustee
Mrs. Liz Kohle, Trustee*
Mrs. Misty Featherley, Trustee *
Mrs. Tasha Oatway-McLay, Trustee*
Mrs. Trish Murray-Elliott, Trustee*
Ms. Mary Lynne R. Campbell, Superintendent/CEO
Mrs. Lisa Lacroix, Associate Superintendent, People Services*
Ms. Shawna Walter, Associate Superintendent, Education Services
Ms. Liliana LeVesconte, Secretary Treasurer
Mr. Jonathan Konrad, Acting Associate Superintendent, Education Services*
(* *electronic attendance*)

CALL TO ORDER

The Chair called the meeting to order at 4:00PM.

CONSIDERATION OF AGENDA

2.1 Additions/Deletions to Agenda

2.2 Approval of Agenda

Moved by Mrs. Murray-Elliott that the agenda be approved as presented.

CARRIED UNANIMOUSLY

APPOINTMENTS

APPROVAL OF COMMITTEE NOTES

4.1 Amendment/Correction of Notes

4.2 Approval of Committee Notes

Moved by Mrs. Pequin that the notes of March 10, 2021, be approved, as presented.

CARRIED UNANIMOUSLY

PRESENTATIONS

5.1 Learning Coaches

Learning Coaches was presented by Jonathan Konrad, Director, Curriculum & Instruction

REPORTS FROM SENIOR EXECUTIVE

6.1 Life Without Barriers

The Superintendent/CEO presented a verbal and written report on behalf of the Senior Executive Committee.

6.2 Prime Minister's Award for Excellence in STEM

The Superintendent/CEO presented a verbal and written report on behalf of the Senior Executive Committee.

REPORTS FROM TRUSTEES AND STANDING COMMITTEES

7.1 Chair's Report

Trustee Jewell presented a verbal and written report.

Chair Jewell (Gibbons/Lamoureux)

Chair Jewell reported that he attended:

- Draft Budget Committee Meeting
- Landing Trail School Parent Council Meeting
- Namao School Town Hall MLA Dale Nally
- Student Advisory Committee Meeting
- Superintendent Evaluation Meeting
- Zone 2/3 Meeting with the Education Minister

7.2 Trustees' Reports

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- Draft Budget Meeting
- Superintendent Evaluation Meeting

Trustee Kohle (Bon Accord/Legal)

Trustee Kohle reported that she attended:

- Draft Budget Meeting
- Rotary Meeting
- Superintendent Evaluation Meeting

Trustee Murray-Elliott (Sturgeon Valley/West St. Albert)

Trustee Murray-Elliott reported that she attended:

- Draft Budget Meeting
- PSBAA Meeting
- Student Advisory Committee Meeting
- Superintendent Evaluation Meeting

Trustee Oatway-McLay (Cardiff/Garrison)

Trustee Oatway-McLay reported that she attended:

- Draft Budget Meeting
- Guthrie School Parent Council Meeting
- Namao School Parent Council Meeting
- Namao School Town Hall with MLA Dale Nally
- PSBAA Meeting
- Student Advisory Committee Meeting
- Superintendent Evaluation Meeting

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- Draft Budget Meeting
- PSBAA Meeting
- Student Advisory Committee Meeting
- Superintendent Evaluation Meeting
- Zone 2/3 Meeting with the Education Minister

7.3 Advocacy Committee

A verbal report was provided.

An Advocacy Committee meeting is scheduled for April 29, 2021.

7.4 Building and Maintenance Committee

No report was provided.

7.5 Education Committee

No report was provided.

7.6 Finance and People Services Committee

A verbal report was provided.

A Budget Meeting is scheduled for April 21, 2021.

7.7 Transportation Committee

No report was provided.

REPORTS FROM SPECIAL COMMITTEES/TASK GROUPS

8.1 Alberta School Boards' Association Zone 2/3

A verbal report was provided.

8.2 Public School Boards' Association of Alberta

A verbal report was provided.

8.3 Teacher Board Advisory Committee (ATA)

No report was provided.

8.4 Labour Management Committee (CUPE)

No report was provided.

8.5 Community Services Advisory Board

A verbal report was provided.

NEW BUSINESS

9.1 2022/2023 School Calendar

Moved by Mrs. Kohle that the Board of Trustees review the draft 2022/2023 School Calendar package and forward to the April 28, 2021, Public Board Meeting to be approved in principle.

CARRIED UNANIMOUSLY

9.2 Book Award: Rate/Class for 2021/2022

Moved by Mrs. Pequin that the Board of Trustees review the Book Award: Rate/Class for 2021/2022 School Year and forward to the April 28, 2021, Public Board Meeting for final approval.

CARRIED UNANIMOUSLY

9.3 Non-Resident Fee Schedule 2021/2022

Moved by Mrs. Oatway-McLay that the Board of Trustees approve in principle the Non-Resident Fee Schedule for the 2021/2022 School Year and forward to the April 28, 2021, Public Board Meeting for final approval.

CARRIED UNANIMOUSLY

9.4 Policy 231 – Student Advisory Committee

Moved by Mrs. Oatway-McLay that the Board of Trustees forward Policy 231 – Student Advisory Committee to the April 28, 2021, Public Board Meeting for approval.

CARRIED UNANIMOUSLY

9.7 Monthly IT Report

Monthly IT Report was received as information.

Trustee Dwyer left the meeting at 4:27PM and returned at 4:35PM.

QUESTION PERIOD

10.1

UNFINISHED BUSINESS

11.1

INFORMATION ITEMS

12.1

PENDING LIST

13.1 No pending list

IN CAMERA

4:35PM – Moved by Mrs. Oatway-McLay that the Board go in camera.

CARRIED UNANIMOUSLY

The meeting recessed for break at 4:35PM.

The meeting resumed at 4:37PM.

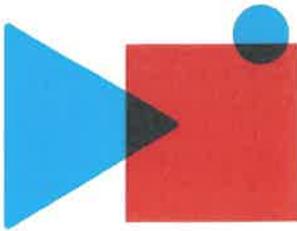
5:40PM – Moved by Mrs. Oatway-McLay that the Board revert to public.

CARRIED UNANIMOUSLY

ADJOURNMENT

The meeting adjourned 5:40PM.

**Discussions on items are held at Committee of the Whole Meetings.
Decisions on items are made at Public Board Meetings.**



BOARD MEMORANDUM

Date: May 12, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Jonathan Konrad, Director, Curriculum & Instruction
Subject: Assurance Report – Stakeholder Feedback

Background:

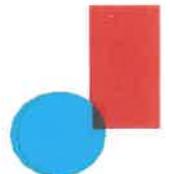
From April 13 to April 20, 2021, 566 participants shared 520 thoughts and gave 5,866 ratings on the thoughts of others answering this question:

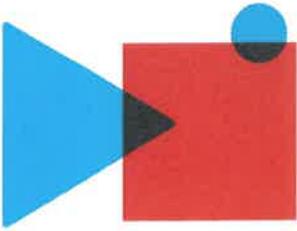
What are the most important things that Sturgeon Public Schools are doing or should consider doing to improve student achievement in our schools next year?

Feedback from parents/guardians and staff supported Sturgeon Public initiatives to deepen differentiation, build engaging programming, celebrate all achievement, and ensure teacher collaboration within safe, caring, inclusive, and supportive classrooms. Feedback also highlighted the importance of staff and student wellness, outdoor education, and ensuring classrooms receive the resources and support needed to continue improving student achievement.

Key thoughts that represent re-occurring themes aligned directly to Student Achievement and current initiatives within Sturgeon Public Schools:

- Differentiated Instruction
 - **We teach students the curriculum in many different ways (differentiated instruction).** It's important to have differentiated instruction, as it allows different types of learning styles/abilities.
- Engaging Programming
 - **Student achievement should be coupled more closely with enhanced experiences that are available at Sturgeon Public Schools.** As a rural school division with access to places like the Outdoor classroom. This should be one of our most utilized assets for reimagined learning.
- Safe & Caring
 - **SPS continues to have caring staff that are dedicated to working with their students to be successful.** Relationships with students, getting to know their strengths and areas of need and knowing how to work with students at their needs is crucial.





BOARD MEMORANDUM

Key thoughts that represent new themes that aligned with wellness and classroom support:

- Staff Wellness
 - **Staff and support team wellness should be at the top of the list of priorities for the division.** Teachers and support staff are the only constant part of the equation for student achievement. Well cared for staff will lead to student achievement.
- Social, Emotional, & Mental Health
 - **I think it important to highlight mental health in our school.** Now more than every student needs the mental health support and strategies to build their resiliency for now and the future.
- Resources
 - **Providing more access to resources and ideas to help with student achievement success.** When teachers have access to good resources, it makes it easier for them to plan and have students learning more knowledge.

The additional feedback and themes are strongly aligned with the direction Administration has initiated to improve staff and student wellness in the 2021 - 2022 school year. Expanding the Learning Coaches program to support teaching and learning in Kindergarten to grade 4, implementing programming to support student mental health and wellness, along with professional learning and curricular resources, is also timely considering this feedback.

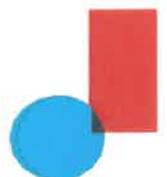
Administration is prepared to respond to questions at the May 12, 2021, Committee of the Whole Meeting.

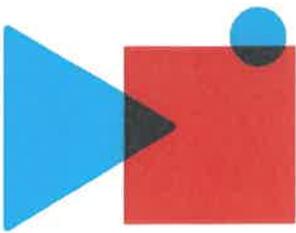
Recommendation:

That the report be received as information.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO





BOARD MEMORANDUM

Date: May 12, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Jonathan Konrad, Director, Curriculum & Instruction
Subject: Hāpara Update Report – May 2021 Update

Background:

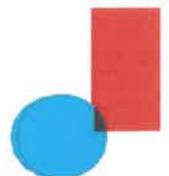
Hāpara is an Instructional Suite of tools that works with Google G Suite for Education to add functionality in a classroom setting. Hāpara aids the learning process in many ways, including:

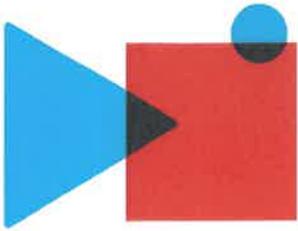
- Access to student's school documents and online activity through their school-issued accounts.
- Visibility into web activity when students are logged in to their school account.
- A place to engage in classroom work so students can have personalized learning experiences.

In January 2021, the Board approved in principle a Business case to create Sturgeon Virtual Academy for grades 5 to 9 and to improve access to online instruction in both Learning Centres. A 3-year license for the Hāpara learning suite has been secured, for the period May 2021 to June 2024 inclusive. This will immediately benefit online and distance learning and will also enhance learning in all schools and classrooms as technology supported learning becomes more important.

Working closely with Edmonton Regional Learning Consortium (ERLC), and Adelee Penner, Education Consultant, training sessions have been planned for interested teachers to commence in May and June and continue in the 2021-2022 school year. A three-year professional development plan has been constructed to ensure all teachers across Sturgeon Public Schools understand the new tools in Hāpara and will be able to support differentiated student learning in school or at home and online.

Sturgeon Public Schools has also partnered with Horizon, Grande Yellowhead Public, Westwind, and Livingstone Range School Divisions to ensure that complete High School curriculum will be available online to all Sturgeon teachers for the fall of 2021. This will provide assurance that Sturgeon Public Schools' students have access to a high quality rural Public Education, and complete online or distance course access after the shutdown of ADLC in June 2021.





B O A R D
MEMORANDUM

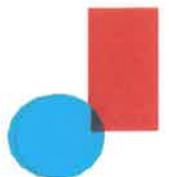
Administration is prepared to respond to questions at the May 12, 2021, Committee of the Whole Meeting.

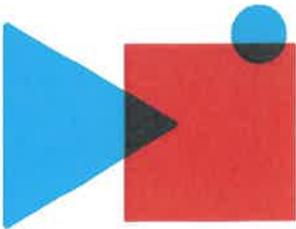
Recommendation:

That the report be received as information.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO





BOARD
MEMORANDUM

Date: May 12, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Shawna Walter, Associate Superintendent, Education Services
Subject: Pride Week 2021

Background:

Sturgeon Public Schools is committed to maintaining safe and caring schools that respect diversity and foster a sense of belonging for all students and staff, including those who identify as sexual or gender minorities.

Each year Sturgeon Public Schools celebrates Pride Week to honour diversity and uniqueness. This year Pride Week will run May 31 to June 4, 2021. On the Division PD Day, April 23, 2021, the Safe Contact Cohort met to discuss Pride Week and what it could look like this year. Keeping all current restrictions in mind, the cohort created an outline of themes and compiled suggested activities for all schools across the Division.

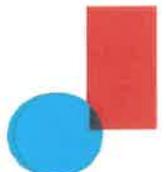
Administration is prepared to respond to questions at the May 12, 2021, Committee of the Whole Meeting.

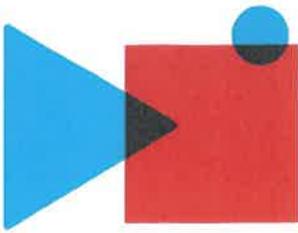
Recommendation:

That the report be received as information.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO





BOARD
MEMORANDUM

Date: May 12, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Shawna Walter, Associate Superintendent, Education Services
Shannon Requa, Principal, Sturgeon Heights School
Staff, Sturgeon Heights School
Subject: Junior High Options at Sturgeon Heights School

Background:

The Board Chair asked Administration to follow up on a question raised at the 28 April 2021 Public Board Meeting regarding the type and number of options offered at Sturgeon Heights School.

Administration can confirm that Shannon Requa, Principal, Sturgeon Heights School undertook an extensive survey of parents and students regarding their interests in Option courses. Based on the feedback received from that survey, the Principal and staff implemented new options for the 2019/2020 school year. Feedback from parents and students was very positive. Given the onset of the pandemic and health orders issued by the Chief Medical Officer of Health, options were restricted for the 2020/2021 School Year.

Plans for the 2021/2022 School Year include the return of the options offered in 2019 /2020; these include 36 different options, which in many cases exceed that which is offered by schools in neighboring school divisions. Options are offered within a five-term format; thus, students have access to ten options within the space of one school year. This information was shared with parents at the April 2021 School Council Meeting.

Administration is prepared to respond to questions at the May 12, 2021, Committee of the Whole Meeting.

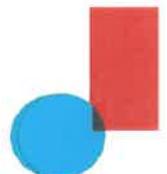
Recommendation:

That the report be received as information.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment



Fees For Option Courses

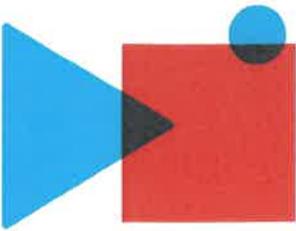
The following options have fees that are also subsidized with instructional dollars:

- 3D Printing - \$5.00
- Advanced Foods - \$40.00
- Art - \$15.00
- Baking with Yeast - \$30.00
- Band - \$50.00 (for the year)
- Cake Decorating - \$30.00
- Construction - \$140.00
- Drama - \$20.00 (for the year)
- Fashion - \$20.00
- Film Study - \$15.00
- French - \$15.00
- Intro to Baking - \$35.00
- Maker Arcade - \$15.00
- Meal Prep - \$50.00
- Outdoor Ed - \$50.00
- Spanish - \$15.00

Option fees are used to support the costs associated with additional materials and resources that are needed to maximize student learning opportunities.

The following options do not have a fee:

- Academic Skill Builders
- Animation
- Archery
- Dance
- Design Studies - Interactive Science
- Entrepreneurship
- Exploring World Religions
- Gaming
- Leadership
- LIFE (Learning Independence and Financial Education)
- Photography
- Programming
- Recreational Leadership - Basketball
- Recreational Leadership - Field Sports
- Recreational Leadership - Volleyball
- Robotics
- Rock Band
- SHIP (Local Heroes)
- Strategic Games
- Ukulele



B O A R D
MEMORANDUM

Date: May 12, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Liliana LeVesconte, Secretary Treasurer, Corporate Services
Subject: Budget 2021-2022

Background:

In line with the Business Administration Policy #405, Administration engages in a consultative process with the School Division's stakeholders to develop and draft the system budget for the Sturgeon Public School Division and bring it forward to the Board of Trustees for review and approval.

In May 2020, the Board of Trustees approved a three-year budget plan designed to mitigate the impact of funding reductions resulting from the Government's new Funding Framework for Public Education. The principles of the three-year budget have been applied to the draft 2021/2022 Budget with the intention of continuing to support quality rural Public Education in Sturgeon Public Schools and protecting the fiscal health of the jurisdiction.

Budget 2021-2022 is included for your review.

Administration is prepared to respond to questions at the May 12, 2021, Committee of the Whole Meeting.

Recommendation:

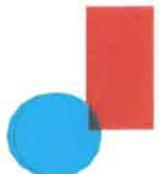
That the Board approves in principle the Budget for 2021/2022 school year, and forward to the May 26, 2021, Public Board Meeting for final approval.

Sincerely,



Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment





The Sturgeon Public School Division

Budget 2021 - 2022

Budget Development

In line with the Business Administration Policy #405, Administration engages in a consultative process with the Division's stakeholders to develop and draft the system budget for the Sturgeon Public School Division and bring it forward to the Board of Trustees for review and approval.

In May 2020 the Board of Trustees approved a three-year budget plan designed to mitigate the impact of funding reductions resulting from the Government's new Funding Framework for Public Education. The principles of the three-year budget have been applied to the draft 2021 / 2022 Budget with the intention of continuing to support quality rural Public Education in Sturgeon Public Schools and protecting the fiscal health of the jurisdiction.

The process is based on the dissemination of information which includes, but not limits the following aspects of analysis:

- 1) Estimated Enrollments
- 2) Estimated Revenues
 - a) Alberta Education Grants
 - b) Federal Grants
 - c) Fees
 - d) Fundraising, Gifts and Donations
- 3) Estimated Expenditures
 - a) Instruction Pre-K to Grade 12
 - b) Instruction Services and Supports
 - c) Plant Operations and Maintenance
 - d) Transportation Services
 - e) Board Governance and System Administration

The System Budget process is intended to align all our financial resources with the [Sturgeon Public School Division Education Plan](#), and with the [Provincial Education Business Plan](#).

Executive Summary

The Division's Budget is mainly supported by the Alberta Education Operational Grant, which incorporates funding to run all our operations, as well as addressing our deferred maintenance. The Grant is not intended to cover all our expenses.



We supplement our revenues with fees, and other school generated funds, as well federal grants, and other grants.

The Operating Grant is being developed upon the Funding and Assurance Framework, first introduced for the Budget 2020-2021. The Framework contains a model, which is mainly supported by the enrollment projections, and past actual enrollments.

The 2021-2022 Funding Manual and Division Profile were released by the Government on March 31, 2021. The Government has stated that, in considering the pressures on enrollment and instruction delivery, derived from the pandemic, the Government would hold School Divisions harmless.

Trustees will be aware that the overall funding for the Education Sector remained the same province-wide, and as a result, in order to fund Inclusive Education and PUF, the Government reduced Operations and Maintenance Funding. For Sturgeon Public Schools, this resulted in a reduction of \$361k.

Alberta Education has made several adjustments to Inclusive Education and PUF funding:

- Introduction of a Moderate Language Delay Grant for Pre-K and K students in the amount of \$780k.
- The introduction of a new Grant for Specialized Learning Support – Kindergarten (Severe) for \$1.2M. This program also requires additional resources to run the additional expectations.
- Specialized Learning Support was significantly underfunded in 2020–2021, thus the Board provided an additional \$500,000 to support this programming area. Although the Government has included additional funding to this area, additional service level delivery demands will continue to create pressures on this program service area.

Our total funding support from Government for 2021–2022 remains at the same level as 2020-2021, except for the significant reductions IMR and CMR.

[Statement of Operations \(see Appendix\)](#)

[Revenues](#)

As noted in the opening comments, the changes in the Alberta Education Grants budget lines are due to the reduction of the IMR funding, the change in the administration of the IMR grant, which requires the capital portion to be managed under CMR, offset by the ATRF contribution of \$2.9M not reflected under this line in 2020-2021. The CMR grant (\$779k) is restricted funding in nature, and therefore, does not show under the Statement of Operations.

Dare to reimagine learning

Trustees will recall that the CMR grants were introduced in 2020. Divisions had to submit a CMR project list which was approved by Government – initially to create jobs in Alberta and support mitigation of the infrastructure backlog across Alberta. The first round of CMR funding required monthly reporting on each project and this reporting continues today. Divisions were asked to submit a second CMR project list to Government in the fall of 2020

The reduction on Other – Government of Alberta revenue line is due to the reduction in the Disability Grant by \$608k.

The increase in the Federal Government Funding is mainly to reflect the Jordan's Principle funding we receive for Inclusive Education. The Division must apply for grant support from Jordan's Principle, thus the dollars received will vary with the number of grant applications made / approved.

Fees include all fees for Transportation, School Funded Instructional Activities, Extra-Curricular Activities, Adult School are entirely offset with related expenditures. These revenue lines capture fees that were previously reported as Sales and Services, as well as Gifts and Donations in the prior year.

Investment Income is down due to reduced bank interest rates.

Rental Revenue is budgeted higher due to the Dolphin Before and After School Care Program transitioning to a lease agreement, as well as a new Day Care Lease Agreement at Sturgeon Composite High School to support the new CTS program.

Fundraising is anticipated to be lower due to COVID restrictions.

Amortization is higher than last year due to the Four Winds Public and Camilla Replacement School asset base increase.

Expenditures Budget

The overall Expenditure Budget for 2021-2022 shows a \$4.7M increase mainly due the adding of the ATRF expense line offset in revenues for \$2.9M, the Student Wellness and Mental Health support for \$1.5M, the administration of the IMR budget showing under CMR (\$780k), increased secondments costs for \$150k (offset in Other Revenues) and a reduction in Transportation costs of \$69k.

The Fall Budget process has been discontinued starting the current School year (2020-2021).

The Bridge Funding allows us to continue to mitigate the COVID impacts and changes in Enrollments (see Appendix) which we anticipate trending upwards. We are already seeing an increase in Enrollment counts of 97 students from the September 2020 numbers (based on which our grant is calculated), to the March 2021 numbers.

Dare to reimagine learning

Moreover, the Bridge Funding allows us to assess our Curriculum Readiness, as we plan for Implementation in 2022-2023. The release of new curriculum in September 2022 will be the most ambitious curriculum update ever undertaken in Alberta Public schools. All courses from Kindergarten to Grade 6 will change their Learning Outcomes, and teachers will need to learn new material, and build new engaging unit and lesson plans to support strong student achievement. To support our teachers and students for a successful curriculum roll-out, we will focus resources in three areas: developing teacher competence, providing time for collaboration and discussion, and securing new resources for classroom instruction. To develop or enhance teacher competence, we will expand the successful learning coach program in grades 5 – 9, to include Kindergarten to grade 4. The additional Learning coaches will receive targeted professional development in the literacy progression of the new curriculum and will work alongside teachers to ensure student receive a strong foundation in phonics, spelling, and writing. The program includes the equivalent of 5 FTE; the rest of the budget is allocated to critical resources.

We have included \$1.5M to support Mental Health and Wellness for our students. The Division will be building upon the success of the learning coach model and creating Mental Health / Wellness Coaches who will be assigned to schools to work directly with staff in supporting our students in the post COVID learning environment. The preliminary draft includes an additional 12.4 FTE's. The team will focus on the development of key social and emotional competencies that are linked to positive life outcomes, such as healthy relationships, self-awareness and resilience. The support for this initiative will also include an increase to counselling time within schools. The combination of Coaches / Counsellors will enable the Division and our schools to be responsive to the growing needs of the students and families that we serve.

Trustees will recall that the Division requested and received Ministerial approval (for 2020/2021 and 2021/2022 Fiscal Years) to exceed the Board / System Administration cap. In keeping with the proposed three-year Budget strategy, the Division will apply for an extension for that approval.

The average salaries have increased mostly in School Support and Education Assistants, mainly due to ASEBP benefits escalation of 7.85% and CUPE negotiations:

	2021 - 2022 Draft Budget	2020 - 2021 Budget	% Change
Average Salaries			
Teachers	\$ 107,865	\$ 106,477	1.30%
School Support*	48,090	47,080	2.15%
Education Assistant	43,975	41,499	5.97%

* Average calculation methodology adjusted

Dare to reimagine learning

Overall Salaries and Benefits for Certificated Staff has been reduced by \$1.985M. The actual Fall enrollment count dropped from 5,297 (Spring 2020) to 4,832 (Fall 2020, including Home Education and Alexander First Nations).

Superintendent Discretionary and Emergent Priorities are intended to support the fluctuations of Certificated Staff in response to potential movements as we come out of the pandemic and to fund other staff emergent priorities such as Specialized Learning Support, and enrollment anomalies. These funds are allocated to schools-based staffing needs.

Inclusive Education supports the Specialized Learning Services and continues to be underfunded for the growing needs. The budget has grown by \$447k this year to respond to additional supports as outlined by the government allocated grant and enrollments.

Facilities budget shows an overall reduction of \$64k but remains underfunded due to the funds reallocated by the government to Inclusive Education. This year the Bridge Funding will support Facilities by nearly \$340k and we continue our discussions with the government to support increased costs with deferred maintenance, carbon tax levy, and continued misalignment of funding and costs based on enrollment counts. To further explain, facilities incur the same costs with maintenance and utilities costs, whether the enrollment fluctuates up or down.

Building Amortization has increased due to increase asset base with Four Winds and Camilla Schools.

Disability Budget has been reduced by \$608k to match the funding commitment from the government.

IMR and CMR are now part of the Funding Profile. There is a reduction in the IMR program by \$31k, and a reduction in CMR by \$147k. The Board will remember that we have submitted our funding requests for capital projects in alignment with the Three-Year Capital Plan in the Fall 2020. Although the province has approved most of our project submissions, they have not committed any funding for these projects. As a result, we have budgeted for \$750k contribution to Internally Restricted Capital Reserve for 2021-2022, of which \$250k is intended to support Operations and Maintenance Equipment and Machinery, and \$500k to support our Three-Year Capital Plan.



Appendix

Statement of Operations
Sturgeon Public School Division
Draft Budget 2021-2022

	2021 - 2022 Draft Budget	2020 - 2021 Budget
<u>Revenues</u>		
Alberta Education*	\$ 65,347,022	\$ 63,373,867
Other - Government of Alberta	1,219,000	1,827,000
Federal Government (incl. First Nations)	450,000	300,000
Fees	2,480,096	2,016,389
Sales and Services	14,754	430,491
Investment Income	91,000	170,000
Gifts and Donations	19,250	195,000
Rentals	70,050	37,477
Fundraising	50,500	115,000
Amortization of Capital Contributions	3,680,664	3,227,959
Other Revenues	590,933	423,794
	\$ 74,013,269	\$ 72,116,977
<u>Expenses by Program</u>		
ECS to Grade 12 Instruction	55,794,050	\$ 50,585,092
Facilities	9,524,076	10,092,831
Transportation	5,031,137	5,100,848
System Administration	2,770,896	2,779,294
External Services	590,933	443,912
	\$ 73,711,092	\$ 69,001,977
<u>Surplus (Deficit) Carry Forward</u>	\$ 302,177	\$ 3,115,000

* Includes Bridge Funding and ATRF Funding (off-setting expenses in Instruction)





Statement of Expenditures (Detailed)
Sturgeon Public School Division
Draft Budget 2021-2022

Base Instruction
Centrally Administered School Expenses

	2021 - 2022 Draft Budget	2020 - 2021 Budget
Salaries and Benefits Certificated Staff	\$ 25,223,825	\$ 27,208,491
Salaries and Benefits non-Certificated Staff	1,896,943	1,758,134
Salaries and Benefits Subs	1,465,181	1,465,038
Salaries and Benefits Other School Staff	540,000	540,000
School Services and Support	434,426	1,087,045
Total Centrally Administered School Expenses	\$ 29,560,375	\$ 32,058,708

Central Instruction Support Services

Curriculum and Instruction	\$ 182,391	\$ 153,153
Curriculum Readiness	1,200,000	-
Student Wellness and Mental Health	1,500,000	-
People Services & Health and Wellness	257,031	181,478
Pre Kindergarten	936,413	1,233,494
Sturgeon Public Virtual Academy	43,350	-
Technology Department	1,227,587	1,022,914
Evergreening	600,000	-
Home Education Resources	15,300	15,300
Community Engagement	90,251	-
Gifted and Talented	-	82,924
Superintendent Discretionary	720,000	695,083
Superintendent - Emergent	830,000	230,000
Total Central Instruction Support Services	\$ 7,602,323	\$ 3,614,346

Schools

Bon Accord Community School	28,676	29,616
Camilla School	83,625	103,146
Ecole Morinville Public School	70,886	89,486
Four Winds Public School	104,113	219,508
Gibbons School	102,401	189,834
Guthrie School	45,138	52,038
Landing Trail School	49,678	52,648
Lilian Schick School	64,738	90,398
Morinville Colony School	5,566	5,566
Morinville Learning Centre	14,896	28,896
Namao School	74,593	82,393
Ochre Park School	22,902	23,222
Redwater School	65,217	143,117
Sturgeon Composite High School	466,879	645,059
Sturgeon Heights School	115,649	189,909
Sturgeon Learning Centre	15,436	25,436
Summer School	10,000	11,025
Sturgeon Public Virtual Academy	20,000	-
Oak Hill	20,000	-
Total Schools	\$ 1,380,393	\$ 1,981,297

Total Base Instruction

\$ 38,543,091	\$ 37,654,351
----------------------	----------------------





	2021 - 2022 Draft Budget	2020 - 2021 Budget
<u>Services and Supports</u>		
Program Unit Funding (PUF)	\$ 3,395,881	\$ 3,346,800
Inclusive Education	5,085,355	4,638,594
First Nations, Metis & Inuit Education	911,407	113,532
Oak Hill School	994,814	994,814
Nutrition Program	150,000	150,000
	\$ 10,537,457	\$ 9,243,740
Subtotal Instruction Expenditures	\$ 49,080,548	\$ 46,898,091
<u>School Supports</u>		
Facilities	\$ 5,124,751	\$ 5,188,291
Infrastructure Maintenance Renewal (IMR)	718,661	1,676,581
Transportation	5,031,137	5,100,848
	\$ 10,874,549	\$ 11,965,720
<u>System Administration</u>		
Board of Trustees	\$ 313,426	\$ 313,670
Superintendent	304,005	304,365
Communications	90,911	38,532
Associate Superintendent - Education Services	216,069	241,056
Associate Superintendent - People Services	271,839	211,523
Secretary Treasurer	2,174,646	2,270,148
Namao Lagoon	(600,000)	(600,000)
	\$ 2,770,896	\$ 2,779,295
Namao Lagoon	600,000	600,000
Total Expenditures Before Other Sources	\$ 63,325,993	\$ 62,243,106
<u>Additional Supports not funded through Alberta Education</u>		
Disability Services	\$ 902,000	\$ 1,510,000
Mental Health Capacity Building	316,902	317,000
Building Amortization	3,680,664	3,227,959
External Services	590,933	443,912
Rentals Schools	-	-
School Funded Instructional Activities	1,445,926	1,260,000
Extra-Curricular Activities	526,034	-
Adult School	22,640	-
ATRF	2,900,000	-
	\$ 10,385,099	\$ 6,758,871
Grand Total of Expenditures	\$ 73,711,092	\$ 69,001,977





Enrollment Projections
Sturgeon Public School Division
Draft Budget 2021-2022

	2021 - 2022 March 2021	2021-2022 Grant Funded	Change for 2021-2022 Under (Over)	2020 - 2021 September 2020	Change Year over Year
Enrollments					
Bon Accord	217	194	12%	190	2%
Legal	10	5	100%	7	-29%
Camilla	468	457	2%	462	-1%
Ecole Morinville Public	550	521	6%	528	-1%
Four Winds	419	380	10%	380	0%
Gibbons	242	264	-8%	265	0%
Guthrie	294	283	4%	290	-2%
Landing Trail	369	350	5%	344	2%
Lilian Schick	235	261	-10%	257	2%
Namao	375	414	-9%	418	-1%
Ochre Park	180	168	7%	164	2%
Redwater	224	232	-3%	231	0%
SCHS	679	647	5%	655	-1%
Sturgeon Hts.	445	432	3%	433	0%
SPVA	100	20	400%	-	0%
Oak Hill	24	25	-4%	20	25%
Colony	44	41	7%	43	-5%
MLC	10	57	-82%	48	19%
SLC	6	58	-90%	61	-5%
Home Education	17	10	70%	9	11%
Alexander First Nation	31	27	15%	27	0%
	4,939	4,846		4,832	





School Staff Profiles
Sturgeon Public School Division
Draft Budget 2021-2022

	Spring Budget 2021-2022		Spring Budget 2020-2021	
	Certificated FTE's	Support FTE's	Certificated FTE's	Support FTE's
Enrollments				
Bon Accord	11.753	1.400	11.258	1.470
Camilla	23.608	2.400	23.400	1.940
Ecole Morinville Public	29.392	2.800	30.001	2.300
Four Winds	21.088	2.400	20.262	1.510
Gibbons	12.082	1.400	12.682	1.690
Guthrie	15.484	1.400	15.784	1.940
Landing Trail	18.623	1.900	20.323	1.940
Lilian Schick	12.130	1.400	13.680	1.620
Namao	21.134	1.900	24.274	2.180
Ochre Park	9.466	1.400	9.616	1.540
Redwater	13.925	2.400	14.000	2.810
SCHS	31.848	6.777	32.168	6.727
Sturgeon Hts.	20.897	2.400	21.823	2.170
SPVA	4.617	-	-	-
Colony	1.500	-	1.500	-
MLC	2.100	0.500	1.000	0.500
SLC	2.100	0.500	1.000	0.500
Oak Hill	5.500	0.400	5.500	0.400
Summer School	-	-	0.750	-
	257.247	31.377	259.021	31.237

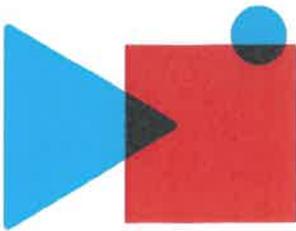


Funding Profile



The Sturgeon School Division		
Projected Operational Funding - as of March 2021		
	Budget 2021	
New Funding Framework Grants		
Base Instruction	Grade ECS	\$1,903,186
	Grades 1 - 9	\$19,957,837
	High Schools	\$5,932,942
	Rural Small Schools	\$1,025,000
	Home Education & Shared Responsibility	\$149,990
	Outreach Programs	\$150,000
	Distance Education (Non-Primary)	\$27,000
	Sub-Total	\$29,145,955
Services & Supports	ECS Pre-K Program Unit Funding (PUF)	\$2,748,950
	Moderate Language Delay Grant (Pre-K & SLS K) ¹	\$780,000
	Specialized Learning Support	\$3,580,988
	Specialized Learning Support - Kindergarten (Severe)	\$1,194,800
	First Nations, Métis, and Inuit Education	\$911,407
	English as a Second Language	\$48,300
	Francisation	\$0
	Refugee Student	\$0
	Institutional Programs (EPI)	\$994,814
Schools	Operations & Maintenance Grant	\$4,739,913
	SuperNet	\$153,600
	Transportation	\$4,461,137
	Infrastructure Maintenance Renewal (Operating)	\$718,661
Community	Socio-Economic Status	\$640,551
	Geographic	\$1,805,517
	Fort McMurray Allowance	\$0
	School Nutrition Program	\$150,000
	Francophone Equivalency	\$0
Jurisdictions	System Administration	\$2,689,294
	2020-21 Funding Adjustment	-\$1,774,341
A	Total	\$52,989,547
B	Provincial COVID Mitigation Support	\$1,774,341
C	Bridge Funding	\$7,683,135
D = A+B+C	Budget 2021 - Projected Operational Funding²	\$62,447,022
E	Budget 2020 - Estimated Operational Funding ²	\$62,447,022
F = D - E	\$ Increase/Decrease compared to 2020/21 Level	\$0





B O A R D
MEMORANDUM

Date: May 12, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Liliana LeVesconte, Secretary Treasurer, Corporate Services
Subject: Complementary Learning Resource Fees 2021/2022

Background:

The Complementary Learning Resource Fees remain unchanged from 2020/2021 and in alignment with Regulation 95/2019. In consideration of the financial challenges faced by many Sturgeon Public School families, we recommend these fees continued to be covered within the Budget 2021/2022 school year.

Administration is prepared to respond to questions at the May 12, 2021, Committee of the Whole Meeting.

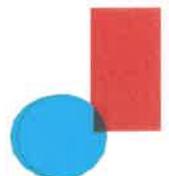
Recommendation:

That the Board Approve in principle Policy 410 Complementary Learning Resource Fees Exhibit 1 for the 2021/2022 school year, the waiving of the fee for the same year, and forward to the May 26, 2021, Public Meeting for final approval.

Sincerely,


Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

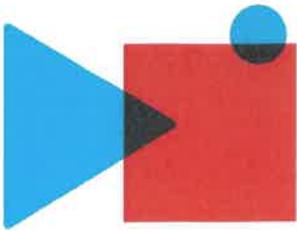
Attachment



Complementary Learning Resources
Fee Schedule

	Fee
Kindergarten	\$44.00
Grade 1 - 6	\$66.00
Grade 7 - 9	\$77.00
Grade 10-12 (/semester)	\$60.50

These fees are waived for 2021-2022



B O A R D
MEMORANDUM

Date: May 12, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Shawna Walter, Associate Superintendent, Education Services
Jonathan Konrad, Director, Curriculum and Instruction
Subject: Sturgeon Public Schools DRAFT Education Plan 2021 - 2024

Background:

The Education Plan must be approved by the Board and posted on the Division website by May 31st of each year.

Attached for Trustee review and discussion is the proposed *DRAFT* Education Plan 2021 - 2024.

The Division's Education Plan articulates the Board's approved outcomes, measures and strategies to meet our priority of student achievement. The Education Plan uses key insights from the Annual Education Results Report, along with consideration of contextual information and input from stakeholder engagement processes to inform the key priorities, outcomes and strategies which direct the work in schools and at a system level.

The Education Plan outlines key priorities, outcomes and strategies in the following Assurance Domains:

1. Student Growth and Achievement;
2. Teaching and Leading
3. Learning Supports
4. Governance; and,
5. Local and Societal Context

Administration is prepared to respond to questions at the May 12, 2021 Committee of the Whole Meeting.

Recommendation:

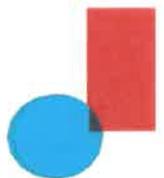
That the Board of Trustees review the *DRAFT* Sturgeon Public School Division Education Plan 2021 - 2024 and forward to the May 26, 2021 Public Board meeting for approval.

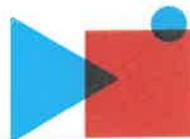
Sincerely,


Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment

COMMITTEE 9.3



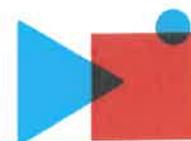


Draft Education Plan 2021 - 2024



**Sturgeon
Public Schools**

Dare to reimagine learning



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Message from the Board

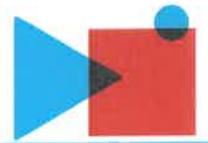
The Board of Trustees is very pleased to share with our stakeholders, the Sturgeon Public Schools' Education Plan for 2021 to 2024. We believe this plan reflects the wisdom and interests of the students, staff and communities that we are privileged to serve.

The Board of Trustees is proud of our staff and the work that they undertake each day across our Division. The positive working relationships that our Sturgeon family enjoy enable Sturgeon Public Schools to provide our students with many opportunities to achieve success.

On behalf of the Board of Trustees, thank you for your continued commitment to and support of Public Education.

Terry Jewell, Chair
Board of Trustees
Sturgeon Public Schools





Assurance Statement

The Education Plan for Sturgeon Public Schools commencing September 1, 2021 was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2021 - 2024 on **26 May 2021**.

Terry Jewell, Chair
Board of Trustees
Sturgeon Public Schools

Vision Mission and Values

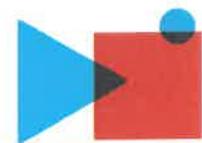
Vision

Sturgeon Public Schools: where, through a well-rounded education, students are motivated and supported to pursue their unique path to future success.

Mission

Working together as a team of trustees, parents, community, staff and students, we create safe, respectful and collaborative learning environments where students are prepared to meet and excel at, the challenges presented by the global community.





Values

- Excellence in teaching. We know that magic can happen when students are engaged, excited and feel connected to their learning and their teachers.
- Shared responsibility. We all have an important part to play in the education process. Working together, we strive for excellence so we can build a stronger future for us all.
- Mutual respect. Students, staff and parents all deserve to be treated with respect. By fostering reciprocal respect within our system, we will all be able to reach our full potential.
- Belonging. Students must be able to learn in healthy environments where they feel safe, have strong connections, are free from bullying; and where their physical, intellectual and emotional needs are met. We are a school Division and a family.
- Learning choices. One size does not fit all. We recognize that to prepare students for their futures, we must meet their diverse needs along the way.
- Communication. To do the challenging work of educating the next generation, we must keep the communication channels open. We value open, honest and timely communications.

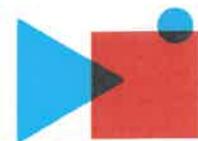
Stakeholder Engagement

Background

In the fall of 2018, Sturgeon Public Schools engaged with stakeholders and partners in Public Education to gather feedback. In 2019 / 2020 the Board of Trustees approved an additional series of in-person engagement meetings with a focus on improving student achievement. Throughout 2019-2020 Directors met with students, parents, staff, and community leaders to collect ideas for continued improvement.

Stakeholder engagement continued through the Spring 2021, as Sturgeon Public Schools engaged students, staff and parents/guardians to confirm that the Division is responsive to student / community needs and focused on continuous improvement. Engagement occurred through live online meetings, surveys, an online dialogue hosted on the Thoughtexchange platform and promotion of the Alberta Education Assurance Survey. Insights gathered from all engagement platforms inform the outcomes and strategies presented in the Education Plan.





2020-2021 Engagement Model

Students

On Monday, April 12, 2021 the Student Advisory Committee, which includes 22 Grade 7 to 12 students from 10 different schools across the Division, engaged in an online conversation with the Board of Trustees.

Parents/Guardians

In April 2021, Sturgeon Public Schools invited all SPS families, staff and community to participate in a Thoughtexchange to provide the opportunity for feedback on the most important things the Division is doing or should consider doing to improve student achievement.

Staff

In April 2021, staff were asked to provide feedback on how Sturgeon Public Schools supports our staff in growing their First Nations, Métis and Inuit Foundational Knowledge and Understanding, and on the most important things the Division is doing or should consider doing to improve student achievement.

Provincial Assurance Survey

Students, Staff, Parents/Guardians were engaged through the new Alberta Education Assurance Survey. Results are forth coming from Alberta Education and will be shared with stakeholders along with insights from these engagements in the fall.

2020-2021 Engagement Highlights

Students

What was the best part of returning to school?

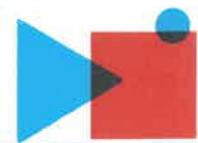
Student feedback centered around three themes captured by these direct quotes from students:

- **Seeing Friends:** students confirmed this as very important for their mental health.
- **Being able to ask questions:** students stated that the timeliness of teacher assistance was greater when they are in class with staff.
- **Being in School:** students cited a preference to separate home from school and indicated they were more productive working at school compared to learning at home.

Parents/Guardians and Staff

From April 13 to April 20, 2021 566 participants shared 520 thoughts and gave 5,866 ratings on the thoughts of others answering this question: *What are the most*





important things that Sturgeon Public Schools are doing or should consider doing to improve student achievement in our schools next year?

Key thoughts that represent re-occurring themes aligned directly to Student Achievement and which affirm the current initiatives implemented within Sturgeon Public Schools included:

- Teaching students the curriculum in different ways (differentiated instruction). It is important to have differentiated instruction, as it allows different types of learning styles/abilities.
- Connecting student achievement with enhanced experiences that are available at Sturgeon Public Schools. As a rural Public School Division with access to places like the Outdoor classroom, this should continue to be one of our most utilized assets for reimagined learning.
- Sturgeon Public Schools' staff are recognized by our communities as caring staff who are dedicated to working with their students. Relationships with students, getting to know their strengths and areas of need, and knowing how to work with students at their needs is crucial.

Staff

The April PD survey highlights included rich comments from staff indicating the following:

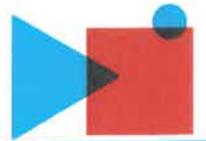
- reflecting and discussing differentiation and Universal Design for Learning (UDL) is important or very important to improve student achievement in classrooms.
- Division FNMI PD supported their growth in Indigenous Foundational Knowledge and Understanding. This included access for students to learn directly from Elders.

Strong agreement from Staff centered around three ideas captured by these direct quotes from staff:

- *“Differentiation doesn't have to be time-intensive; it can flow naturally in the moment, responsive to students' needs. Differentiation is a mindset, not a technique or trick”.*
- *“Access points for every student and ensuring that we are setting the bar high with entry points for all, pushing students to do better and be more rigorous while also having relevant learning and activities is important.”*
- *“Throughout the year I have used Indigenous authors during our reading time in class. Often that has factual things that these people lived through. I also try and use hands-on activities with students to support Indigenous learning.”*

Staff were asked to provide feedback regarding areas of focus for professional learning, for the 2021 / 2022 School Year. Staff consensus was that the Division should continue to support staff in deepening their Indigenous Foundational Knowledge and further work related to the differentiation of instruction to support





all students. Staff also commented on the effective use of technology and how it supported their learning. Finally, when asked about the balance between Division and School directed PD, 88.2% of staff feel the new balance between division wide and school-based PD was “just right”.

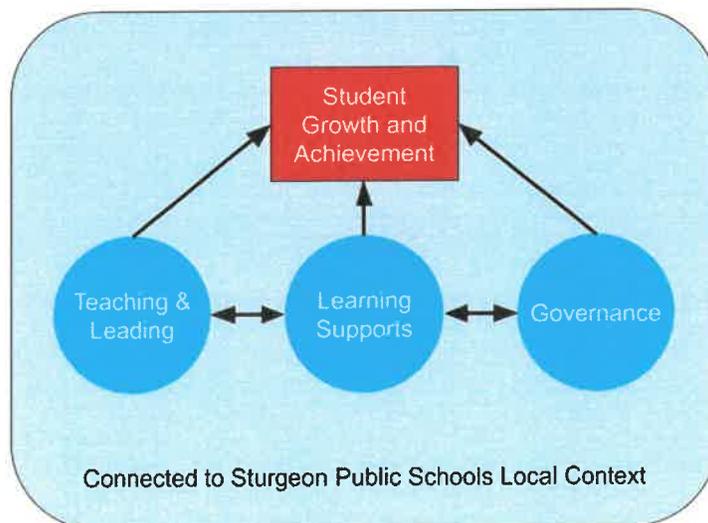
Priority

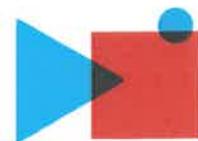
Student Achievement

Assurance Domains and Student Achievement

Assurance in the Public Education system occurs when community members, system stakeholders and education partners engage across five domains:

- Student Growth and Achievement;
- Teaching and Leading;
- Learning Supports;
- Governance; and,
- Local and Societal Context.

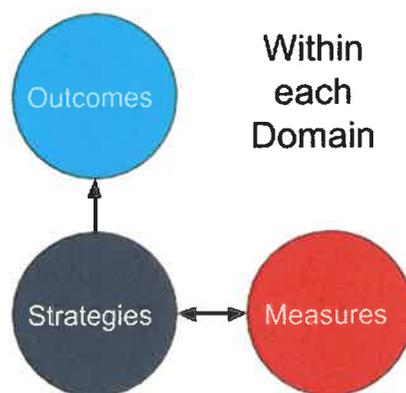


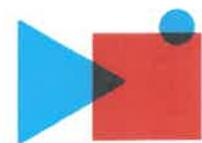


Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Learning, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.

Domains and Outcomes

Each domain is interconnected and part of a complete system supporting student achievement. Within each domain outcomes are identified to illustrate what will be happening consistently and strategies are outlined to describe how Sturgeon Public Schools will reach those outcomes. Measures are used and communicated to all stakeholders to illustrate success and inform the next cycle of improvement.





Domain: Student Growth & Achievement

Assurance occurs:

Public assurance occurs when Sturgeon Public students demonstrate strong achievement across provincial learning outcomes, engage critically and continuously progress as learners.

SPS Outcomes

- Students achieve provincial learning outcomes and solve problems with real-world applications.
- Students use assessment feedback to identify strengths and areas of need and set learning goals.

Strategies

Division
<ul style="list-style-type: none">• Teachers will co-create programming with parents, students and leadership to meet student's individual needs in hands-on and active learning environments.
<ul style="list-style-type: none">• Learning coaches will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom.
<ul style="list-style-type: none">• Teachers will communicate achievement of outcomes to students and families using division identified tools.

Provincial Measures

- Provincial Achievement Test results
- Diploma Exam results
- High School Completion results
- AE Assurance measures of Citizenship and Academic Engagement

Local Measures

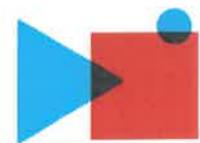
- OurSchool
 - Intellectual Engagement: Interest and Motivation.
 - Quality Instruction: Effective Learning Time and Relevance

Analysis of Results

Successes

During the 2020/2021 School Year, School jurisdictions had the opportunity to opt out of Provincial achievement tests while high school students were provided the discretion to access Diploma Examinations. Sturgeon Public School targets remained unchanged in anticipation of the return to provincial assessments. Improvement is noted in the number of students eligible for a Rutherford





scholarship and the number of students writing four or more diploma exams within three years of entering grade 10.

Achievement for Sturgeon Public Schools' students who self-identified as First Nations, Métis and Inuit continues to be above the provincial levels for all measures. The Division will build upon this and continue to focus on improved achievement results for our students.

The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship moved up to Very High in 2020. This continues to be a strength in Sturgeon Public Schools.

Parents, teachers and students continue to recognize the excellent work of Sturgeon Public Schools in offering a broad program of studies and a high quality of education. Many schools offer early childhood education that is influenced by the Reggio Emilia philosophy with student centered and experiential approaches. Sturgeon Public Schools offers sport and dance academies and high school programming offers enhanced CTS, Dual Credit and Fine Arts programs. All upper elementary and junior high schools are now using the CTF framework to increase the breadth of complementary programming for students. Sturgeon Public Schools continues to reimagine learning to ensure all students are engaged and ready to make an impact.

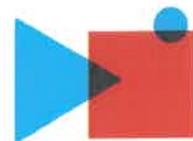
In 2020 – 2021 Learning Coaches were introduced in our schools offering Grades 5-9. Learning coaches received focused professional learning to develop their coaching skills and deepen their understanding of Universal Design for Learning (UDL) and instructional design. They worked in classrooms directly with teachers to incorporate UDL, design tasks and assessments with the learning outcome in focus. Learning coaches also met with teachers outside of class to act as thought partners and growing the reflective practice of our teachers. Principals have indicated that our learning coaches have been well received in schools. Learning Coaches will continue for the 2021 – 2022 school year.

Opportunities for Growth

In 2021-2022, teachers will continue to engage in a variety of activities to measure, reflect on and improve student achievement in numeracy. All schools will conduct the Math Intervention/Programming Instrument (MIPI) with grades 2 to 10. The MIPI provides teachers a measure of their current student abilities and understanding in math. Teachers use the results to program appropriate review material and build learning experiences to address lagging understanding and skills in math.

For the 2021-2022 school year, the Grade 6 Math Achievement Cohort will continue building visible thinking classrooms in Mathematics based on Dr. Peter Liljedahl's work. The Cohort will also support students thinking in Mathematics both in and out of physical classrooms through the Desmos platform.





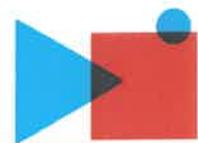
In 2020 - 2021, Mathletics was implemented as a Division-wide program for grades 2 to 9. The Mathletics platform allows teachers to create math practice and problem solving aligned with student current understanding. Teachers can target a wider range of needs during class, provide additional home support and access math lesson planning and teaching strategies.

Grade 6 and 9 math teachers are invited annually to join a provincial assessment workshop to write items for PATs and to conduct test review, test validation and standards setting.

Sturgeon Composite High School (SCHS) introduced Math 10T in 2019-2020, to help prepare students (Grade 9 students who had an average of 50-65%) for Math 10C. 10T students are being tracked through Grade 12 and results compared with students who went directly into Math 10C. SCHS saw great improvement in Math marks within the first year. 2021-2022 SCHS will return to the semester approach for Math 10T and Math 10C to allow more students to benefit from this progression.

Based on the success of the Learning Coaches in grades 5 to 9, in 2021-2022, the Learning Coach team will be expanded to include coaches in all schools offering Kindergarten to Grade 4. In addition to supporting UDL, instructional design and reflective practice, Learning Coaches will support teachers from Kindergarten to grade 6 with understanding the new Alberta Curriculum and preparing for implementation in September 2022.





Domain: Teaching and Leading

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools' teachers and principals demonstrate all dimensions of the Teaching or Leadership Quality standards in a collaborative culture of learning.

SPS Outcomes

- Teachers and principals use a range of data and evidence to co-create student specific learning activities to build achievement.
- Teachers and leaders attend to individual student learning and local school needs with skill and competence in leadership.

Strategies

Division
<ul style="list-style-type: none">• Instructional leaders engage all stakeholders annually and use data to inform planning, student learning and achieve success.
<ul style="list-style-type: none">• Staff participate in professional development and collaborate to address division and local goals.

Provincial Measures

- AE Assurance measure of Education Quality
- AE Assurance measure of Teachers Professional Development

Local Measures

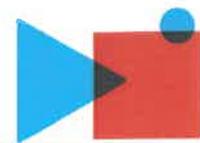
- OurSchool
 - Classroom Context: Expectations for Success (Academic Rigor)
- Supervision and evaluation processes of SPS staff.
- Report of professional development support for teaching and leadership.
- Annual Stakeholder Engagement Plan
- Staff Questions on Professional Learning

Analysis of Results

Successes

We are pleased to report that a high level of parent, teacher and student satisfaction was maintained for both the broad program of studies and quality of education in 2020.





Over the course of the 2019-2020 school year, the Division invested in the growth and development of Sturgeon Public School's current and up and coming leaders through the University of Alberta Executive Education Program, one of Canada's top teaching and research universities with an international reputation for education excellence.

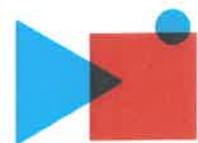
The Executive Education Leadership Program lead our leaders through a grounded approach to leadership over the course of 9 days. The program was designed to help leaders navigate the complexities of change, immediate decisions, difficult conversations and strategic issues all within an ethical framework. Through new experiences, thoughtful reflection, the examination of powerful concepts and the effective appreciation of tools, our leaders gained new insights and practical knowledge in how to approach leadership in the organization. To turn theory into practice, leaders developed Learning Opportunity Projects. Some of the Learning Opportunity Projects continued for the 2020-2021 school year.

Professional development for School Leadership during the 2020 - 2021 school year supported visible thinking in classrooms. School principals and vice principals studied and discussed *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners* by Ron Ritchhart, Mark Church, et al. One afternoon session focused on thinking in mathematics classrooms and connected with Dr. Peter Liljedahl's work and grade 6 math teachers.

Leadership development and succession planning continues to be a strong focus for Sturgeon Public Schools. During the 2020/2021 school year, a Vice Principal Professional Learning Cohort began and met four times throughout the year under the guidance of Randolph Clarke to discuss instructional leadership, the Teacher and Leadership Quality Standard and build capacity to take the next step in school leadership. Randolph Clarke brings years of insight and experience from his work as Director with Leadership Excellence in Alberta Education, Deputy and Associate Superintendent of several Public School Divisions, and school leadership as Principal. In 2021 – 2022, this Cohort will continue with a focus on teacher supervision and instructional leadership.

During the 2020 – 2021 school year, the Learning Coaches team met regularly to develop stronger coaching skills, deepen insights into using Universal Design for Learning and learn how to help all teaching staff use this approach to improve student achievement. Adelee Penner led the professional learning for Learning Coaches and designed two division-wide professional development days to ensure all teachers understood and used the UDL framework in classrooms. Adelee has years of experience as school based instructional leader / administrator, regional leader within Alberta Education, Assistant Superintendent, facilitator with the Regional Learning Consortia and working as a consultant for several School Divisions designing and implementing effective learning coaches. In 2021 – 2022 the Learning Coach team will expand to include coaches for Kindergarten to grade 4 and will support the Division implementation plan for the new Alberta Curriculum.





In response to the significant decrease in the percentage of teachers reporting that PD contributed significantly to their ongoing professional growth in spring 2020, the Division redesigned the PD layout for the 2020-2021 school year. April 2021 staff survey responses indicate 88% of all staff surveyed feel the new PD format was “just right” to support common and consistent approaches to learning.

Opportunities for Growth

Professional Learning in 2021 - 2022

In 2021-22 Sturgeon Public Schools will support professional learning through the following structures and organizational units;

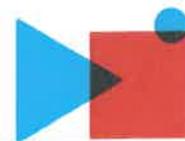
- Professional Development Days
- Division and Site Supported Cohorts meeting on Division PD days
- Division Supported Cohorts meeting outside of Division PD Days
- Site Supported Cohorts meeting outside of Division PD Days
- Curriculum Review and Readiness
- Professional Learning for Health / Wellness Coaches
- Professional Learning for Beginning Teachers
- Professional Learning for Learning Coaches
- Professional Learning for Aspiring Leaders
- Professional Learning for Vice-Principals
- Professional Learning for School Leaders
- Professional Learning for Principals

Division-Wide PD Days

Division-Wide professional development days provide the opportunity for all staff to collaborate and address the Division goal of Student Achievement. All teachers and all Educational Assistants will be in attendance for these days.

Date	Location	Focus
August 27	Virtual Delivery	Division Direction - Superintendent/CEO – Keynote TBD. Extension of UDL and Differentiation. Focused Theme Sessions
March 14	Virtual Delivery Or in person if restrictions allow	Keynote TBD Extension of UDL, Differentiation and Deeping First Nations, Métis, and Inuit Knowledge. K-6 Teachers meet with Curriculum Leads Focused Theme Sessions
May 20	TBD	Staff Recognition Event





Site-Based PD Days

Site-based days provide the opportunity to continue division-initiated work with attention to local details and context. On Site-Based days, principals will ensure the principles of Universal Design for Learning are understood by all staff and used to inform practice. Site based days will be:

- August 30, September 20, October 12, January 31, April 19, June 6

Domain: Learning Supports

Assurance occurs:

Public assurance occurs when all students belong and learn in environments that support their needs. Public confidence is built when system resources are used to ensure optimum learning for all.

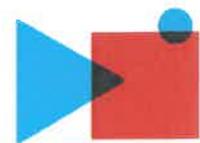
SPS Outcomes

- Public School Communities are safe, caring, respectful and inclusive.
- First Nations, Métis and Inuit students achieve and succeed as part of a community committed to understanding foundational Indigenous perspectives and knowledge.
- Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.

Strategies

Division
<ul style="list-style-type: none">• Schools foster welcoming learning environments and implement supports for physical, social, mental and emotional wellness in students.
<ul style="list-style-type: none">• Schools provide diverse programming to ensure the success of all students in an inclusive learning environment.
<ul style="list-style-type: none">• Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge.
<ul style="list-style-type: none">• Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness.





Provincial Measures

Required AE Assurance measures of Safe & Caring, Student Inclusion* and Access to Supports & Services*.

Local Measures

- OurSchool
 - Emotional Health: Anxiety.
 - School Context: Advocacy at School.
 - Classroom Context: Positive Teacher-Student Relations and Positive Learning Climate.
- Inclusive Education Report on Programs and Partnerships.
- First Nations, Métis and Inuit attendance, achievement, high school completion
- Annual Stakeholder Engagement Plan
- Staff and Student Questions on First Nations, Métis and Inuit foundational knowledge.

Analysis of Results

Successes

The achievement level for the percentage of teachers, parents and students who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school is the highest achieved in the past five years.

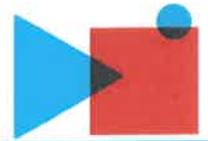
The achievement level for the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school is also the highest achieved in the past five years.

In 2019 - 2020, Sturgeon Public Schools established an Indigenous Education Advisory Committee. The Committee consisted of local Indigenous Elders and Knowledge Keepers, Division leadership and all school principals. The Committee met throughout the year to provide advice and guide practices and protocols to promote cultural understanding and reconciliation within Sturgeon Public Schools.

Sturgeon Public Schools continued to host blanket exercises for all students in Grades 4, 7 and 10 in 2019 - 2020. Blanket exercises were held for parents and members of the community to broaden understanding and work towards reconciliation. Due to COVID-19, Blanket exercises are currently on hold, but will resume once restrictions are lifted.

In 2020, Sturgeon Public Schools established a permanent location for a Tipi on our central office grounds. This provides a location for teachers to bring their students and meet with First Nation or Métis elders to learn land-based teachings. These





experiences will develop a greater sense of belonging and a deeper understanding of foundational knowledge.

All schools have a lead teacher working to promote First Nation, Métis and Inuit foundational knowledge in schools. November 2020, these teachers attended the virtual National Indigenous Educator conference and worked with school administration on Professional Development days throughout the year to support other teachers as they infuse foundational knowledge into classroom instruction.

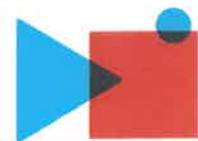
In 2020-2021, Sturgeon Public Schools purchased additional classroom resources; leveled reading and math resources, in both French and English, written by Indigenous authors to provide authentic resources. The Division introduced a Métis Learning Coach, an Indigenous Learning Coach, Indigenous Student Counselors and a First Nations, Métis and Inuit High School Student Success Coach.

Sturgeon Public Schools values its many partnerships that develop student entrepreneurship, cultural understanding and sustain wellness. This value permeates through Sturgeon Public Schools as individual schools develop local connections to encourage students to understand local contexts. Getting involved with local businesses, community groups and government builds ethical citizens, expands opportunities for supporting students and parents and creates diverse and resilient communities.

Community connections developed in the past are key to fostering physical, social, mental and emotional wellness in our students:

1. Partnership with Homeland Housing in Legal and the Federal Government to program for an Intergenerational Program.
2. Partnership with Pioneer Trails North Foundation to improve and promote outdoor education.
3. Alberta Schools' Athletic Association for High Schools to provide the opportunity for teams to compete provincially.
4. Partnership with SOGI 123 to support sexual and gender diverse students and staff.
5. Partnership with Alberta Health Services, CFB Lancaster Park and Sturgeon County in sustaining a comprehensive school health program in all schools.
6. Partnerships with Alberta Health Services, Probations, Children and Family Services, RCMP, City of St. Albert, Towns of Gibbons, Bon Accord, Redwater, Morinville, Sturgeon County and CFB Lancaster Park, to participate in the Violence Threat Risk Assessment (VTRA) protocol and ensure the safety and well-being of the schools' communities.
7. Partnerships with organizations and businesses in Redwater and Alberta Health Services to promote better mental health and wellness in the





community and in our schools through the creation of HYPE (Helping Young People Excel).

Opportunities for Growth

The percentage of students at the secondary level who report being anxious continues to be above the provincial average. In 2021-2022, to support our students as we transition to a post COVID learning environment, the Division will invest additional resources to directly support student mental health and wellness.

Comprehensive School Health continues to guide several initiatives in schools to improve wellness and increase student resiliency. Health/ Wellness coaches and school counselors will support programs that build social, emotional and physical wellness. Together with classroom teachers, they will work to ensure learning environments include positive behavior supports that are student-centered, fair and predictable and focus on building strengths to optimize success. School counselors meet with school administrators to update three-year comprehensive wellness plans with strategies to build student resiliency. School administrators work with all school staff to ensure participation in meeting the goals of these plans.

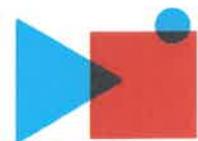
Land based learning continues to be a focus for Sturgeon Public Schools and schools are considering wellness gardens or outdoor classrooms and spaces to create opportunities for students to connect with the land and natural surroundings.

The Division will maintain the SOGI partnership with neighboring school divisions to promote teacher resources and ensure teacher awareness of Gender and Sexuality policies. This important work will include the creation of inclusive lessons and activities to develop the understanding of the LGBTQ+ community needs and will share out in their individual school.

Many key partnerships will continue for the 2021-2022 school year such as the HYPE Mental Health Capacity Building Project for Redwater and Ochre Park (AHS Grant) and Mental Health supports for students through AHS Addictions counselling, Sturgeon County and the MFRC (Military Family Resource Centre).

In 2020-2021, Sturgeon Public Schools developed a partnership with Community Liaison from Jordan's Principle CNDC Alexander to access external funds to support First Nation students with specialized needs. This partnership will support the Division's commitment to growing the Foundational Knowledge of staff and students. This partnership continues for the 2021-2022 school year.





Domain: Governance

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools' engages openly with stakeholders with a focus on student achievement and demonstrates stewardship of system resources.

SPS Outcomes

- Students, families, staff and community members are committed to a shared vision for student achievement.
- Resources are allocated and managed in the interests of ensuring student success.

Strategies

Division
<ul style="list-style-type: none">• Division leadership in partnership with school's plan and implement annual stakeholder engagement to assess progress and inform decision-making.
<ul style="list-style-type: none">• The Board of Trustees approves a budget aligned with division priorities and in accordance with all statutory, regulatory and disclosure requirements.

Provincial Measures

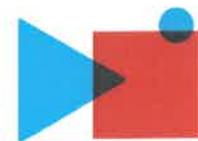
- AE Assurance measure of Parent Involvement
- School authorities provide the amount budgeted for 2021 - 2022, the amount spent, and the variance between these amounts for operational expense categories in the AERR update each November.

Local Measures

In the spring of 2021 staff, parents and community leaders engaged in a division-wide forum to discuss progress toward Sturgeon Public School's priority of student achievement and the outcomes in the Governance domain:

- Annual Stakeholder Engagement Plan
 - Principal's report to School Councils in October.
- Principals present student achievement measures and key strategies to the Board of Trustees.





Analysis of Results

Successes

Sturgeon Public Schools created a Student Advisory Committee in 2019-2020 with student representatives from across the Division. In collaboration with the Board's Advocacy Committee, students meet throughout the school year to discuss issues of mutual interest.

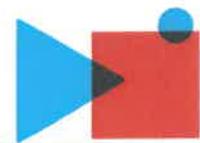
The achievement level for the percentage of teachers and parents who are satisfied with parental involvement in decisions about their child's education has moved from intermediate to very high within three years and is the highest achieved in the past five years.

The achievement level for the percentage of students, parents and teachers who feel that their school and schools in Sturgeon Public have improved or stayed the same in the last three years is the highest achieved in the past five years.

Opportunities for Growth

In 2021, Sturgeon Public Schools engaged all stakeholders in a Thoughtexchange to gather feedback on our progression toward stated outcomes across each domain and how to make improvements. Initial feedback reinforces and confirms current strategies in place.





Domain: Local and Societal Context

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools responds proactively to local and societal contexts or concerns. Learning in Sturgeon Public Schools includes local context in educational programming.

SPS Outcomes

- Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community.
- Students and staff model integrity and work ethic.

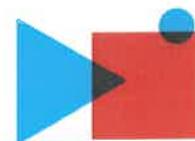
Strategies

Division
<ul style="list-style-type: none">• Schools celebrate student and community achievement in local and division-wide events such as indigenous celebrations, athletic finals, STEAM and CTS Skills competitions.
<ul style="list-style-type: none">• Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events.

Division Partnerships

1. Homeland Housing in Legal and the Federal Government to program for an Intergenerational Program.
2. Pioneer Trails North Foundation to improve and promote outdoor education.
3. Alberta Schools' Athletic Association for High Schools to provide the opportunity for teams to compete provincially.
4. Partnership with Regional Collaborative Service Delivery for co-ordination of target services.
5. SOGI 123 to support sexual and gender diverse students and staff.
6. Alberta Health Services, CFB Lancaster Park and Sturgeon County in sustaining a comprehensive school health program in all schools.
7. Partnerships with Alberta Health Services, Probations, Children and Family Services, RCMP, City of St. Albert, Towns of Gibbons, Bon Accord, Redwater, Morinville, Sturgeon County and CFB Lancaster Park, to participate in the Violence Threat Risk Assessment (VTRA) protocol and ensure the safety and well-being of the schools' communities.
8. Partnerships with organizations and businesses in Redwater and Alberta Health Services to promote better mental health and wellness in the community and in our schools through the creation of HYPE (Helping Young People Excel).





Local Measures

In the spring of 2021 staff, parents and community leaders engaged in a local site-based survey designed in partnership with school principals and Division leadership. This will inform principals and local School Councils about local and society needs and be reported here in the 2021 update.

- Information about the school authority, students, staff and communities served that provides context for the plan and report.
- Annual Stakeholder Engagement Plan
- Site-Based survey questions

Analysis of Results

Successes

Sturgeon Public students participate in a variety of community celebrations, competitions and programs. New in 2019 was the attendance of Métis Discovery Day at the Edmonton Expo Centre that allowed Junior High students to enhance their knowledge of Métis culture. Participation will return in the 2021-2022 school year.

Opportunities for Growth

For the 2020-2021 school year, due to the Covid-19 pandemic, the Division grew community connections through virtual experiences only. In 2021-2022, STEAM and Engineering competitions will once again bring schools together to compete and challenge our students in computational thinking. This will build skills and connections across Sturgeon Public Schools.

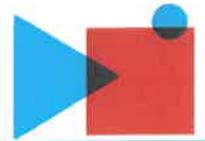
Sturgeon Public Schools' Budget 2021-2022

For information on Sturgeon Public School's Budget, see our [website](#).

Infrastructure Maintenance and Renewal (IMR) and Capital Plans

For information on Sturgeon Public Schools' IMR and Capital Plan, see our [website](#)





Annual Engagement and Communication Plan

Guiding principles

All stakeholders share responsibility for student achievement. As Sturgeon Public Schools (SPS) engages with stakeholders, reciprocal responsibility is established. Stakeholders agree to contribute, support and work towards student achievement in collaboration with SPS. The purpose of stakeholder engagement and communication has two primary priorities: data collection and to share and build the story of SPS student achievement.

Data Collection

Local Data

Broad Student Engagement – OurSchool Survey March

- Online survey for all students from grades 4 to 12.
- Designed to inform all stakeholders.
- Includes provincial and national standards.
- Measures intellectual engagement, rigor, and social-emotional factors.
- It can be personalized to allow for local data to be collected to inform about the success of our initiatives.

Focused Student Engagement Ongoing

- Student Advisory Committee will be provided with the opportunity to reflect on key questions from the Board Advocacy Committee and Senior Administration.

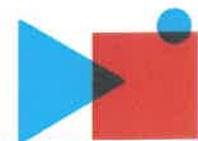
Staff Survey April

- Thoughtexchange or Survey for all staff.
- For all staff on effectiveness of Professional Development and for growth in FNMI Foundational knowledge.

Division Wide Engagement April

- Thoughtexchange online event.
- Designed to provide information to the Board of Trustees and Division leadership regarding that which stakeholders understand and want to know about SPS.
- Students, parents, staff, and community members are invited to provide feedback on outcomes and strategies. Focused to inform the local and societal context domain.
- Engagement results are shared with all stakeholders through social media, local media, and with the publication of the Education plan in May.
- Principals will also receive feedback specific to their school community.





Provincial Data

AE Assurance Survey (Previously Accountability Survey)

February

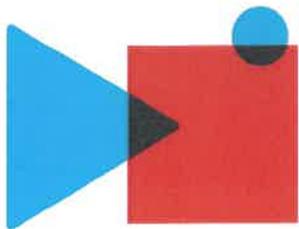
- Online survey for grades 4, 7, and 10 students and parents, and all teaching staff.
- Provincially designed to inform all stakeholders.
- Results are shared annually with the Board in November and used to create and update school and Division Education Plans.

Sharing and Building our Story

Ongoing

- Streaming of all Board Meetings.
- Trustees and Division leadership meet with the Student Advisory Committee throughout the school year.
- Superintendent meets with Key Communicators at each school and Division Office twice each school year.
- Division-Wide engagement feedback presented to the Board of Trustees in May.
- AE Assurance, OurSchool, and Site-Based Thoughtexchange along with the school's education plan will be discussed with School Councils in October.
- AE Assurance and OurSchool measures presentation to the board in January.
- Using social media and local media to share successes and celebrations throughout the year.





BOARD MEMORANDUM

Date: 12 May 2021

To: Board of Trustees

From: Mary Lynne R. Campbell, ICD.D, Superintendent/CEO

Originator(s): Liliana LeVesconte, Secretary Treasurer
Steve Schick, Director, Technology & Logistics
Principals

Subject: Evergreening 2020-21

Background:

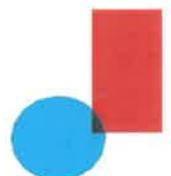
This School Year, the Division accepted and addressed the challenge of providing an online environment for students through the Continuity of Learning Program, which will transition to the Sturgeon Public Virtual Academy.

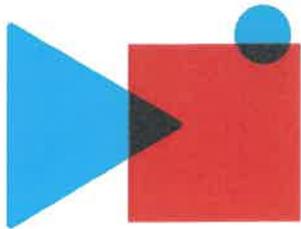
Staff have also been very responsive when schools or grades within schools have pivoted from in class learning to online learning and back. Although we have been successful in this work, the technology to support shifts in practice, pedagogy and learning environments has created some barriers and requires intentional change and support.

Principals were surveyed and asked to provide feedback on the best application of the evergreening budget to support student achievement at each respective school. The Survey also required Administrative teams to provide an analysis of all classrooms /areas within the school that have displays and report the following information regarding the current and desired stated:

- Interactive vs. non-interactive display
- Sound requirements, including accommodations for hearing impaired individuals;
- Wireless connectivity options for audio and video include Microsoft, Google and Apple devices; and
- Rank the priority of each classroom.

Responses were excellent, with several common themes emerging, the most prevalent of which was the loss of valuable teaching/learning time due to connectivity issues with existing Promethean and Epson devices. This concern was followed by the challenges associated with replacement parts for old technology compounded by increased costs, as well other challenges with the responsiveness of technology. Sound systems in the classroom have been another challenge that we have





BOARD MEMORANDUM

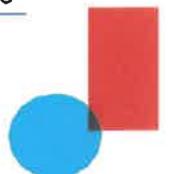
addressed in the newer schools with Juno Tower receivers that offer both Bluetooth connectivity and a microphone kit for the teacher.

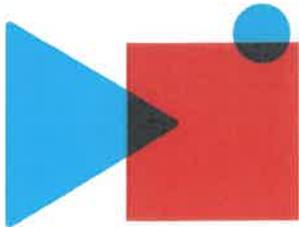
In preparation for the 2021/2022 school year and in keeping with the Board's commitment to supporting teaching and learning in our classrooms, Administration is proposing the purchase of technology to assure that our classrooms and schools have the supports they need to ensure that every child has many opportunities to be successful. The breakdown for first year investment:

School	Room Total Cost
Bon Accord	\$15,900
EMPS	\$91,780
Gibbons	\$73,350
Guthrie	\$92,100
Landing Trail	\$111,550
Lilian Schick	\$43,280
Namao	\$100,990
Oak Hill	\$19,400
Ochre Park	\$24,900
Redwater	\$44,560
SCHS	\$80,760
Sturgeon Heights	\$60,070
Total	\$758,640
Less Unspent Evergreening Budget for 2020-2021	\$390,000
Incremental Budget Request for 2020-2021	\$368,640

Administration has planned a second-year investment of \$158,680 within the 2021/2022 Budget, to complete the necessary upgrades for the remainder of the schools:

School	Room Total Cost
Bon Accord	\$4,870
EMPS	\$67,480
Landing Trail	\$2,900
Lilian Schick	\$5,160
Namao	\$26,230
Ochre Park	\$2,900
Redwater	\$27,830
SCHS	\$1,690
Sturgeon Heights	\$19,540
Total	\$158,600





B O A R D
MEMORANDUM

This investment into teaching and learning will ensure that our staff gain an invaluable amount of instruction time with technology that works and is easy to use rather than having to struggle with the current realities of the classroom technology.

Administration is prepared to respond to questions at the May 12, 2021, Committee of the Whole Meeting.

Recommendation:

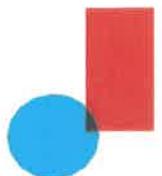
That the Board approve in principle, the in-year incremental investment of \$358,630 in technology to support teaching and learning; and

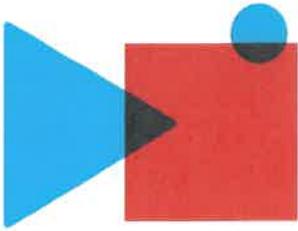
That the Board approves the use of a portion of the carry forward unrestricted surplus to offset this expenditure during the 2020/2021 School year; and

Further, that the Board refer this matter to the May 26, 2021, Public Board Meeting for approval.

Sincerely,

Mary Lynne R. Campbell, ICD.D.
Superintendent/CEO





B O A R D
MEMORANDUM

Date: May 12, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Shawna Walter, Associate Superintendent, Education Services
Jonathan Konrad, Director, Curriculum & Instruction
Subject: Omnibus Motion for Locally Developed Course Approval



Background:

Through Alberta Education's Locally Developed Courses Online Management System, The Sturgeon Public School Division has received both originating Board and Alberta Education pre-approval for teaching the courses listed below. The next step in this process is to receive Board approval for this authorization.

The course description for the Locally Developed Courses that require Board approval are attached for Trustee information.

Administration is prepared to respond to questions at the May 12, 2021 Committee of the Whole Meeting.

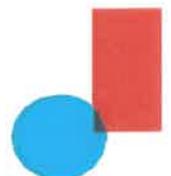
Recommendation:

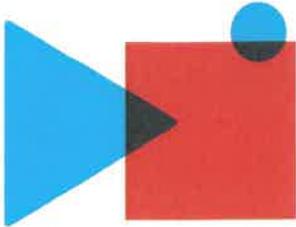
Administration respectfully recommends the following Omnibus Motion be forwarded to the Public Board Meeting for approval:

The following Locally Developed Courses be authorized as a course of study within the Sturgeon Public School Division for the term listed:

Chamber Ensemble (2021) 15/25/35 for 3 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021 to August 31, 2025.

Chamber Ensemble (2021) 15/25/35 for 5 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021 to August 31, 2025.





BOARD MEMORANDUM

Content Literacy (2021) 15/25 for 3 credits acquired from The Edmonton Catholic Separate School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021 to August 31, 2025.

Content Literacy (2021) 15/25 for 5 credits acquired from The Edmonton Catholic Separate School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021 to August 31, 2025.

Design Thinking for Innovation (2021) 15/25/35 for 3 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021 to August 31, 2025.

Design Thinking for Innovation (2021) 15/25/35 for 5 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021 to August 31, 2025.

Film and Media Art (2021) 15/25/35 for 3 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021 to August 31, 2025.

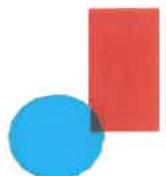
Film and Media Art (2021) 15/25/35 for 5 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021 to August 31, 2025.

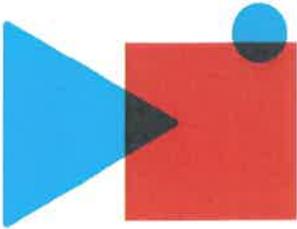
Forensic Studies 25/35 for 3 credits acquired from The Edmonton School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021 to August 31, 2025.

Forensic Studies 35 for 5 credits acquired from The Pembina Hills School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021 to August 31, 2025.

Instrumental Jazz (2021) 15/25/35 for 3 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021 to August 31, 2025.

Instrumental Jazz (2021) 15/25/35 for 5 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021 to August 31, 2025.





BOARD MEMORANDUM

Leadership, Character & Social Responsibility (2021) 15/25/35 for 3 credits acquired from The Golden Hills School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021 to August 31, 2025.

Leadership, Character & Social Responsibility (2021) 15/25/35 for 5 credits acquired from The Golden Hills School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021 to August 31, 2025.

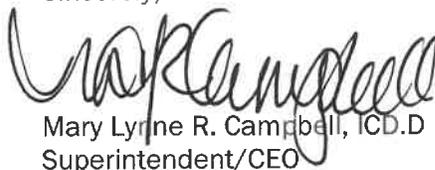
Musical Theatre 15/25/35 for 3 credits acquired from The Calgary Roman Catholic Separate School Division to be authorized as a course of study within The Sturgeon Public School Division with an extension of the expiry date from August 31, 2021 to August 31, 2022.

Musical Theatre 15/25/35 for 5 credits acquired from The Calgary Roman Catholic Separate School Division to be authorized as a course of study within The Sturgeon Public School Division with an extension of the expiry date from August 31, 2021 to August 31, 2022.

Vocal Jazz (2021) 15/25/35 for 5 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021 to August 31, 2025.

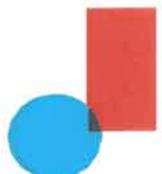
Workplace Essential Skills 25/35 for 5 credits acquired from The Edmonton School Division to be authorized as a course of study within The Sturgeon Public School Division September 1, 2021 to August 31, 2025.

Sincerely,



Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachments



LOCALLY DEVELOPED COURSE OUTLINE

Chamber Ensemble (2021) 15-3

Chamber Ensemble (2021) 25-3

Chamber Ensemble (2021) 35-3

Submitted By:

The Sturgeon School Division

Submitted On:

Apr. 19, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
25-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
35-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10

Course Description

Chamber Ensemble 15-25-35 is designed as an extension of Instrumental and Choral Music 10-20-30 courses. It offers students the opportunity to develop musicianship through rehearsal and performance in small, primarily non-conducted musical ensembles. It is designed to offer students the opportunity to extend their musical skills through creatively and critically interpreting repertoire composed for small groups of musicians. Chamber Ensemble may include both vocal and instrumental music.

This course requires a facility with engineered acoustics appropriate for amplified music performance as well as acoustically acceptable practise rooms for individualized/small group practice and sectionals. Equipment required includes a variety of instruments suited to the musicians in the ensemble.

Course Prerequisites

15 | Instrumental Music 10 OR Choral Music 10 / None

25 | Instrumental Music 20 OR Choral Music 20 AND Chamber Ensemble 15

35 | Instrumental Music 30 OR Choral Music 30 AND Chamber Ensemble 25

Sequence Introduction (formerly: Philosophy)

Musical ensembles are a collective artistic expression of our humanity, community, and history. Chamber Ensemble engages students in a creative environment with opportunities to develop, apply, and extend their musicianship in primarily student-directed small ensembles. In a small ensemble, the musician takes on a greater creative role in interpreting repertoire and must extend their understanding of the elements of music for performance. Flexible ensemble groups are formed based on interest, repertoire and skill level. The openness and flexibility of groupings is responsive to the creative nature of musicianship.

Student Need (formerly: Rationale)

Chamber Ensemble is a course that enables students to develop a greater independence, artistic input and personal management. Students are required to think critically and creatively, problem solve, make informed artistic decisions, collaborate, and to perform with others. In these small ensembles, there are many opportunities for creativity and innovation through music performance, improvisation, and interpretation.

Chamber Ensemble provides the opportunities for engagement in artistic collaboration and performance that fosters inspiration, analysis and exploration of varied repertoire and instrumentation. By working collaboratively in an ensemble setting, students learn to communicate effectively to build understanding, advance learning goals and foster an increased individual contribution within a musical community. Through the practice, performance and critical listening of small ensemble repertoire, students experience many diverse cultures, historical periods, and styles presented by master musicians, composers and arrangers.

Scope and Sequence (formerly: Learner Outcomes)

Chamber Ensemble 15-25-35 fosters the development of creative and collaborative competencies through active participation in small ensembles. The essential understandings focus on how the elements of music are related to communication and expression by the ensemble as a whole. The focus of each course is performance-based with outcomes that promote increased musical understanding, awareness, and interaction.

Chamber Ensemble, as a curriculum, is process-based. The specific approaches and repertoire undertaken by students increase in difficulty as students progress, requiring more comprehensive understanding and involving higher thought processes.

LOCALLY DEVELOPED COURSE OUTLINE

Chamber Ensemble (2021) 15-5

Chamber Ensemble (2021) 25-5

Chamber Ensemble (2021) 35-5

Submitted By:

The Sturgeon School Division

Submitted On:

Apr. 19, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
25-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
35-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10

Course Description

Chamber Ensemble 15-25-35 is designed as an extension of Instrumental and Choral Music 10-20-30 courses. It offers students the opportunity to develop musicianship through rehearsal and performance in small, primarily non-conducted musical ensembles. It is designed to offer students the opportunity to extend their musical skills through creatively and critically interpreting repertoire composed for small groups of musicians. Chamber Ensemble may include both vocal and instrumental music.

This course requires a facility with engineered acoustics appropriate for amplified music performance as well as acoustically acceptable practise rooms for individualized/small group practice and sectionals. Equipment required includes a variety of instruments suited to the musicians in the ensemble.

Course Prerequisites

15 | Instrumental Music 10 OR Choral Music 10 / None

25 | Instrumental Music 20 OR Choral Music 20 AND Chamber Ensemble 15

35 | Instrumental Music 30 OR Choral Music 30 AND Chamber Ensemble 25

Sequence Introduction (formerly: Philosophy)

Musical ensembles are a collective artistic expression of our humanity, community, and history. Chamber Ensemble engages students in a creative environment with opportunities to develop, apply, and extend their musicianship in primarily student-directed small ensembles. In a small ensemble, the musician takes on a greater creative role in interpreting repertoire and must extend their understanding of the elements of music for performance. Flexible ensemble groups are formed based on interest, repertoire and skill level. The openness and flexibility of groupings is responsive to the creative nature of musicianship.

Student Need (formerly: Rationale)

Chamber Ensemble is a course that enables students to develop a greater independence, artistic input and personal management. Students are required to think critically and creatively, problem solve, make informed artistic decisions, collaborate, and to perform with others. In these small ensembles, there are many opportunities for creativity and innovation through music performance, improvisation, and interpretation.

Chamber Ensemble provides the opportunities for engagement in artistic collaboration and performance that fosters inspiration, analysis and exploration of varied repertoire and instrumentation. By working collaboratively in an ensemble setting, students learn to communicate effectively to build understanding, advance learning goals and foster an increased individual contribution within a musical community. Through the practice, performance and critical listening of small ensemble repertoire, students experience many diverse cultures, historical periods, and styles presented by master musicians, composers and arrangers.

Scope and Sequence (formerly: Learner Outcomes)

Chamber Ensemble 15-25-35 fosters the development of creative and collaborative competencies through active participation in small ensembles. The essential understandings focus on how the elements of music are related to communication and expression by the ensemble as a whole. The focus of each course is performance-based with outcomes that promote increased musical understanding, awareness, and interaction.

Chamber Ensemble, as a curriculum, is process-based. The specific approaches and repertoire undertaken by students increase in difficulty as students progress, requiring more comprehensive understanding and involving higher thought processes.

LOCALLY DEVELOPED COURSE OUTLINE

Content Literacy 15-3

Content Literacy 25-3

Submitted By:

The Sturgeon School Division

Submitted On:

May. 4, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
25-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10

Course Description

Content Literacy 15 and Content Literacy 25 are courses designed to support students who struggle with learning because of difficulties attaining and demonstrating understandings found in subject area instructional materials.

The course sequence for Content Literacy 15 will align with relevant curricular outcomes from grade 10 level courses.

Curricular outcomes for grade 11 courses will align with and be supported by Content Literacy 25.

This course focuses on teaching strategies for comprehending text outside the parameters of the language arts. This course is designed for students of all academic levels and for all core subject areas and is not intended for those students who require intense remedial reading intervention.

Course Prerequisites

Content Literacy 15: prerequisite(s) Grade 10 level core courses

Content Literacy 25: prerequisite(s) Grade 11 level core courses

Sequence Introduction (formerly: Philosophy)

Content Literacy offers students an opportunity to develop the literacy skills necessary to actively engage with multiple subject area disciplines. Teaching students to be more strategic in their encounters with texts and/or notation will not only empower them to be more successful learners but will also enable them to engage with themselves and the world more thoughtfully and collaboratively. Content Literacy offers students direct, modelled instruction and increased opportunity to acquire and employ multiple literacies to gain and convey deeper and broader understanding of text, notation, and information found in a variety of high school curricula. As they learn the strategies necessary to read, interpret and think more critically about the various media presented to them, students will develop the capacity to confidently collaborate with a broader community of learners.

These courses concentrate on teaching strategies for comprehending text and/or notation outside the parameters of the language arts. With a focus on literacy skills that are flexible and transportable, Content Literacy will prepare students to be competitive in a world that values resilience and perseverance, especially when trying to understand the ideas that are being communicated to them through a variety of media resources. Literacy strategies that enable learners to construct meaning and engage in communication of ideas beyond a superficial level will ultimately develop a more insightful student who is capable of making real-world connections both within and beyond the text. This course focuses on teaching strategies that are transferable across various subject areas. The critical skills that will develop because of the intense application of these strategies will enable students to better read, understand, and apply course content.

Student Need (formerly: Rationale)

In high school there are many subject areas that employ various types of text and/or notation for which students are expected to have the necessary literacy skills. Unfortunately, some students do not have these skills and so are less likely to be academically successful to complete high school. Teaching the literacy strategies necessary for accessing and decoding course materials in various subject areas is the purpose of Content Literacy courses. In senior high the depth and breadth of material and skills in the various programs of study make it difficult for the subject area teacher to deal with significant literacy deficiencies of some students. Content Literacy provides small class and individual, specific and consistent instruction, and practice in literacy skills for students. These courses are designed for students of all academic levels to enhance various subject areas and are not intended for those students who require intense remedial reading intervention.

Students who enroll in the 5 credit course are those who require more in-depth literacy instruction to be successful; those students in a non-semester school who take the course for the full year to support their literacy needs throughout the year; or those in a semester school who will be taking different subjects in the two semesters and require literacy support for all their subjects.

Scope and Sequence (formerly: Learner Outcomes)

Content Literacy offers students an opportunity to develop, apply, and model the literacy skills necessary to actively engage with multiple subject area disciplines. Teaching students to be more strategic in their encounters with texts and/or notation will not only empower them to be more successful learners but will also enable them to engage with themselves and the world more thoughtfully and collaboratively. Content Literacy offers students direct, modelled instruction and increased opportunity to acquire and employ multiple literacies to gain and convey deeper and broader understanding of text, notation, and information found in a variety of high school core curricula. As they learn the strategies necessary to read text, decipher notation, and think more critically about the various media presented to them, students will develop the capacity to confidently collaborate with a broader community of learners.

These courses concentrate on teaching strategies for comprehending text and/or notation outside the parameters of the language arts. With a focus on literacy skills that are flexible and transportable, Content Literacy will prepare students to be competitive in a world that values resilience and perseverance, especially when trying to understand the ideas that are being communicated to them through a variety of media resources. Literacy strategies that enable learners to construct meaning and engage in communication of ideas beyond a superficial level will ultimately develop a more insightful student who is capable of making real-world connections both within and beyond the text. This course focuses on teaching strategies that are transferable across various subject areas. The critical skills that will develop because of the intense application of these strategies will enable students to better read, understand, interpret, and apply course content.

LOCALLY DEVELOPED COURSE OUTLINE

Content Literacy 15-5

Content Literacy 25-5

Submitted By:

The Sturgeon School Division

Submitted On:

May. 4, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
25-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10

Course Description

Content Literacy 15 and Content Literacy 25 are courses designed to support students who struggle with learning because of difficulties attaining and demonstrating understandings found in subject area instructional materials.

The course sequence for Content Literacy 15 will align with relevant curricular outcomes from grade 10 level courses.

Curricular outcomes for grade 11 courses will align with and be supported by Content Literacy 25.

This course focuses on teaching strategies for comprehending text outside the parameters of the language arts. This course is designed for students of all academic levels and for all core subject areas and is not intended for those students who require intense remedial reading intervention.

Course Prerequisites

Content Literacy 15: prerequisite(s) Grade 10 level core courses

Content Literacy 25: prerequisite(s) Grade 11 level core courses

Sequence Introduction (formerly: Philosophy)

Content Literacy offers students an opportunity to develop the literacy skills necessary to actively engage with multiple subject area disciplines. Teaching students to be more strategic in their encounters with texts and/or notation will not only empower them to be more successful learners but will also enable them to engage with themselves and the world more thoughtfully and collaboratively. Content Literacy offers students direct, modelled instruction and increased opportunity to acquire and employ multiple literacies to gain and convey deeper and broader understanding of text, notation, and information found in a variety of high school curricula. As they learn the strategies necessary to read, interpret and think more critically about the various media presented to them, students will develop the capacity to confidently collaborate with a broader community of learners.

These courses concentrate on teaching strategies for comprehending text and/or notation outside the parameters of the language arts. With a focus on literacy skills that are flexible and transportable, Content Literacy will prepare students to be competitive in a world that values resilience and perseverance, especially when trying to understand the ideas that are being communicated to them through a variety of media resources. Literacy strategies that enable learners to construct meaning and engage in communication of ideas beyond a superficial level will ultimately develop a more insightful student who is capable of making real-world connections both within and beyond the text. This course focuses on teaching strategies that are transferable across various subject areas. The critical skills that will develop because of the intense application of these strategies will enable students to better read, understand, and apply course content.

Student Need (formerly: Rationale)

In high school there are many subject areas that employ various types of text and/or notation for which students are expected to have the necessary literacy skills.

Unfortunately, some students do not have these skills and so are less likely to be academically successful to complete high school. Teaching the literacy strategies necessary for accessing and decoding course materials in various subject areas is the purpose of Content Literacy courses. In senior high the depth and breadth of material and skills in the various programs of study make it difficult for the subject area teacher to deal with significant literacy deficiencies of some students. Content Literacy provides small class and individual, specific and consistent instruction, and practice in literacy skills for students. These courses are designed for students of all academic levels to enhance various subject areas and are not intended for those students who require intense remedial reading intervention.

Students who enroll in the 5 credit course are those who require more in-depth literacy instruction to be successful; those students in a non-semester school who take the course for the full year to support their literacy needs throughout the year; or those in a semester school who will be taking different subjects in the two semesters and require literacy support for all their subjects.

Scope and Sequence (formerly: Learner Outcomes)

Content Literacy offers students an opportunity to develop, apply, and model the literacy skills necessary to actively engage with multiple subject area disciplines. Teaching students to be more strategic in their encounters with texts and/or notation will not only empower them to be more successful learners but will also enable them to engage with themselves and the world more thoughtfully and collaboratively. Content Literacy offers students direct, modelled instruction and increased opportunity to acquire and employ multiple literacies to gain and convey deeper and broader understanding of text, notation, and information found in a variety of high school core curricula. As they learn the strategies necessary to read text, decipher notation, and think more critically about the various media presented to them, students will develop the capacity to confidently collaborate with a broader community of learners.

These courses concentrate on teaching strategies for comprehending text and/or notation outside the parameters of the language arts. With a focus on literacy skills that are flexible and transportable, Content Literacy will prepare students to be competitive in a world that values resilience and perseverance, especially when trying to understand the ideas that are being communicated to them through a variety of media resources. Literacy strategies that enable learners to construct meaning and engage in communication of ideas beyond a superficial level will ultimately develop a more insightful student who is capable of making real-world connections both within and beyond the text. This course focuses on teaching strategies that are transferable across various subject areas. The critical skills that will develop because of the intense application of these strategies will enable students to better read, understand, interpret, and apply course content.

LOCALLY DEVELOPED COURSE OUTLINE

Design Thinking for Innovation (2021) 15-3

Design Thinking for Innovation (2021) 25-3

Design Thinking for Innovation (2021) 35-3

Submitted By:

The Sturgeon School Division

Submitted On:

Apr. 19, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
25-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
35-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10

Course Description

The Design Thinking for Innovation 15-25-35 course provides an opportunity for students to engage in longer term, increasingly complex, personally relevant, design, innovation and invention projects that require a significant investment in time to design, prototype, iterate, and refine. Projects are interdisciplinary in nature and therefore must also incorporate the skills, knowledge, tools and technology from a minimum of two distinct discipline areas. The nature of the course is to apply design thinking methodologies, mindsets, and processes to explorations into innovation and invention. As such, the use of current and emerging technologies for rapid design and prototyping is an important element of the course. Many of the needed technical skills will be directly connected to a variety of interdisciplinary areas. Students would be required to work with one or more educators/mentors/experts and/or community members to develop the scope of the project. Expectations for the project, the final deliverables and the project assessment structure would be co-developed with the student.

Design Thinking for Innovation 15-25-35 requires students to take up complex challenges requiring solutions that are iterative and time consuming. The process-driven and interdisciplinary nature of this course will encourage students to connect and integrate learning from other subject areas. It is essential that sufficient time be given to develop the disposition of innovation and the necessary technical knowledge required for project development. The minimum amount of time required for this type of deep and iterative innovation process would be 62.5 hours, equalling 3 credits. This time commitment would be an additional expectation where the project is connected to content or outcomes with other courses.

Design Thinking for Innovation 15-25-35 is a flexible course that would allow for students in all three course levels to be integrated in the same block. This flexible grouping would provide increased constructivist learning opportunities as more mature creative producers could serve as mentors, collaborators, and “experts” for less experienced students. This integrated structure would also provide a great deal of inspiration for students as they see others working on high level innovation projects.

Course Prerequisites

15 | None

25 | Design Thinking 15 OR demonstrate disciplinary knowledge and creative capacity

35 | Design Thinking 25 OR demonstrate disciplinary knowledge and creative capacity

Sequence Introduction (formerly: Philosophy)

The world is changing at an incredible rate. This change provides new and constant opportunities and challenges for education. The world today demands people who are creative and innovative design thinkers, and design doers who have a high level of creative capacity in order to take on real world problems for real world audiences. (Kelly, 2016) More than ever people are creating their own career pathways through innovative start-ups and the use of crowd source funding to finance their entrepreneurial endeavours.

There is a growing understanding that a great amount of thinking, learning, problem solving, and creativity are developed when people are deeply engaged in the process of making things. Thinking with your hands (designing, building, and making) greatly enhances many skills and competencies needed in today's world and improves deep understanding and mastery learning. Design thinking has a close connection to the maker movement and there would be many maker elements in the Design Thinking for Innovation 15-25-35 course. The maker movement and maker education help connect learning from the head, to the heart, hands and feet, through design thinking, invention and innovation. Sheninger (2016) states that the maker movement,

represents a global community of inventors, designers, engineers, artists, programmers, hackers, tinkerers, crafts people, and do-it-yourselfers. These types of people see innovation and learning as a single element driven by curiosity. As they create and make things, they constantly think about how it can be done differently the next time. The design cycle is about trying something again and again until it works, and then, once it works, making it better. (p. 77)

Design thinking can help students develop new ways of viewing the world around them and help foster a disposition for innovation. Design thinkers use empathy and perceive adversity as an opportunity for better design. Combining design thinking mindsets with tools and technology for making can provide rich opportunities for exploration. More traditional methods of making can be used in combination with more modern technologies to provide students opportunities to approach and solve problems in ways never conceived of before. Pair these tools with access to the internet, and students have limitless potential to explore and learn things that could greatly enhance their school experience

Student Need (formerly: Rationale)

The interdisciplinary learning offered by Design Thinking for Innovation 15-25-35 is a unique opportunity for students to bring together their interests and learning from across subject areas to solve problems in authentic and practical ways. Today's students must become tomorrow's innovators, able to solve problems and find solutions to unique circumstances. Design Thinking for Innovation builds upon the learning of students across subject areas to prepare them for this future.

To solve complex problems students need to learn more than foundational discipline skills and the ways which they can be applied to generate original solutions. Most high school courses focus on the unique knowledge and skills of a discipline, where Design Thinking for Innovation 15-25-35 is structured to bring together that knowledge in constructive ways. This teaches, in a manner unique for each student, how the knowledge they have gained in a variety of subjects is interconnected and relevant to solving the challenges of our world. The Design Thinking for Innovation 15-25-35 course not only brings together the content from across subjects but prepares students with the necessary creative problem-solving skills to identify and design solutions to authentic and complex problems.

A special aspect of the Design Thinking for Innovation 15-25-35 course is the time allotted to students for the engagement and exploration of innovative solutions to increasingly complex challenges. This supports students in becoming self-investigative, collaborative, comfortable with ambiguity and solution focused.

Scope and Sequence (formerly: Learner Outcomes)

Learner outcomes focus on design thinking, creative development and increasing a student's creative capacity over time. Sawyer (2012) articulates two definitions of creativity, that encompass the creative development of the individual, and the creation of ideas and products that impact a group in society. Simultaneously learning the process of design thinking and the stages of creative development help the student to develop and recognize his or her own creative potential and the tools and processes that maximize that potential.

Kelly (2016) has identified eight strands that are woven together in creative development. These eight strands include: collaborative development, research/investigative development, self-instigative development, generative development, experimentation development, discipline complexity development, critical/analytical thinking development, and sustained creative development.

Students will develop and demonstrate increasing levels of complexity in each area over time. Instructional strategies will be student-centered and focused on individual student growth and development. The outcomes in this course focus on developing competencies and learner dispositions (habits of mind), in combination with specific technical skills and content knowledge. Authentic technical skills will be developed within the context of the larger scale design challenges and project work that students engage in over the length of the course. This course structure aligns closely with the Ministerial Order on Student Learning and will directly support the three pillars of fostering engaged learners, ethical citizens and entrepreneurial spirit.

At the 10 level, concepts are introduced, and some foundational technical skills will be developed. Students will have opportunities to apply those skills into teacher generated or co-generated projects. At the 20 level, students will show a practical understanding and knowledge of the concepts through longer term co-generated or student-generated projects. At the 30 level, students are expected to show a complex understanding and highly autonomous application of the concepts through longer term, student-generated or co-generated projects that demonstrate a higher level of interdisciplinary complexity. All projects involve a level of collaboration with an educator/mentor to ensure that the appropriate level of relevance and complexity is achieved for each level.

LOCALLY DEVELOPED COURSE OUTLINE

Design Thinking for Innovation (2021) 15-5

Design Thinking for Innovation (2021) 25-5

Design Thinking for Innovation (2021) 35-5

Submitted By:

The Sturgeon School Division

Submitted On:

Apr. 19, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
25-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
35-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10

Course Description

The Design Thinking for Innovation 15-25-35 course provides an opportunity for students to engage in longer term, increasingly complex, personally relevant, design, innovation and invention projects that require a significant investment in time to design, prototype, iterate, and refine. Projects are interdisciplinary in nature and therefore must also incorporate the skills, knowledge, tools and technology from a minimum of two distinct discipline areas. The nature of the course is to apply design thinking methodologies, mindsets, and processes to explorations into innovation and invention. As such, the use of current and emerging technologies for rapid design and prototyping is an important element of the course. Many of the needed technical skills will be directly connected to a variety of interdisciplinary areas. Students would be required to work with one or more educators/mentors/experts and/or community members to develop the scope of the project. Expectations for the project, the final deliverables and the project assessment structure would be co-developed with the student.

Design Thinking for Innovation 15-25-35 requires students to take up complex challenges requiring solutions that are iterative and time consuming. The process-driven and interdisciplinary nature of this course will encourage students to connect and integrate learning from other subject areas. It is essential that sufficient time be given to develop the disposition of innovation and the necessary technical knowledge required for project development. The minimum amount of time required for this type of deep and iterative innovation process would be 62.5 hours, equalling 3 credits. This time commitment would be an additional expectation where the project is connected to content or outcomes with other courses.

Design Thinking for Innovation 15-25-35 is a flexible course that would allow for students in all three course levels to be integrated in the same block. This flexible grouping would provide increased constructivist learning opportunities as more mature creative producers could serve as mentors, collaborators, and “experts” for less experienced students. This integrated structure would also provide a great deal of inspiration for students as they see others working on high level innovation projects.

Course Prerequisites

15 | None

25 | Design Thinking 15 OR demonstrate disciplinary knowledge and creative capacity

35 | Design Thinking 25 OR demonstrate disciplinary knowledge and creative capacity

Sequence Introduction (formerly: Philosophy)

The world is changing at an incredible rate. This change provides new and constant opportunities and challenges for education. The world today demands people who are creative and innovative design thinkers, and design doers who have a high level of creative capacity in order to take on real world problems for real world audiences. (Kelly, 2016) More than ever people are creating their own career pathways through innovative start-ups and the use of crowd source funding to finance their entrepreneurial endeavours.

There is a growing understanding that a great amount of thinking, learning, problem solving, and creativity are developed when people are deeply engaged in the process of making things. Thinking with your hands (designing, building, and making) greatly enhances many skills and competencies needed in today's world and improves deep understanding and mastery learning. Design thinking has a close connection to the maker movement and there would be many maker elements in the Design Thinking for Innovation 15-25-35 course. The maker movement and maker education help connect learning from the head, to the heart, hands and feet, through design thinking, invention and innovation. Sheninger (2016) states that the maker movement,

represents a global community of inventors, designers, engineers, artists, programmers, hackers, tinkerers, crafts people, and do-it-yourselfers. These types of people see innovation and learning as a single element driven by curiosity. As they create and make things, they constantly think about how it can be done differently the next time. The design cycle is about trying something again and again until it works, and then, once it works, making it better. (p. 77)

Design thinking can help students develop new ways of viewing the world around them and help foster a disposition for innovation. Design thinkers use empathy and perceive adversity as an opportunity for better design. Combining design thinking mindsets with tools and technology for making can provide rich opportunities for exploration. More traditional methods of making can be used in combination with more modern technologies to provide students opportunities to approach and solve problems in ways never conceived of before. Pair these tools with access to the internet, and students have limitless potential to explore and learn things that could greatly enhance their school experience

Student Need (formerly: Rationale)

The interdisciplinary learning offered by Design Thinking for Innovation 15-25-35 is a unique opportunity for students to bring together their interests and learning from across subject areas to solve problems in authentic and practical ways. Today's students must become tomorrow's innovators, able to solve problems and find solutions to unique circumstances. Design Thinking for Innovation builds upon the learning of students across subject areas to prepare them for this future.

To solve complex problems students need to learn more than foundational discipline skills and the ways which they can be applied to generate original solutions. Most high school courses focus on the unique knowledge and skills of a discipline, where Design Thinking for Innovation 15-25-35 is structured to bring together that knowledge in constructive ways. This teaches, in a manner unique for each student, how the knowledge they have gained in a variety of subjects is interconnected and relevant to solving the challenges of our world. The Design Thinking for Innovation 15-25-35 course not only brings together the content from across subjects but prepares students with the necessary creative problem-solving skills to identify and design solutions to authentic and complex problems.

A special aspect of the Design Thinking for Innovation 15-25-35 course is the time allotted to students for the engagement and exploration of innovative solutions to increasingly complex challenges. This supports students in becoming self-investigative, collaborative, comfortable with ambiguity and solution focused.

Scope and Sequence (formerly: Learner Outcomes)

Learner outcomes focus on design thinking, creative development and increasing a student's creative capacity over time. Sawyer (2012) articulates two definitions of creativity, that encompass the creative development of the individual, and the creation of ideas and products that impact a group in society. Simultaneously learning the process of design thinking and the stages of creative development help the student to develop and recognize his or her own creative potential and the tools and processes that maximize that potential.

Kelly (2016) has identified eight strands that are woven together in creative development. These eight strands include: collaborative development, research/investigative development, self-instigative development, generative development, experimentation development, discipline complexity development, critical/analytical thinking development, and sustained creative development.

Students will develop and demonstrate increasing levels of complexity in each area over time. Instructional strategies will be student-centered and focused on individual student growth and development. The outcomes in this course focus on developing competencies and learner dispositions (habits of mind), in combination with specific technical skills and content knowledge. Authentic technical skills will be developed within the context of the larger scale design challenges and project work that students engage in over the length of the course. This course structure aligns closely with the Ministerial Order on Student Learning and will directly support the three pillars of fostering engaged learners, ethical citizens and entrepreneurial spirit.

At the 10 level, concepts are introduced, and some foundational technical skills will be developed. Students will have opportunities to apply those skills into teacher generated or co-generated projects. At the 20 level, students will show a practical understanding and knowledge of the concepts through longer term co-generated or student-generated projects. At the 30 level, students are expected to show a complex understanding and highly autonomous application of the concepts through longer term, student-generated or co-generated projects that demonstrate a higher level of interdisciplinary complexity. All projects involve a level of collaboration with an educator/mentor to ensure that the appropriate level of relevance and complexity is achieved for each level.

LOCALLY DEVELOPED COURSE OUTLINE

Film and Media Art (2021) 15-3

Film and Media Art (2021) 25-3

Film and Media Art (2021) 35-3

Submitted By:

The Sturgeon School Division

Submitted On:

Apr. 19, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
25-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
35-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10

Course Description

Film and Media Art is the exploration of film and media art as an artistic form of expression. This course may be paired with Career and Technology Studies, Drama as well as English Language Arts to provide innovative and unique ways for students to engage in the study of this art form as well as the technological and literary aspects of the medium. The literary and storytelling aspects of film cross over with Language Arts and the technological skills fall within CTS, while Film and Media Art, as a course, is the artistic link that examines the medium as a form of expression.

This course provides an open and active structure for the learning and invites students, with the support of a collaborative community, to engage with ideas, colleagues and audiences through film and media art. To achieve the learning outcomes, students will respond to the guiding questions through creative practice.

Personalized learning occurs through a studio environment in which students engage in deep disciplinary ways of knowing and doing in order to better understand themselves as artists and refine their practice. Flexibility in choice and design allows teachers and students to create avenues of study that meet the personalized needs of each student.

Course Prerequisites

15 | None

25 | Film and Media Art 15

35 | Film and Media Art 25

Sequence Introduction (formerly: Philosophy)

Film and Media Art are highly visible in contemporary culture. The purpose of Film and Media Art is to provide learning experiences where students investigate, explore and create film and media art from an artistic perspective. Students will engage in deepening their knowledge of film through the authentic exploration of the medium. Film and Media Art creates the environment through which students engage and explore contemporary and historical art forms, and create art that integrates narrative, technical and artistic elements. Through authentic learning experiences, students will expand their responsibility to be positive contributors to the quality and richness of Alberta's culture, communities, and society.

The overarching purpose of the Fine Arts is to promote the competencies of creativity and innovation with the aim of living a creative life. Through an artistic lens, students' way of living in the world is fostered through competency-based learning and the cultivation of an adaptive, curious, open, and exploratory approach to life. The personalized, participatory approach fosters an impulse to try, to build, to create, to experiment, to take risks and to be part of something bigger than ourselves.

The means by which students in Fine Arts courses seek to lead a creative life is through engaging in art making and encounters with art and artists in a studio environment. Through active art making and interactions with art and artists, concepts and authentic artistic practice are linked, new connections are made, and skills are developed.

Engaging in art making means undertaking active, creative work that provides the opportunity to express oneself, one's ideas and understandings. In the context of Film and Media Art, art making includes a range of activities which could include film making, filming scenes, experimenting with cameras, storyboarding, story writing, and critiquing. Encounters with art and artists means the thoughtful interaction with work of artists in the field for the purposes of inspiration, analysis, and exploration. Engaging in art making and encounters with art and artists are not mutually exclusive, and typically occur in conjunction with one another.

Within the studio environment of Fine Arts courses, teachers are also students, mentors

and members of an artistic community. They stay abreast of research, issues, events, emerging trends in the field, and guide meaningful learning progressions. Through their creative practice, students develop mastery of tools and techniques, engage with meaningful topics, and develop increasing sophistication and sensitivity in noticing all while working alongside other artists.

Student Need (formerly: Rationale)

Film and Media Art offers the opportunity to engage with the artistic aspects of the film medium. Media art is a significant contemporary and historical art form, and the Film and Media Art course creates an environment in which students engage with the medium. Film can encompass narrative, technical and artistic elements; therefore, this course is designed as the artistic bridge to connect the literary elements within Language Arts and the technological elements within Career and Technology studies.

The structure of this course is meant to foster the central purpose of living a creative life. The Arts are living fields of knowledge that invite a lifetime's study. By nature, artistic study is active, creative and dynamic. Artistic experiences are fluid and responsive to the individual but also provide concrete opportunities to synthesize understandings and find new meanings. By learning within a studio environment, students engage in authentic artistic practice, creation alongside other artists, and become members of an artistic community.

Scope and Sequence (formerly: Learner Outcomes)

The outcomes in Film and Media Art are structured to respond to the call of living a creative life and the development of technical competency as well as creative capacity through engagement in the authentic creative practice of filmmakers and media artists. The essence of creative practice is active, open, process-based learning. The Film and Media Art course requires students to be more than passive viewers or consumers of film and media arts. Students must actively engage in studio practice with film and media arts. This can be accomplished through a wide variety of roles required to create a film: director, writer, concept artist, editor, director of photography, designer, and critic, just to list a few. Because of the wide range of roles involved in creating films and the flexible structure of the learning outcomes, schools have the ability to tailor this course to respond to student interests, school resources and teacher expertise.

Building towards students developing authentic creative practice in film and media arts, the specific outcomes for this course include guiding questions for investigation by students. The action-based outcomes are supported by a continuum of learning that describes what students can do at each grade level in relation to the general outcomes. Using the continuum of learning, teachers will design unique learning opportunities and expectations that respond to students as individuals and the learning context.

Each guiding question can be applied to either a 3 Credit (62.5 hours) or 5 Credit (125) program. What will differentiate these two options from each other is not the learning outcomes, but rather the complexity of task design along the continuum of learning. Teachers will need to consider the following framework when designing opportunities and program expectations:

Guiding Question

1. How might students evaluate and create films and other forms of media arts experiences for the purposes of building technical proficiency, a sense of personal identity as an artist, expression and/or understanding disciplinary theory?

- 3 Credit – 62.5 hours

- o Create short format film and media arts experiences.

- o Demonstrate the skills of research, planning and production separately without creation

and production.

- 5 Credit – 125 hours

- o Create medium and long format film and media arts experiences that connect multiple elements of research, planning and production.

2. How might students respond to and investigate a wide range of films and media arts?

- 3 Credit – 62.5 hours

- o Study films and media arts experiences from more than one time period, country, style or genre.

- o Study of film will focus on short films and excerpts from feature films.

- 5 Credit – 125 hours

- o Study films and media arts experiences from more than one time period, country, style or genre.

- o Study of film will focus on short films and full-length feature films.

3. How might students collaborate with creative teams to learn the roles, language, techniques, and culture of the film industry and media arts discipline?

- 3 Credit – 62.5 hours

- o Collaborate on research, planning and creation of short format film and media arts projects in small creative teams.

- o Engage in at least 2 filmmaking roles leading up to preparation for a multi-stage production.

- 5 Credit – 125 hours

- o Collaborate on research, planning and creation of medium and long format film and media arts projects in large creative teams

- o Engage in at least 3 filmmaking roles during a multi-stage production

LOCALLY DEVELOPED COURSE OUTLINE

Film and Media Art (2021) 15-5

Film and Media Art (2021) 25-5

Film and Media Art (2021) 35-5

Submitted By:

The Sturgeon School Division

Submitted On:

Apr. 19, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
25-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
35-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10

Course Description

Film and Media Art is the exploration of film and media art as an artistic form of expression. This course may be paired with Career and Technology Studies, Drama as well as English Language Arts to provide innovative and unique ways for students to engage in the study of this art form as well as the technological and literary aspects of the medium. The literary and storytelling aspects of film cross over with Language Arts and the technological skills fall within CTS, while Film and Media Art, as a course, is the artistic link that examines the medium as a form of expression.

This course provides an open and active structure for the learning and invites students, with the support of a collaborative community, to engage with ideas, colleagues and audiences through film and media art. To achieve the learning outcomes, students will respond to the guiding questions through creative practice.

Personalized learning occurs through a studio environment in which students engage in deep disciplinary ways of knowing and doing in order to better understand themselves as artists and refine their practice. Flexibility in choice and design allows teachers and students to create avenues of study that meet the personalized needs of each student.

Course Prerequisites

15 | None

25 | Film and Media Art 15

35 | Film and Media Art 25

Sequence Introduction (formerly: Philosophy)

Film and Media Art are highly visible in contemporary culture. The purpose of Film and Media Art is to provide learning experiences where students investigate, explore and create film and media art from an artistic perspective. Students will engage in deepening their knowledge of film through the authentic exploration of the medium. Film and Media Art creates the environment through which students engage and explore contemporary and historical art forms, and create art that integrates narrative, technical and artistic elements. Through authentic learning experiences, students will expand their responsibility to be positive contributors to the quality and richness of Alberta's culture, communities, and society.

The overarching purpose of the Fine Arts is to promote the competencies of creativity and innovation with the aim of living a creative life. Through an artistic lens, students' way of living in the world is fostered through competency-based learning and the cultivation of an adaptive, curious, open, and exploratory approach to life. The personalized, participatory approach fosters an impulse to try, to build, to create, to experiment, to take risks and to be part of something bigger than ourselves.

The means by which students in Fine Arts courses seek to lead a creative life is through engaging in art making and encounters with art and artists in a studio environment. Through active art making and interactions with art and artists, concepts and authentic artistic practice are linked, new connections are made, and skills are developed.

Engaging in art making means undertaking active, creative work that provides the opportunity to express oneself, one's ideas and understandings. In the context of Film and Media Art, art making includes a range of activities which could include film making, filming scenes, experimenting with cameras, storyboarding, story writing, and critiquing. Encounters with art and artists means the thoughtful interaction with work of artists in the field for the purposes of inspiration, analysis, and exploration. Engaging in art making and encounters with art and artists are not mutually exclusive, and typically occur in conjunction with one another.

Within the studio environment of Fine Arts courses, teachers are also students, mentors

and members of an artistic community. They stay abreast of research, issues, events, emerging trends in the field, and guide meaningful learning progressions. Through their creative practice, students develop mastery of tools and techniques, engage with meaningful topics, and develop increasing sophistication and sensitivity in noticing all while working alongside other artists.

Student Need (formerly: Rationale)

Film and Media Art offers the opportunity to engage with the artistic aspects of the film medium. Media art is a significant contemporary and historical art form, and the Film and Media Art course creates an environment in which students engage with the medium. Film can encompass narrative, technical and artistic elements; therefore, this course is designed as the artistic bridge to connect the literary elements within Language Arts and the technological elements within Career and Technology studies.

The structure of this course is meant to foster the central purpose of living a creative life. The Arts are living fields of knowledge that invite a lifetime's study. By nature, artistic study is active, creative and dynamic. Artistic experiences are fluid and responsive to the individual but also provide concrete opportunities to synthesize understandings and find new meanings. By learning within a studio environment, students engage in authentic artistic practice, creation alongside other artists, and become members of an artistic community.

Scope and Sequence (formerly: Learner Outcomes)

The outcomes in Film and Media Art are structured to respond to the call of living a creative life and the development of technical competency as well as creative capacity through engagement in the authentic creative practice of filmmakers and media artists. The essence of creative practice is active, open, process-based learning. The Film and Media Art course requires students to be more than passive viewers or consumers of film and media arts. Students must actively engage in studio practice with film and media arts. This can be accomplished through a wide variety of roles required to create a film: director, writer, concept artist, editor, director of photography, designer, and critic, just to list a few. Because of the wide range of roles involved in creating films and the flexible structure of the learning outcomes, schools have the ability to tailor this course to respond to student interests, school resources and teacher expertise.

Building towards students developing authentic creative practice in film and media arts, the specific outcomes for this course include guiding questions for investigation by students. The action-based outcomes are supported by a continuum of learning that describes what students can do at each grade level in relation to the general outcomes. Using the continuum of learning, teachers will design unique learning opportunities and expectations that respond to students as individuals and the learning context.

Each guiding question can be applied to either a 3 Credit (62.5 hours) or 5 Credit (125) program. What will differentiate these two options from each other is not the learning outcomes, but rather the complexity of task design along the continuum of learning. Teachers will need to consider the following framework when designing opportunities and program expectations:

Guiding Question

1. How might students evaluate and create films and other forms of media arts experiences for the purposes of building technical proficiency, a sense of personal identity as an artist, expression and/or understanding disciplinary theory?

- 3 Credit – 62.5 hours

- o Create short format film and media arts experiences.

- o Demonstrate the skills of research, planning and production separately without creation

and production.

- 5 Credit – 125 hours

- o Create medium and long format film and media arts experiences that connect multiple elements of research, planning and production.

2. How might students respond to and investigate a wide range of films and media arts?

- 3 Credit – 62.5 hours

- o Study films and media arts experiences from more than one time period, country, style or genre.

- o Study of film will focus on short films and excerpts from feature films.

- 5 Credit – 125 hours

- o Study films and media arts experiences from more than one time period, country, style or genre.

- o Study of film will focus on short films and full-length feature films.

3. How might students collaborate with creative teams to learn the roles, language, techniques, and culture of the film industry and media arts discipline?

- 3 Credit – 62.5 hours

- o Collaborate on research, planning and creation of short format film and media arts projects in small creative teams.

- o Engage in at least 2 filmmaking roles leading up to preparation for a multi-stage production.

- 5 Credit – 125 hours

- o Collaborate on research, planning and creation of medium and long format film and media arts projects in large creative teams

- o Engage in at least 3 filmmaking roles during a multi-stage production

LOCALLY DEVELOPED COURSE OUTLINE

Forensic Studies (2021) 25-3

Forensic Studies (2021) 35-3

Submitted By:

The Sturgeon School Division

Submitted On:

Apr. 27, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
25-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G11
35-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G11

Course Description

In Forensic Studies 25-35, students will investigate and evaluate the processes involved in the collection and preservation of crime scene evidence. As students delve into forensic studies, they will investigate and analyze the strengths and limitations of forensic evidence analysis. This course sequence focuses on the ethical considerations involved in the use of forensic evidence. As well, students will explore a variety of occupations and potential career opportunities in the field of forensics.

Forensic Studies (2021) Course Sequences:

Sequence 1:

- Forensic Studies (2021) 25 3 developed by The Edmonton School Division, prerequisite(s): Science 10 or 14

- Forensic Studies (2021) 35 3 developed by The Edmonton School Division, prerequisite: Forensic Studies (2021) 25 3

OR

Sequence 2:

- Forensic Studies (2021) 25 3 developed by The Edmonton School Division, prerequisite(s): Science 10 or 14

- Forensic Studies (2021) 35 5 developed by The Pembina Hills School Division, prerequisite: Forensic Studies (2021) 25 3

Students may not earn credits in both versions of Forensic Studies 35 3 (3 credits) and Forensic Studies 35 5 (5 credits).

Note: Front matter is different between Forensic Studies 25-3 & 35-3 (3 credits) and Forensic Studies 35-5 (5 credits).

Course Prerequisites

Forensic Studies 25 prerequisite: Science 10 or Science 14

Forensic Studies 35 prerequisite: Forensic Studies 25

Sequence Introduction (formerly: Philosophy)

In Forensic Studies 25-35, students use reasoned approaches to the analysis of forensic evidence and the examination of the ethical considerations surrounding the collection and application of forensic evidence. This course sequence supports the development of a variety of competencies. In particular, through the investigation of forensic case studies, students develop science process skills and other key competencies such as critical thinking and managing information. Forensic Studies 25-35 also fosters hands-on problem solving, discovery through inquiry and collaboration. Forensic Studies 25-35 draws on a student's existing curricular knowledge and challenges them to look at problems in a new way, thereby creating unique pathways of thought. Through the study of forensics, students will recognize the importance of having both an open mind and the intellectual flexibility to change their opinions and positions when necessitated by evidence.

Student Need (formerly: Rationale)

Forensic Studies 25-35 is intended to be accessible to both science-minded and creative thinking students who would like to apply scientific principles in real-world settings. This course sequence presents students with an opportunity to take a course that is of interest to them, while also developing a realistic understanding of forensic evidence-gathering techniques and the ethical complexities that confront experts using forensic evidence. Through the exploration of possible career pathways in forensics, students in Forensic Studies 25-35 will develop an accurate and realistic picture of the rigour of the discipline of forensics.

Scope and Sequence (formerly: Learner Outcomes)

Forensic Studies 25

Essential Understanding 1: Applying logical thought and creativity enables us to achieve outcomes, solve problems and develop analytical thinking skills. (Guiding Questions 1 & 3)

Essential Understanding 2: Exploring connections strengthens our understandings of relationships to help us make meaning of the world. (Guiding Questions 5, 7, 9, 11 & 13)

Forensic Studies 35

Essential Understanding 1: Applying logical thought and creativity enables us to achieve outcomes, solve problems and develop analytical thinking skills. (Guiding Questions 2 & 4)

Essential Understanding 2: Exploring connections strengthens our understandings of relationships to help us make meaning of the world. (Guiding Questions 6, 8, 10, 12, 14)

LOCALLY DEVELOPED COURSE OUTLINE

Forensic Studies (2021) 35-5

Submitted By:

The Sturgeon School Division

Submitted On:

May. 4, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
35-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G12

Course Description

In Forensic Studies 35 (5-credit), students will investigate and evaluate the processes involved in the collection and preservation of crime scene evidence. This course allows students to study scientific concepts, technologies, and methods relating to the investigation of crimes leading to solving active cases and cold cases, and overturning wrongful convictions. As students delve into forensic studies, they will investigate and analyze the strengths and limitations of forensic evidence analysis. This course encourages an engaging and interdisciplinary approach to learning.

Forensic Studies (2021) Course Sequences:

Sequence 1:

- Forensic Studies (2021) 25-3 developed by The Edmonton School Division, prerequisite(s): Science 10 or 14

- Forensic Studies (2021) 35-5 developed by The Pembina Hills School Division, prerequisite: Forensic Studies (2021) 25-3

OR

Sequence 2:

- Forensic Studies (2021) 25-3 developed by The Edmonton School Division, prerequisite(s): Science 10 or 14

- Forensic Studies (2021) 35-3 developed by The Edmonton School Division, prerequisite: Forensic Studies (2021) 25-3

Students may not earn credits in both versions of Forensic Studies 35-3 (3credits) and Forensic Studies 35-5 (5 credits).

Note: Front matter is different between Forensic Studies 25-35 (3-credits) and Forensic Studies 35 (5 credits).

Course Prerequisites

Sequence 1:

- Forensic Studies (2021) 25-3 developed by The Edmonton School Division, prerequisite(s): Science 10 or 14
- Forensic Studies (2021) 35-5 developed by The Pembina Hills School Division, prerequisite: Forensic Studies (2021) 25-3

OR

Sequence 2:

- Forensic Studies (2021) 25-3 developed by The Edmonton School Division, prerequisite(s): Science 10 or 14
- Forensic Studies (2021) 35-3 developed by The Edmonton School Division, prerequisite: Forensic Studies (2021) 25-3

Sequence Introduction (formerly: Philosophy)

Forensic Studies 35 (5-credit) offers students an opportunity to study scientific principles and techniques in a highly engaging manner. Learning in this course will begin by students acquiring basic scientific knowledge applicable to forensic science. These scientific principles will then be applied and authenticated by discussing realistic scenarios and by engaging in concrete learning activities. Students will use reasoned approaches to analyze forensic evidence and to examine the ethical considerations surrounding the collection and application of forensic evidence. This course supports many of the elements of the Ministerial Order on Student Learning. In particular, through the investigation of forensic case studies, students develop science process skills and other key competencies, such as critical thinking and managing information. Forensic Studies 35 also fosters problem solving, discovery through inquiry, and collaboration. Forensic Studies 35 draws on a students' existing curricular knowledge and challenges them to look at problems in a new way, thereby creating unique pathways of thought. Through the study of forensics, students will recognize the importance of having both an open mind and the intellectual flexibility to change their opinions and positions when necessitated by evidence.

Student Need (formerly: Rationale)

Forensic Studies 35 (5-credit) will allow students to learn more about this unique and growing field of scientific research. It provides students with a broadened perspective of the field by exposing them to a variety of different types of forensic investigative techniques. It is intended to be accessible to both science-minded and creative-thinking students who would like to apply scientific principles in real-world settings. Forensic Studies 35 (5-credit) presents students with an opportunity to take an elective course that is of interest to them, while also developing a realistic understanding of forensic evidence-gathering techniques and the ethical complexities that confront experts who use forensic evidence. Through the exploration of possible career pathways in forensics, students in Forensic Studies 35 will develop an accurate and realistic picture of the rigour of the discipline of forensics.

Scope and Sequence (formerly: Learner Outcomes)

Essential Understanding 1: Logical procedures and breaking problems into smaller or simpler parts enables us to draw inferences, make predictions, or form conclusions that are reliable and credible.

Essential Understanding 2: Effective collaborative practices and clear organization and presentation of information result in successful and effectual societal processes.

Essential Understanding 3: Choices and actions are affected by cultural or political context and impact the dignity and well-being of individuals or communities.

Guiding Questions (formerly: General Outcomes)

- 1 How can techniques and processes be effectively applied to forensic evidence at crime scenes?**
- 2 How can analytical techniques be effectively applied to forensic evidence?**
- 3 How can techniques and processes be effectively applied to forensic evidence during an autopsy?**
- 4 How can analytical techniques be effectively applied to forensic evidence that has been collected from a secondary crime scene?**
- 5 How can canine forensics be used in an investigation?**
- 6 How can techniques and processes be effectively applied to digital forensic evidence?**
- 7 How can criminal profiling and geographic profiling aid in criminal investigations?**
- 8 How can forensic evidence be used to reconstruct a crime?**
- 9 How can individuals use forensic countermeasures to hinder investigations?**
- 10 With advancements with science and technology, what are some of the emerging technologies that may be used in future forensic analyses?**
- 11 How can forensic evidence be used to persuade outcomes in legal proceedings?**
- 12 Why is it important to consider a variety of perspectives on ethical issues in the field of forensics?**
- 13 How can a field of study evolve over time?**
- 14 How can I expand my knowledge of career opportunities in the field of forensics?**

Learning Outcomes (formerly: Specific Outcomes)

1 How can techniques and processes be effectively applied to forensic evidence at crime scenes?	35-5
1.1 Students apply techniques and processes used to secure, document, and preserve a variety of crime scenes	X
1.2 Students recall techniques and processes used to locate and collect forensic evidence found at a variety of crime scenes	X
1.3 Students apply techniques and processes used to locate and collect forensic evidence found at a variety of crime scenes	X

2 How can analytical techniques be effectively applied to forensic evidence?	35-5
2.1 Recall the type of evidence that can be collected at a crime scene	X
2.2 Students apply a variety of analysis techniques to forensic evidence	X
2.3 Students describe testable inferences (hypotheses) about a crime by applying a variety of forensic analysis techniques	X
2.4 Students compare the effectiveness of a variety of analytical methods used to process forensic evidence	X

3 How can techniques and processes be effectively applied to forensic evidence during an autopsy?	35-5
3.1 Students examine a variety of techniques used to analyze the different types of forensic evidence that is gathered during an autopsy	X
3.2 Students apply a variety of analysis techniques used during an autopsy to predict cause of death	X
3.3 Students apply a variety of analysis techniques used during an autopsy to determine time of death	X

4 How can analytical techniques be effectively applied to forensic evidence that has been collected from a secondary crime scene?	35-5
4.1 Students will differentiate between a primary crime scene and a secondary crime scene	X
4.2 Students will identify and apply forensic evidence that is collected at a secondary crime scene to help identify the location of the primary crime scene	X

5 How can canine forensics be used in an investigation?	35-5
5.1 Students examine techniques and processes used by canine forensics at a variety of crime scenes	X

6 How can techniques and processes be effectively applied to digital forensic evidence?	35-5
6.1 Students examine and apply a variety of techniques used to analyze different types of digital forensic evidence	X
6.2 Students investigate the right to privacy regarding digital materials	X

7 How can criminal profiling and geographic profiling aid in criminal investigations?	35-5
7.1 Students examine and explain the value that criminal profiling and geographic profiling serves in criminal investigations	X

8 How can forensic evidence be used to reconstruct a crime?	35-5
8.1 Students examine relevant forensic evidence and apply a variety of analysis techniques to reconstruct a crime	X

9 How can individuals use forensic countermeasures to hinder investigations?	35-5
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9.1 Students critically analyze a variety of scenarios to determine what measures an individual could take to hinder a forensic investigation	X
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10 With advancements with science and technology, what are some of the emerging technologies that may be used in future forensic analyses?	35-5
10.1 Students will research emerging forensic techniques	X

11 How can forensic evidence be used to persuade outcomes in legal proceedings?	35-5
11.1 Students evaluate how forensic evidence is used effectively in legal proceedings	X
11.2 Students explain the role of forensic evidence in solving active cases, cold cases, and in overturning wrongful convictions	X
11.3 Students investigate the reliability of various forensic techniques	X

12 Why is it important to consider a variety of perspectives on ethical issues in the field of forensics?	35-5
12.1 Students discuss ethical considerations in the analysis of forensic evidence	X
12.2 Students discuss a variety of perspectives regarding the ethics of using biometrics and other investigative techniques	X

13 How can a field of study evolve over time?	35-5
13.1 Students describe the evolution of the field of forensic science	X

14 How can I expand my knowledge of career opportunities in the field of forensics?	35-5
14.1 Students research a career of their choice in the field of forensics that would allow them to participate in a crime scene	X

14.2 Students research a career of their choice in the field of forensics that would allow them to participate in an autopsy	X
14.3 Students research a career of their choice in the field of forensics that would allow them to participate in a digital forensic investigation	X

Facilities or Equipment

Facility

No specific facilities required

Equipment

No specific equipment required

Learning and Teaching Resources

No specific resources required

Sensitive or Controversial Content

Issues of a sensitive or controversial nature may be encountered or explored in this course. Teachers are advised to use their discretion and take the needs of individual students and the local community context into consideration when addressing sensitive or controversial topics or issues.

Issue Management Strategy

Health and Safety

Issues of a sensitive or controversial nature may be encountered or explored in this course. Teachers are advised to use their discretion and take the needs of individual students and the local community context into consideration when addressing sensitive or controversial topics or issues.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Course with Overlap and/or Similarity: Science 6

Identified Overlap/Similarity: Topic D: Evidence and Investigation of Science 6 --General Learner Expectations 6-8 and 6-9 require students to recognize that evidence found at the scene of an activity may have unique characteristics, and they will potentially investigate evidence such as footprints, ink, handwriting, fabric, and fingerprints. This may be seen as overlap with outcomes 1.1, 1.2, 1.3, and 2.2 of Forensic Studies 35.

Reasoning as to Why LDC is Necessary: Elementary students are looking at evidence from simple scenes of human activity, while high school students in Forensic Studies 35 are examining and analyzing evidence found at crime scenes and considering the ethical use of the evidence gathered.

Provincial Course with Overlap and/or Similarity: Science 24

Identified Overlap/Similarity: In Unit C: Disease Defence and Human Health (Science, Technology and Knowledge) Outcome 4 mentions examination of DNA. DNA would be covered in some way in Forensic Studies 35.

Reasoning as to Why LDC is Necessary: None of the Science 24 course is focused on using forensics to examine crime scenes; therefore, Forensic Studies 35 takes an approach that is not covered in Science 24. Forensic Studies 35 focuses on the analysis and comparison of DNA, not on the structure of DNA as is covered in Science 24

Provincial Course with Overlap and/or Similarity: Biology 30

Identified Overlap/Similarity: In Biology 30, there is a genetics/DNA unit, and DNA would certainly come up in Forensic Studies 35.

Reasoning as to Why LDC is Necessary: The DNA discussion in Biology 30 is a study of the structure and replication of DNA and is not focused on its application for solving crimes, whereas that is the cornerstone of Forensic Studies 35.

Provincial Course with Overlap and/or Similarity: Science 30

Identified Overlap/Similarity: In Science 30, there is an examination of DNA, and DNA certainly come up in Forensic Studies 35

Reasoning as to Why LDC is Necessary: The DNA discussion in Science 30 is a study of the structure and replication of DNA and is not focused on its application for solving crimes, while that is the cornerstone of Forensic Studies 35.

Provincial Course with Overlap and/or Similarity: LGS1020, Public Law

Identified Overlap/Similarity: In LGS1020, there is an examination of the laws that protect rights and responsibilities (1.2). Because the ethical use of forensic evidence is discussed in Forensic Studies 35, some discussion of legislation would ensue. As well, in LGS1020, there is the description of the criminal process, which may tangentially be focused on as criminal cases are examined in Forensic Studies 35.

Reasoning as to Why LDC is Necessary: The intention of LGS1020 Public Law is to explore the relationship between the government and the citizen, which is not the intention of Forensic Studies 35. Forensic Studies 35 aims to hone students' critical thinking through the examination of forensic evidence.

Provincial Course with Overlap and/or Similarity: LGS3080 Criminal Law

Identified Overlap/Similarity: Some minor overlap was identified. In LGS3080 (3.7.9), students examine the criminal process and, as part of this, look at some issues related to evidence. The examples are given as "hearsay, prior bad acts". In Forensic Studies 35, students examine forensic evidence that could be used in criminal cases.

Reasoning as to Why LDC is Necessary: Forensic Studies 35 examines the science of forensics and the ethics surrounding the use of evidence, which is not the focus of LGS3080 Criminal Law.

Locally Developed Courses with Overlap and/or Similarity: Forensic Studies 25/35 (3 credit)

Identified Overlap/Similarity: The 5-credit Forensic Studies 35 and the 3-credit course series of Forensic Studies 25/35 certainly do have overlap as they are both concerned with examining forensic evidence.

Reasoning as to Why LDC is Necessary: Forensic science is a vast area of knowledge including, but not limited to, primary crime scenes, secondary crime scenes, psychological forensics, cyber forensics, physical evidence including forensic toxicology autopsy, arson, explosives, forensic ballistics, forensic anthropology, forensic entomology, impressions and marks. Forensic studies 35 (3-credit) has half of the hours, so fewer topics can be covered. A 5-credit course will allow more time so that more forensic topics can be studied. Students with a keen interest in this topic are afforded the opportunity to delve into more topics, such as cyber forensics, which is a burgeoning field that has direct implications to Alberta students current and future lives. The Forensic 25/35 (3-credit) program of studies is very general where any or none of those topics may be studied.

Student Assessment

No specific required assessments

Course Approval Implementation and Evaluation

LOCALLY DEVELOPED COURSE OUTLINE

Instrumental Jazz (2021) 15-3

Instrumental Jazz (2021) 25-3

Instrumental Jazz (2021) 35-3

Submitted By:

The Sturgeon School Division

Submitted On:

Apr. 19, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
25-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
35-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10

Course Description

Instrumental Jazz 15-25-35 is the study of a uniquely North American art form and offers students the opportunity to study the jazz idiom both as a subject in its own right, and as an integral part of the Fine Arts program. Instrumental Jazz 15-25-35 is process driven and is designed as an extension to the Instrumental Music 10-20-30 program, allowing for a deepening of musical skills and new understandings in a performance environment. By working collaboratively in an ensemble setting, students learn to communicate effectively to build understanding, advance learning goals and foster an increased individual contribution within a musical community. Through the practice, performance and critical listening of jazz repertoire, students experience the many historical periods and styles presented by master musicians, composers and arrangers.

Instrumental Jazz 15-25-35 requires a facility with engineered acoustics appropriate for amplified music performance and space to accommodate the ensemble and their equipment. Additionally, acoustically acceptable practise rooms for individualized/small group practice and sectionals are required. Equipment required includes an appropriate instrument standard.

This course has the following health and safety requirement:

There are physical health risks (hearing) related to teaching and learning within the music classroom. Musicians can mitigate this risk by wearing musician's hearing plugs. Music educators should follow complete routine audiometric testing in accordance with OH&S and Board policies.

Course Prerequisites

15: Instrumental Music 10 / None

25: Instrumental Music 20 AND Instrumental Jazz 15

35: Instrumental Music 30 AND Instrumental Jazz 25

Sequence Introduction (formerly: Philosophy)

Jazz is unique musical expression that is recognized as an art form worthy of specific study. Emerging from the roots of jazz are a variety contemporary musical styles that have synthesized into a recognized genre that includes improvising and ensemble playing. The jazz tradition of improvising is, in essence, composing spontaneously, and requires a complete knowledge of historical performance practice, tonal harmony, jazz theory and form, rhythmic and melodic figures, articulation and tone. Ensemble playing requires the same understanding while learning to read and perform other's compositions. Through this musical form students are asked to demonstrate not only technical skill, but creativity in expressing original ideas.

Student Need (formerly: Rationale)

Instrumental Jazz 15-25-35 offers students the opportunity to refine musicianship through skill development, creativity, personal practice, rehearsal and performance. In high school, the Instrumental Jazz 15-25-35 program is a specific discipline and plays an integral part of the Music programs offered to students.

This course is process-driven and gives students the opportunity to focus their learning by exploring and experiencing skills necessary to understand and communicate musically, culminating with performance opportunities. Students will experience the many historical periods and styles characterized by master musicians, composers, and arrangers. This genre is extremely demanding in that it creates opportunities for students to work independently and collaboratively as critical thinkers, performers, and artists. The ensemble and improvisational nature of Instrumental Jazz 15-25-35 fosters creative collaboration, problem-solving and individual responsibility.

Scope and Sequence (formerly: Learner Outcomes)

Instrumental Jazz 15-25-35 provides specific opportunities for the exploration of the unique qualities and skills of jazz musicians. In Instrumental Jazz 15-25-35 students will develop an understanding of, apply, and creatively adapt the aural history of jazz music that has been passed down since its inception in the early 20th Century. Students develop understanding related to complex harmonic structures, chord progressions, rhythmic patterns, stylistic interpretation, and the innovative world of improvisation. Skills sets introduced in the Instrumental Music 10-20-30 courses provide the basis of understanding that in this course will be applied to the unique genre of Jazz.

The learning outcomes of Instrumental Jazz 15-25-35 are intended to be achieved through performance, reflection, and discussion

LOCALLY DEVELOPED COURSE OUTLINE

Instrumental Jazz (2021) 15-5

Instrumental Jazz (2021) 25-5

Instrumental Jazz (2021) 35-5

Submitted By:

The Sturgeon School Division

Submitted On:

Apr. 19, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
25-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
35-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10

Course Description

Instrumental Jazz 15-25-35 is the study of a uniquely North American art form and offers students the opportunity to study the jazz idiom both as a subject in its own right, and as an integral part of the Fine Arts program. Instrumental Jazz 15-25-35 is process driven and is designed as an extension to the Instrumental Music 10-20-30 program, allowing for a deepening of musical skills and new understandings in a performance environment. By working collaboratively in an ensemble setting, students learn to communicate effectively to build understanding, advance learning goals and foster an increased individual contribution within a musical community. Through the practice, performance and critical listening of jazz repertoire, students experience the many historical periods and styles presented by master musicians, composers and arrangers.

Instrumental Jazz 15-25-35 requires a facility with engineered acoustics appropriate for amplified music performance and space to accommodate the ensemble and their equipment. Additionally, acoustically acceptable practise rooms for individualized/small group practice and sectionals are required. Equipment required includes an appropriate instrument standard.

This course has the following health and safety requirement:

There are physical health risks (hearing) related to teaching and learning within the music classroom. Musicians can mitigate this risk by wearing musician's hearing plugs. Music educators should follow complete routine audiometric testing in accordance with OH&S and Board policies.

Course Prerequisites

15: Instrumental Music 10 / None

25: Instrumental Music 20 AND Instrumental Jazz 15

35: Instrumental Music 30 AND Instrumental Jazz 25

Sequence Introduction (formerly: Philosophy)

Jazz is unique musical expression that is recognized as an art form worthy of specific study. Emerging from the roots of jazz are a variety contemporary musical styles that have synthesized into a recognized genre that includes improvising and ensemble playing. The jazz tradition of improvising is, in essence, composing spontaneously, and requires a complete knowledge of historical performance practice, tonal harmony, jazz theory and form, rhythmic and melodic figures, articulation and tone. Ensemble playing requires the same understanding while learning to read and perform other's compositions. Through this musical form students are asked to demonstrate not only technical skill, but creativity in expressing original ideas.

Student Need (formerly: Rationale)

Instrumental Jazz 15-25-35 offers students the opportunity to refine musicianship through skill development, creativity, personal practice, rehearsal and performance. In high school, the Instrumental Jazz 15-25-35 program is a specific discipline and plays an integral part of the Music programs offered to students.

This course is process-driven and gives students the opportunity to focus their learning by exploring and experiencing skills necessary to understand and communicate musically, culminating with performance opportunities. Students will experience the many historical periods and styles characterized by master musicians, composers, and arrangers. This genre is extremely demanding in that it creates opportunities for students to work independently and collaboratively as critical thinkers, performers, and artists. The ensemble and improvisational nature of Instrumental Jazz 15-25-35 fosters creative collaboration, problem-solving and individual responsibility.

Scope and Sequence (formerly: Learner Outcomes)

Instrumental Jazz 15-25-35 provides specific opportunities for the exploration of the unique qualities and skills of jazz musicians. In Instrumental Jazz 15-25-35 students will develop an understanding of, apply, and creatively adapt the aural history of jazz music that has been passed down since its inception in the early 20th Century. Students develop understanding related to complex harmonic structures, chord progressions, rhythmic patterns, stylistic interpretation, and the innovative world of improvisation. Skills sets introduced in the Instrumental Music 10-20-30 courses provide the basis of understanding that in this course will be applied to the unique genre of Jazz.

The learning outcomes of Instrumental Jazz 15-25-35 are intended to be achieved through performance, reflection, and discussion

LOCALLY DEVELOPED COURSE OUTLINE

Leadership, Character ... (2021) 15-3

Leadership, Character ... (2021) 25-3

Leadership, Character ... (2021) 35-3

Submitted By:

The Sturgeon School Division

Submitted On:

May. 4, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
25-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
35-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10

Course Description

The emphasis of the course is leadership, character development and social responsibility in local and global contexts. The students will demonstrate their understanding of the critical values and attitudes needed to become a leader. There are many types of leaders in today's global society. There are positive and negative leadership styles and students will develop an understanding of these, and when they are appropriate and beneficial to use. Students will actively engage in the delivery and scope of this class by leading various in-class and out of class activities, events, and projects. This engagement will empower students to take a leadership role and apply what they have learned throughout their exploration of leadership. Through this involvement, students will also define their leadership style; including their personal interests, passions, and an understanding of their social responsibilities.

Course Prerequisites

The 15-level course is a prerequisite for the 25-level course, and the 25-level course is the prerequisite for the 35-level course.

Sequence Introduction (formerly: Philosophy)

This leadership course is designed to develop essential leadership knowledge and skills with a focus on the development of character. The course endeavours to develop key values, attitudes, and ethics for leadership and for responsible, global citizenship in the future. The focus of this course is on developing an engaged thinker, ethical citizen, and morally responsible and social individual. Students are able to demonstrate leadership in their own pursuits and show how leaders emerge from a variety of settings. A push for action, change, and impact in a local or global community is a key component.

Student Need (formerly: Rationale)

Leadership, Character ... (2021) 15, 25, and 35 is designed to provide students with an opportunity to develop leadership skills and abilities. Most importantly, students will grow and develop as individuals while making a difference in their local and global community. Students need guided opportunities to learn and grow as leaders and to develop a stronger sense of their social responsibilities.

The classroom environment created is safe, caring, and welcoming. This will in turn nurture a collaborative space, allowing students to grow from taking risks towards developing their own personal leadership style. This approach is unique because students are allowed to pursue individual goals through a variety of diverse experiences. Students will take steps outside of their comfort zone to grow into a global leader.

Within local and global communities, leadership is demonstrated through a variety of connections and practical experiences. Leadership students identify needs based on personal interests and then develop strategies to meet those needs; they dedicate their time to leadership initiatives, which allows them to pursue their passions. Leadership extends the student's sense of community, opens their eyes to their potential, and provides opportunities for them to share their successes. Students begin to see how they can shape events rather than be shaped by them.

Desired competencies for our students include collaboration, critical thinking, problem solving, managing information, creativity and innovation, cultural and global citizenship, communication, and personal growth and well-being. This course provides multiple opportunities for students to meaningfully develop these competencies, which will be assets as they continue as citizens of a globalized world.

One advantage of these courses is the opportunity for local autonomy. Teachers are able to individualize learning experiences for students. The sequence of 15-25-35 offers continuity and opportunities for building leadership competencies year to year. Students are able to develop leadership, social responsibility, and character through intentional scaffolded outcomes. There is a focus on personal leadership in a variety of settings rather than on governance, regulations, and procedures.

The second advantage of these courses is to raise importance on cultural awareness/sensitivity, local and global citizenship, and ethics. Students are able to take action on local and global issues that will provide a unique lens and opportunity for student growth, which is not covered to the same extent by other courses.

Scope and Sequence (formerly: Learner Outcomes)

Empower students to understand leadership characteristics in a local and global context, and develop a sense of active social responsibility.

This Essential Understanding spans the three course levels - 15, 25, 35.

LOCALLY DEVELOPED COURSE OUTLINE

Leadership, Character ... (2021) 15-5

Leadership, Character ... (2021) 25-5

Leadership, Character ... (2021) 35-5

Submitted By:

The Sturgeon School Division

Submitted On:

May. 4, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
25-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
35-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10

Course Description

The emphasis of the course is leadership, character development and social responsibility in local and global contexts. The students will demonstrate their understanding of the critical values and attitudes needed to become a leader. There are many types of leaders in today's global society. There are positive and negative leadership styles and students will develop an understanding of these, and when they are appropriate and beneficial to use. Students will actively engage in the delivery and scope of this class by leading various in-class and out of class activities, events, and projects. This engagement will empower students to take a leadership role and apply what they have learned throughout their exploration of leadership. Through this involvement, students will also define their leadership style; including their personal interests, passions, and an understanding of their social responsibilities.

Course Prerequisites

The 15-level course is a prerequisite for the 25-level course, and the 25-level course is the prerequisite for the 35-level course.

Sequence Introduction (formerly: Philosophy)

This leadership course is designed to develop essential leadership knowledge and skills with a focus on the development of character. The course endeavours to develop key values, attitudes, and ethics for leadership and for responsible, global citizenship in the future. The focus of this course is on developing an engaged thinker, ethical citizen, and morally responsible and social individual. Students are able to demonstrate leadership in their own pursuits and show how leaders emerge from a variety of settings. A push for action, change, and impact in a local or global community is a key component.

Student Need (formerly: Rationale)

Leadership, Character ... (2021) 15, 25, and 35 is designed to provide students with an opportunity to develop leadership skills and abilities. Most importantly, students will grow and develop as individuals while making a difference in their local and global community. Students need guided opportunities to learn and grow as leaders and to develop a stronger sense of their social responsibilities.

The classroom environment created is safe, caring, and welcoming. This will in turn nurture a collaborative space, allowing students to grow from taking risks towards developing their own personal leadership style. This approach is unique because students are allowed to pursue individual goals through a variety of diverse experiences. Students will take steps outside of their comfort zone to grow into a global leader.

Within local and global communities, leadership is demonstrated through a variety of connections and practical experiences. Leadership students identify needs based on personal interests and then develop strategies to meet those needs; they dedicate their time to leadership initiatives, which allows them to pursue their passions. Leadership extends the student's sense of community, opens their eyes to their potential, and provides opportunities for them to share their successes. Students begin to see how they can shape events rather than be shaped by them.

Desired competencies for our students include collaboration, critical thinking, problem solving, managing information, creativity and innovation, cultural and global citizenship, communication, and personal growth and well-being. This course provides multiple opportunities for students to meaningfully develop these competencies, which will be assets as they continue as citizens of a globalized world.

One advantage of these courses is the opportunity for local autonomy. Teachers are able to individualize learning experiences for students. The sequence of 15-25-35 offers continuity and opportunities for building leadership competencies year to year. Students are able to develop leadership, social responsibility, and character through intentional scaffolded outcomes. There is a focus on personal leadership in a variety of settings rather than on governance, regulations, and procedures.

The second advantage of these courses is to raise importance on cultural awareness/sensitivity, local and global citizenship, and ethics. Students are able to take action on local and global issues that will provide a unique lens and opportunity for student growth, which is not covered to the same extent by other courses.

Scope and Sequence (formerly: Learner Outcomes)

Empower students to understand leadership characteristics in a local and global context, and develop a sense of active social responsibility.

This Essential Understanding spans the three course levels - 15, 25, 35.

LOCALLY DEVELOPED COURSE OUTLINE

Musical Theatre 15-3

Musical Theatre 25-3

Musical Theatre 35-3

Submitted By:

The Sturgeon School Division

Submitted On:

Mar. 30, 2016

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2016	08/31/2022	Acquired	Reauthorization	G10 G11 G12
25-3	62.50	09/01/2016	08/31/2022	Acquired	Reauthorization	G10 G11 G12
35-3	62.50	09/01/2016	08/31/2022	Acquired	Reauthorization	G10 G11 G12

Course Description

The Musical Theatre courses, 15/25/35 will focus on all components of performance within dance, drama and music. The co-requisites of Dance Drama and Choral will provide an enhanced experience for students to better understand the synergy of the three disciplines of musical theatre. The students enrolled in this course will learn to work as a repertory company promote an entrepreneurial spirit through collaborating with community arts partners. And will also become aware of and perform all costume/makeup requirements of their characters. Research will be done in the historical content including scripts and all materials used.

Course Prerequisite

There is no formal prerequisite at the 15 level, but it is recommended that the student be registered in, or have credit in Drama 10, Choral 10, Dance 15 or have Departmental Approval.

Musical Theatre 15 is the prerequisite for Musical Theatre 25, and Musical Theatre 25 is the prerequisite for Musical Theatre 35.

Sequence Introduction (formerly: Philosophy)

It is expected that competencies in all dance, drama and vocal disciplines will become developed through **project work and/or performance**. The program will foster an appreciation for the form and a professional attitude towards performance, preparing students for postsecondary and life-long theatre and performance experiences.

Student Need (formerly: Rationale)

The musical theatre program aims to provide integrated study in dance, drama and vocal music for students who seek the challenge of making a serious commitment to performance.

Scope and Sequence (formerly: Learner Outcomes)

The goals and objectives of Musical Theatre are:

To understand the multi-disciplinary nature of the Musical Theatre form.

To acquire and practice techniques and skills which enable one to become a competent singer, dancer and actor.

To develop a sense of ensemble work through making a personal commitment to share the responsibilities and obligations necessary to performance. The prerequisite or co-requisite for Musical Theatre 15 is Dance 10, Drama 10, Music 10C or Department approval. Musical Theatre 15 is the prerequisite for Musical Theatre 25. Musical Theatre 25 is the prerequisite for Musical Theatre 35. Although Musical Theatre may reinforce some learner expectations specified in secondary Dance, Drama and Music Programs of Studies, this course clearly differs as all three disciplines are learned in the context of integrated studies. The focus is on all the components of performance: dance, drama and music. Students may be required to audition for placement in this course. Students enrolled in Musical Theatre 15, 25, 35 will learn to work as a company. In addition to performance, students will be expected to contribute to other aspects of Musical Theatre production.

Because Musical Theatre is performance based, the sequence of learner expectations must be repeated, enhanced and extended throughout the three levels of the course.

In addition to extending their skill levels, students will be expected to assume increasing responsibility over the three-year program.

Musical Theatre 35 (3 credit) may provide individual students with opportunities to **set stage direction, musical direction and choreography** for a musical theatre number.

LOCALLY DEVELOPED COURSE OUTLINE

Musical Theatre 15-5

Musical Theatre 25-5

Musical Theatre 35-5

Submitted By:

The Sturgeon School Division

Submitted On:

Mar. 30, 2016

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2016	08/31/2022	Acquired	Reauthorization	G10 G11 G12
25-5	125.00	09/01/2016	08/31/2022	Acquired	Reauthorization	G10 G11 G12
35-5	125.00	09/01/2016	08/31/2022	Acquired	Reauthorization	G10 G11 G12

Course Description

The Musical Theatre courses, 15/25/35 will focus on all components of performance within dance, drama and music. The co-requisites of Dance Drama and Choral will provide an enhanced experience for students to better understand the synergy of the three disciplines of musical theatre. The students enrolled in this course will learn to work as a repertory company promote an entrepreneurial spirit through collaborating with community arts partners. And will also become aware of and perform all costume/makeup requirements of their characters. Research will be done in the historical content including scripts and all materials used.

Course Prerequisite

There is no formal prerequisite at the 15 level, but it is recommended that the student be registered in, or have credit in Drama 10, Choral 10, Dance 15 or have Departmental Approval.

Musical Theatre 15 is the prerequisite for Musical Theatre 25, and Musical Theatre 25 is the prerequisite for Musical Theatre 35.

Sequence Introduction (formerly: Philosophy)

It is expected that competencies in all dance, drama and vocal disciplines will become developed through **project work and/or performance**. The program will foster an appreciation for the form and a professional attitude towards performance, preparing students for postsecondary and life-long theatre and performance experiences.

Student Need (formerly: Rationale)

The musical theatre program aims to provide integrated study in dance, drama and vocal music for students who seek the challenge of making a serious commitment to performance.

Scope and Sequence (formerly: Learner Outcomes)

The goals and objectives of Musical Theatre are:

To understand the multi-disciplinary nature of the Musical Theatre form.

To acquire and practice techniques and skills which enable one to become a competent singer, dancer and actor.

To develop a sense of ensemble work through making a personal commitment to share the responsibilities and obligations necessary to performance. The prerequisite or co-requisite for Musical Theatre 15 is Dance 10, Drama 10, Music 10C or Department approval. Musical Theatre 15 is the prerequisite for Musical Theatre 25. Musical Theatre 25 is the prerequisite for Musical Theatre 35. Although Musical Theatre may reinforce some learner expectations specified in secondary Dance, Drama and Music Programs of Studies, this course clearly differs as all three disciplines are learned in the context of integrated studies. The focus is on all the components of performance: dance, drama and music. Students may be required to audition for placement in this course. Students enrolled in Musical Theatre 15, 25, 35 will learn to work as a company. In addition to performance, students will be expected to contribute to other aspects of Musical Theatre production.

Because Musical Theatre is performance based, these sequence of learner expectations must be repeated, enhanced and extended throughout the three levels of the course.

In addition to extending their skill levels, students will be expected to assume increasing responsibility over the three-year program.

Musical Theatre 35 (3 credit) may provide individual students with opportunities to **set stage direction, musical direction and choreography** for a musical theatre number.

LOCALLY DEVELOPED COURSE OUTLINE

Vocal Jazz (2021) 15-5

Vocal Jazz (2021) 25-5

Vocal Jazz (2021) 35-5

Submitted By:

The Sturgeon School Division

Submitted On:

Apr. 19, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
25-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
35-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10

Course Description

Vocal Jazz offers students the opportunity to study Jazz as a vocal subject in its own right. A comprehensive music program includes Jazz as a separate and unique genre of study. Vocal Jazz is the study of a uniquely North American art form that tells the vital history of people. In this musical form, the human voice becomes the instrument of delivery. Several vocal skills introduced in the Choral 10-20-30 are built upon in Vocal Jazz however, with specific emphasis on genre-specific theory, techniques, and improvisation throughout a variety of jazz genres including, but not limited to, blues, bossa, latin, swing, and bebop.

Vocal Jazz 15-25-35 is process-driven and gives students the opportunity to develop skills necessary to understand and communicate musically, culminating with ensemble performance opportunities. Students develop individual and collaborative goals as they participate in and refine practice routines, rehearsal, and performance. Vocal Jazz encourages specific development of listening skills, aural skills, and Jazz theory which involves balancing chords, listening through a sound system, executing proper mic techniques, building chords with extensions, and understanding and interpreting alternate scales.

Vocal Jazz 15-25-35 requires an acoustically appropriate facility large enough to accommodate the ensemble and the following technical equipment which is necessary for enhancing the subtleties of the Jazz style: piano/keyboard, Audio system, PA system, cables, speakers, and hand-held microphones.

This course requires the following facilities and equipment:

An acoustically appropriate learning environment large enough to comfortably accommodate a vocal jazz class

Engineered acoustics in the room that is appropriate for amplified music performance. This acoustical requirement is essential for the delivery of the course content as well as the health and well-being of students and teaching staff.

Piano/keyboard

Good quality audio stereo system

Public address (PA) system: which may include: 24 channel mixing board, full range speaker system, monitor speaker system, equalizer, digital effect processor, snake, cables, speakers.

Industry standard, hand-held vocal microphones

Course Prerequisites

15: none

25: Vocal Jazz 15

35: Vocal Jazz 25

Sequence Introduction (formerly: Philosophy)

Jazz is recognized as a true North American art form that continues to evolve with each new musician. The jazz tradition of improvising is composing spontaneously based on a variety of Jazz forms including blues, bossa, latin, swing, bebop. Through these musical forms, students are asked to demonstrate not only technical skill, but creativity in expressing original ideas.

This course is process-driven and gives students the opportunity to focus their learning by exploring and experiencing skills necessary to understand and communicate musically, culminating with performance opportunities. Vocal Jazz is an intimate experience for musicians and audiences, and the selections of music, practiced and performed, reflect this intimacy. The ensemble nature of Vocal Jazz fosters creative collaboration, problem-solving and individual responsibility.

Student Need (formerly: Rationale)

Vocal Jazz provides specific opportunities for the development of the unique qualities and skills of jazz musicians. In Vocal Jazz, students develop an understanding of, apply, and creatively adapt the aural history of jazz music that has been passed down since its inception in the early 20th Century. Vocal Jazz is a specific discipline, separate from Choral Music and Choir, and plays an integral part of the Music programs offered to students. The jazz sound is separate and unique as compared the choir sound and the development of this sound requires specific time and attention in study. As such, a separate course is needed by those students who either wish to study jazz separate from choral music/choir or would like to study jazz in addition to choral music/choir. The intent of this course is to provide students the opportunity to master Jazz forms which cannot be achieved through an optional module within Choral Music and Choir.

Through Vocal Jazz, students develop understanding related to complex harmonic structures and rhythms, stylistic interpretation, vocal blend, and microphone and vocal techniques such as straight tone, modified vowels, and resonance. The added complexity and needed adjustments that microphone singing demands also warrants specific attention through a locally developed course. Through Vocal jazz, students develop skills in phrasing, shading, rhythm, enunciation, accentuation and vocal production that are specific to microphone singing and not developed in choral/choir classes (Pleasants, 1974). Through the practice, performance and critical listening of jazz repertoire, students experience the many historical periods and styles (including but not limited to blues, bossa, latin, swing, and bebop) presented by master musicians, composers, and arrangers. The depth and breadth of Jazz styles cannot be fully examined through a general or choral music program.

Through participation in Vocal Jazz ensembles, students build confidence in their interactions with others while embracing the diverse abilities of their peers. The ensemble nature of Vocal Jazz fosters creative collaboration, leadership, communication, problem-solving, self-expression, and individual responsibility. By working collaboratively in a jazz ensemble, students learn to communicate effectively to build understanding, advance learning goals and foster an increased individual contribution within a musical community.

Pleasants, Henry. *The Great American Popular Singers*. New York: Simon and Schuster, 1974.

Scope and Sequence (formerly: Learner Outcomes)

Vocal Jazz 15-25-35 fosters the development of creative and collaborative competencies through active participation in ensembles. The essential understandings focus on how the elements of music are related to communication and expression by individual musicians and the ensemble as a whole. The focus of each course is performance-based with outcomes that promote increased musical understanding, awareness, and interaction. **The learning outcomes of Vocal Jazz 15-25-35 are intended to be achieved through performance, reflection, and discussion.**

LOCALLY DEVELOPED COURSE OUTLINE

Workplace Essential Skills (2021) 25-5

Workplace Essential Skills (2021) 35-5

Submitted By:

The Sturgeon School Division

Submitted On:

Apr. 19, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
25-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G11
35-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G11

Course Description

Workplace Essential Skills 25-35 provides students with opportunities to develop workplace skills that are essential as they prepare to enter the world of work and/or technical training. Workplace Essential Skills 25-35 focuses on the workplace environment, providing students with opportunities to engage in relevant and real-life learning in different workplace contexts.

Course Prerequisites

Workplace Essential Skills 25 prerequisite: any **one** of the following courses:

- English Language Arts 10-4
- English Language Arts 10-2
- English Language Arts 10-1
- Mathematics 10-4
- Mathematics 10-3
- Mathematics 10C

Workplace Essential Skills 35 prerequisite: Workplace Essential Skills 25

Sequence Introduction (formerly: Philosophy)

Workplace Essential Skills 25-35 provides students with opportunities to develop workplace skills that are essential as they prepare to enter the world of work and/or technical training. In Workplace Essential Skills 25-35, students are encouraged to reflect on their individual strengths and workplace readiness. This course sequence supports the development of a variety of competencies. Through an examination of various workplace texts and contexts, students in Workplace Essential Skills 25-35 will have opportunities to develop critical thinking, problem solving, literacy and numeracy skills. This course sequence also focuses on developing effective interpersonal communication skills and collaboration.

Student Need (formerly: Rationale)

Workplace Essential Skills 25-35 is designed to provide opportunities for students at risk of not completing high school to develop essential workplace skills, thereby preparing them for employment and lifelong learning. Outcomes in this course sequence address the knowledge, understanding, skills and attitudes that students may need as they pursue further studies, training and employment. Workplace Essential Skills 25-35 focuses on the workplace environment, providing students with opportunities to engage in relevant and real-life learning in different workplace contexts. It is unique in that it prepares students to potentially write and receive certification for the Test of Workplace Essential Skills (TOWES), which is a nationally accepted test that measures essential skills in the workplace.

Scope and Sequence (formerly: Learner Outcomes)

Workplace Essential Skills 25

Essential Understanding 1: Exploring connections strengthens our understandings of relationships to help us make meaning of the world of work. (Guiding Questions 1, 3 & 5)

Essential Understanding 2: Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways. (Guiding Questions 7, 9 & 11)

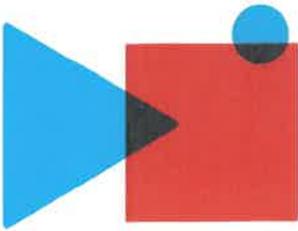
Essential Understanding 3: Applying financial literacy and numeracy in the workplace enables us to achieve outcomes and solve problems. (Guiding Question 13)

Workplace Essential Skills 35

Essential Understanding 1: Exploring connections strengthens our understandings of relationships to help us make meaning of the world of work. (Guiding Questions 2, 4 & 6)

Essential Understanding 2: Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways. (Guiding Questions 8, 10 & 12)

Essential Understanding 3: Applying financial literacy and numeracy in the workplace enables us to achieve outcomes and solve problems. (Guiding Question 14)



B O A R D
MEMORANDUM

Date: May 12, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Liliana LeVesconte, Secretary Treasurer, Corporate Services
Subject: Policy 430 Trustee Remuneration and Expense Reimbursement

Background:

On April 1, 2021, the Alberta Treasury Board and Finance updated Directive 05/2020 with respect Travel, Meal and Hospitality Expenses. The Directive is specific to Superintendents of Schools. A specific change to this directive is that effective April 1, 2021, Superintendents will no longer be able to submit receipts as per Section 9(2) of the directive for meals. With this change, meal allowances, i.e. per diems, will continue to be claimed while traveling on school business but receipts for meals incurred while traveling on school business cannot be submitted for reimbursement.

Administration recommends that all our Travel, Meal and Hospitality expense policies and procedures be update with this change. Policy 430 has been updated for your review.

Administration is prepared to respond to questions at the May 12, 2021, Committee of the Whole Meeting.

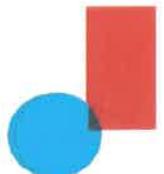
Recommendation:

That the Board Approve in principle Policy 430 Trustee Remuneration and Expense Reimbursement and forward to the May 26, 2021, Public Board Meeting for final approval.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment



Trustee Remuneration and Expense Reimbursement

EFFECTIVE: ~~April 24~~ May 19, 2019 ~~2021~~ REVISED: ~~January 29, 2020~~ April 2021 REVIEW: ~~2023~~ 2024-
2024 2025

1.0 POLICY

The Board believes that Trustees of the Division who incur expenses in carrying out their authorized duties should be reimbursed by the Division upon submission of an approved expense claim.

The Board will establish guidelines and procedures for the reimbursement of approved expenses from annual budget allocations. The Chair will approve Trustee and Superintendent/CEO expenses. The Vice Chair will approve Chair expenses.

Trustee remuneration shall change at the same rate and at the same time as changes to the salary scales contained in the General Employment Conditions.

2.0 GUIDELINES

- 2.1 Trustees carrying out their authorized duties will be expected to exercise the same care in incurring expenses that a prudent person would exercise in travelling on personal business.
- 2.2 Approved expenses incurred by Trustees will be reimbursed in accordance with the requirements and subject to the limitation specified in the guidelines and procedures.
- 2.3 Advances will not be paid to cover any approved expenses.
- 2.4 Claims for reimbursement of expenses should be submitted promptly and within one (1) month of the expenses being incurred.
- 2.5 All expense reimbursement claims must be on an individual Trustee basis other than expenses incurred pursuant to Guideline 2.6.
- 2.6 A Division credit card will be provided to the Board Chair upon request.
 - 2.6.1 Expenses incurred and charged to such credit cards shall be in line with the intent of this policy.
- 2.7 Approved expenses will be reimbursed for the following activities:
 - 2.7.1 Attendance at conferences, workshops, seminars and meetings, when such attendance has been approved by the Board for Trustee attendance.
 - 2.7.2 Other approved activities carried out by Trustees in the performance of their duties, e.g. Board appointees to Ad Hoc Committees or other organizations.

References: Board Procedures Regulation 82/2019
[Treasury Board Directive 05/2020](#)

Administrative Procedures: AP425– Purchasing Authority and Procedure
AP435– Employee Expense Claims and Reimbursement

Trustee Remuneration and Expense Reimbursement

EFFECTIVE: ~~April 24~~ May 19, 2019 ~~2021~~ REVISED: ~~January 29, 2020~~ April 2021 REVIEW: ~~2023~~ 2024-
2024 ~~2025~~

2.8 Approved expenses will be reimbursed at the rates set out in an exhibit applicable to this policy.

3.0 PROCEDURES

3.1 Claims for the reimbursement of approved expenses are to be submitted for payment to the Superintendent/CEO or designate. Questions will be directed to the Board Chair.

4.0 EXHIBIT

4.1 Approved expenses will be paid at the following rates:

4.1.1 Actual distance travelled in Alberta in the Trustee's vehicle, at the approved Canada Customs and Revenue Agency rate.

4.1.2 Actual voucher expenses for travel incurred by means other than the use of the Trustee's vehicle – receipts required.

~~4.1.3 Actual voucher subsistence expenses for approved conferences, workshops, seminars and meetings.~~

~~4.1.3 Meal Allowances at \$10.00~~ 9.20 for breakfast, ~~\$14.00~~ 11.60 for lunch and ~~\$22.00~~ 20.75 for dinner where vouchers are not available. Meal allowances are subject to the following time frames:

~~4.1.3.1 for breakfast, if the departure time is 7:30 a.m. or earlier or the return time is 7:30 a.m. or later, or~~

~~4.1.3.2 for lunch, if the departure time is 1:00 p.m. or earlier or the return time is 1:00 p.m. or later, or~~

~~4.1.3.3 for dinner, if the departure time is 6:30 p.m. or earlier or the return time is 6:30 p.m. or later.~~

~~4.1.4~~

4.2 Standard per kilometer distances between schools, Central Office and Edmonton have been established and are to be applied when seeking reimbursement of approved expenses. A chart showing these distances is attached to this policy.

~~4.3.3 Mileage for use of private vehicle is to be reimbursed at \$0.505 per kilometer driven.~~

~~4.3.4~~ A general expense allowance determined annually as part of the budget process.

References: Board Procedures Regulation 82/2019
Treasury Board Directive 05/2020

Administrative Procedures: AP425– Purchasing Authority and Procedure
AP435– Employee Expense Claims and Reimbursement

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Trustee Remuneration and Expense Reimbursement

EFFECTIVE: ~~April 24, 2019~~ May 19, 2019 ~~2021~~ REVISED: ~~January 29, 2020~~ April 2021 REVIEW: ~~2023~~ 2024-
2024 2025

EXHIBIT

Trustee Remuneration		
Chair		\$22,000
Vice Chair		\$21,000
Trustees	(5x 20,000)	\$100,000
Professional Development	(7 x 3,400)	\$23,800

GUIDELINES FOR TRUSTEE EXPENSE AND PER DIEM CLAIMS

The following expenses and per diems are payable by the Board. In the case of any uncertainty, the claim will be referred to the Chair for decision. Claims for expenses other than below will be subject to prior Board approval.

1. Expenses
 - Kilometer Allowances
 - Committee Meetings
 - School Council Meetings
 - ASBA, PSBAA, Zone 2/3, Admin Council, Morinville Rotary, local Chamber of Commerce
 - Board Retreats
 - Conferences, Workshops, Seminars
 - Joint Use Meetings
 - Board Approved Business
 - Graduation/Year End Exercises (tickets included)
 - School Concerts, Plays, Music Events, etc.
 - School Awards

Expenses – Meals, Accommodation, Telephone, Parking, Taxi

2. Per Diem
 - Board Retreats
 - Conferences, Workshops, Seminars, etc.
 - ASBA, PSBAA, Zone 2/3, Admin Council
 - Board Approved Business (Prior Approval)
 - Discipline Hearings
 - Community Services Advisory Board
 - Negotiations – 7th Meeting Onward (including 7th meeting)
 - NOTE: Does Not Include Task Group

Effective September 1, 2018

Per Diem - Full Day – \$150.00 – greater than four hours (home to home)
 - Half Day – \$ 75.00

References: Board Procedures Regulation 82/2019
 Treasury Board Directive 05/2020
Administrative Procedures: AP425– Purchasing Authority and Procedure
 AP435– Employee Expense Claims and Reimbursement

Trustee Remuneration and Expense Reimbursement

EFFECTIVE: ~~April 24, 2019~~ May 19, 2019 ~~2021~~ REVISED: ~~January 29, 2020~~ April 2021 REVIEW: ~~2023~~ 2024-
2024 2025

References: Board Procedures Regulation 82/2019
Treasury Board Directive 05/2020
Administrative Procedures: AP425- Purchasing Authority and Procedure
AP435- Employee Expense Claims and Reimbursement

Trustee Remuneration and Expense Reimbursement

EFFECTIVE: April 24, 2019

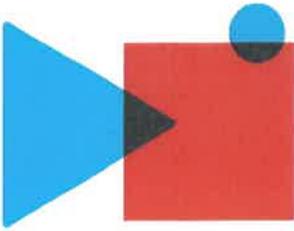
REVISED:

REVIEW: 2023-2024

Bon Accord	18	39	20	32	30	0	19	2	26	13	24	11	45	32	39	32	35	
Camilla	18	26	32	68	66	35	31	37	21	47	36	45	40	31	34	14		35
Colony	23	42	43	69	67	32	42	34	37	45	47	43	53	41	48		14	32
*Edmonton Central	34	20	22	64	62	39	21	41	53	40	18	38	7	8		48	34	39
*Edmonton North	34	16	15	59	57	32	14	34	46	39	13	37	14		8	41	31	32
*Edmonton South	40	31	28	72	70	45	27	47	59	49	24	46		14	7	53	40	45
Gibbons	27	47	26	27	25	11	27	10	32	2	31		46	37	38	43	45	11
Guthrie	26	20	5	56	54	24	5	26	38	33		31	24	13	18	47	36	24
Landing Trail	29	49	28	29	27	13	29	12	33		33	2	49	39	40	45	47	13
Legal	21	40	33	56	54	26	33	25		33	38	32	59	46	53	37	21	26
Lilian Schick	20	41	22	31	29	2	21		25	12	26	10	47	34	41	34	37	2
Namao	21	21	1	51	49	19		21	33	29	5	27	27	14	21	42	31	19
Oak Hill	18	39	20	32	30		19	2	26	13	24	11	45	32	39	32	35	0
Ochre Park	50	69	48	2		30	49	29	54	27	54	25	70	57	62	67	66	30
Redwater	52	71	50		2	32	51	31	56	29	56	27	72	59	64	69	68	32
S.C.H.S.	22	22		50	48	20	1	22	33	28	5	26	28	15	22	43	32	20
Sturgeon Heights	21		22	71	69	39	21	41	40	49	20	47	31	16	20	42	26	39
CO/MLC/EMPS Four Winds		21	22	52	50	18	21	20	21	29	26	27	40	34	34	23	18	18
	CO/MLC/EMPS/ Four Winds	St. Heights	S.C.H.S.	Redwater	Ochre Park	Oak Hill	Namao	Lilian Schick	Legal	Landing Trail	Guthrie	Gibbons	Edmonton South	Edmonton North	Edmonton Central	Colony	Camilla	Bon Accord

* The address used for mileage: **Edmonton North - 9450 – 137 Avenue**
Edmonton Central - 10088 – 108 Street
Edmonton South - 5015 – 111 Street

References: Administrative Procedures: AP425 – Purchasing Authority and Procedure
 AP435– Employee Expense Claims and Reimbursement



B O A R D
MEMORANDUM

Date: May 12, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Shawna Walter, Associate Superintendent, Education Services
Subject: Policy 900 – Student Conduct –
Feedback from School Councils/School Council Members

Background:

At the March 24, 2021 Board Meeting, Administration was requested to obtain feedback from Grades 7 – 12 School Councils with respect to *Policy 900 – Student Conduct and Discipline*.

Attached is a copy of the proposed revisions. Also attached for information is *Administrative Procedure 900 – Student Conduct*.

Administration is prepared to respond to questions at the May 12, 2021, Committee of the Whole Meeting.

Recommendation:

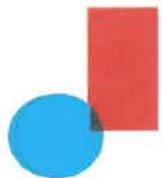
That the Board of Trustees review *Policy 900 – Student Conduct and Discipline* and refer the Policy to the May 26, 2021, Public Board Meeting.

Sincerely,



Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment



Student Conduct and Discipline

EFFECTIVE: March 27, 2019

REVISED: March 25, 2020

REVIEW: 2020-2021

1.0 POLICY

Policy 900 shall be reviewed by the Board of Trustees on an annual basis and shall be publicly available on Sturgeon Public Schools web site.

The Board believes that each student and staff member has the right to learn and work in an environment that promotes: equity, diversity, inclusion and human rights.

The Board believes that to maintain a welcoming, caring, respectful and safe learning and working environment, students must attend school regularly, be punctual, diligent in their studies, and be respectful and considerate to everyone in the school community.

The Board believes that parents and guardians are partners in education and expects that they will support the schools in ensuring a welcoming, caring, respectful and safe working and learning environment.

2.0 DEFINITIONS

- 2.1** Bullying: Repeated and hostile or demeaning behavior by an individual in the school community where the behavior is intended to cause harm, fear or distress to one or more individuals in the school community, including psychological harm or harm to an individual's reputation.
- 2.2** Diversity: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sexual orientation, and socio-economic status.
- 2.3** Discrimination is an action or a decision that treats a person or a group badly for reasons such as their race, age or disability. The Human Rights Act lists as grounds for which discrimination is prohibited: national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability and conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered.

References: Policy 115 - Sexual Orientation, Gender Identity, and Gender Expression
Policy 120 - Harassment Policy
Policy 230 - Board Committees and Appointed Representation
Administrative Procedure: AP900 – Student Conduct
Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 197
Alberta Human Rights Act
Freedom of Information and Protection of Privacy Act
Prevention of Youth Tobacco Use Regulation 149/2003
Tobacco Reduction Act
Vision, Mission and Values Statement



Student Conduct and Discipline

EFFECTIVE: March 27, 2019

REVISED: March 25, 2020

REVIEW: 2020-2021

- 2.4 Harassment: Harassment is a form of discrimination. It includes any unwanted physical or verbal behavior that offends or humiliates you. Generally, harassment is a behavior that persists over time. Serious one-time incidents can also sometimes be considered harassment.
- 2.5 Illicit: all prohibited substances, which include but are not limited to, illegal drugs as defined in the Controlled Drugs and Substances Act. Examples include: Methamphetamines, Cocaine, Ecstasy and Heroin.
- 2.6 Restricted/Prohibited: controlled legal substances which have parameters for legal use. Examples include, but are not limited to, Tylenol 3, Benzodiazepines, Barbiturates, Cannabis, tobacco and tobacco-like products.

3.0 GUIDELINES

- 3.1 Each school shall develop a code of student conduct to be reviewed annually by the Superintendent/CEO or designate.
 - 3.1.1 Principals will review the Code of Student Conduct with School Council annually.
 - 3.1.2 Principals will review the Code of Student Conduct with students annually.
- 3.2 The Board believes that students must comply with school rules set out in the school's code of student conduct.
- 3.3 The Board prohibits bullying, harassing, discriminatory, and violent behaviors and expects allegations of such behavior to be investigated in a timely and respectful manner.
- 3.4 Attendance
 - 3.4.1 The Board believes that regular attendance is a significant contributing factor to student learning and therefore that students enrolled in school should attend on a regular basis.
 - 3.4.2 The Board believes that, although student attendance is primarily the responsibility of the student and the parent/guardian, the school has a responsibility to encourage student attendance.

References: Policy 115 - Sexual Orientation, Gender Identity, and Gender Expression
 Policy 120 - Harassment Policy
 Policy 230 - Board Committees and Appointed Representation
 Administrative Procedure: AP900 – Student Conduct
 Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 197
 Alberta Human Rights Act
 Freedom of Information and Protection of Privacy Act
 Prevention of Youth Tobacco Use Regulation 149/2003
 Tobacco Reduction Act
 Vision, Mission and Values Statement

Student Conduct and Discipline

EFFECTIVE: March 27, 2019

REVISED: March 25, 2020

REVIEW: 2020-2021

3.5 Illicit, Prohibited and Restricted Substances

- 3.5.1 The possession, distribution and/or use of illicit, prohibited and restricted substances are forbidden.
- 3.5.2 The Board believes that the Division, in co-operation with families, community and law enforcement agencies, has a responsibility to:
- 3.5.2.1 Ensure all division schools, grounds and school sponsored events are designated smoke, vape and tobacco free environments.
 - 3.5.2.2 Educate students regarding illicit, prohibited and restricted substance abuse.
 - 3.5.2.3 Ensure that students who are under the influence of illicit, prohibited or restricted substances or possess drug paraphernalia while under school supervision receive appropriate consequences, which may include recommendation for expulsion.
 - 3.5.2.4 Ensure that students who possess illicit, prohibited or restricted substances ~~and/or distribute illicit, prohibited or restricted substances~~ while under school supervision ~~are recommended for an expulsion~~ receive appropriate consequences, which may include recommendation for expulsion.
 - 3.5.2.5 Ensure that students who distribute illicit, prohibited or restricted substances while under school supervision are recommended for expulsion.
- 3.5.3 Principals shall take disciplinary action with a student found at school or at a school sanctioned activity, who has consumed, is under the influence of, is in possession of, or is distributing illicit, prohibited or restricted substances.

- 3.6 Students will be held responsible and accountable to Sturgeon Public Schools and its agents for their behavior and conduct beyond the hours of school operation, if that behavior or conduct has a connection back to the school and demonstrated detrimental impact on the welfare of individual students.

3.7 Suspension/Expulsion

References: Policy 115 - Sexual Orientation, Gender Identity, and Gender Expression
Policy 120 - Harassment Policy
Policy 230 - Board Committees and Appointed Representation
Administrative Procedure: AP900 – Student Conduct
Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 197
Alberta Human Rights Act
Freedom of Information and Protection of Privacy Act
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Student Conduct and Discipline

EFFECTIVE: March 27, 2019

REVISED: March 25, 2020

REVIEW: 2020-2021

- 3.7.1 The Board believes the suspension or expulsion of a student is to be invoked when other measures have proven to be ineffective or when the seriousness of the offense warrants such action.
- 3.7.2 The Board believes an impartial Student Discipline Committee of the Board should be delegated the responsibility for conducting meetings and either expelling or reinstating students as provided for in the Education Act.
- 3.7.3 In the event that expulsion becomes necessary, the Board reserves the right to make rules respecting the conditions under which an expelled student may be re-enrolled.
- 3.7.4 Discipline Hearing Process - See Policy 230 – Board Committees and Appointed Representation, Appendix C - Student Discipline Committee.

References: Policy 115 - Sexual Orientation, Gender Identity, and Gender Expression
Policy 120 - Harassment Policy
Policy 230 - Board Committees and Appointed Representation
Administrative Procedure: AP900 – Student Conduct
Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 197
Alberta Human Rights Act
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Vision, Mission and Values Statement



PURPOSE

Sturgeon Public Schools recognizes its responsibility to maintain a welcoming, caring, respectful and safe learning and working environment in schools.

PROCESS

The Associate Superintendent Education Services shall be responsible for administering this Administrative Procedure.

PROCEDURE

1. Principals shall develop a written School Code of Student Conduct consistent with Board Policy 900 Student Conduct and Discipline and in consultation with students, parents/guardians, the school council and staff.
2. Principals shall make copies of the School Code of Student Conduct available to students, parents/guardians and staff, on the school's website and in print if requested.
3. Schools shall review the School Code of Student Conduct with students annually.
4. A school code of student conduct shall include:
 - 4.1 expectations for student behavior;
 - 4.2 a range of specific corrective measures that will be taken when students are found responsible for unacceptable behaviour;
 - 4.3 provisions regarding safety and security offenses;
 - 4.4 any other matter which the Principal deems necessary.
5. Students will be held responsible and accountable to Sturgeon Public Schools and its agents for unacceptable behaviour whether it occurs within the school building, during the school day or by electronic means.

References: Board Policy: 230 Board Committees and Appointed Representatives
900 Student Conduct and Discipline
Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 196, 197
Freedom of Information and Protection of Privacy Act
Alberta Human Rights Act
Prevention of Youth Tobacco Use Regulation 149/2003
Tobacco Reduction Act
Violent Threat Risk Assessment (VTRA) Protocol
Vision, Mission and Values Statement



6. Beyond school hours students will be held responsible for unacceptable behaviour if that behaviour has a connection back to the school and has a demonstrated detrimental impact on the welfare of other students or staff.
7. Students and their parents/guardians, as partners in education, have the responsibility to:
 - 7.1 attend school regularly and punctually,
 - 7.2 ensure the student is ready to learn and actively engage in and diligently pursue the student's education; including completion of assignments and homework,
 - 7.3 ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
 - 7.4 respect the rights of others in the school,
 - 7.5 refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether it occurs within the school building, during the school day or by electronic means,
 - 7.6 be accountable to the student's teachers and other school staff for the student's conduct,
 - 7.7 fully cooperate with school authority and personnel authorized to provide educational programs and other services throughout the school day and during all school sponsored activities and beyond the hours of school operation if that behavior or conduct has a connection back to the school and a demonstrated detrimental impact on the welfare of individual students, and
 - 7.8 positively contribute to the student's school and community.

References: Board Policy: 230 Board Committees and Appointed Representatives
900 Student Conduct and Discipline
Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 196, 197
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8. Consequences including intervention, suspension and/or recommendation for expulsion, from school or bus, depending on individual circumstances, may be imposed when a student fails to meet the expectations for student conduct articulated in the School Code of Conduct and/or Education Act. Some examples of unacceptable behaviours include but are not limited to:
- 8.1 conduct which verbally, physically or emotionally threatens the safety of students or staff;
 - 8.2 conduct which demonstrates disrespect for ethnic, racial, religious and sexual diversity;
 - 8.3 possession of a weapon, or anything used, or intended for use in causing injury to any person, or for the purposes of threatening or intimidating any person;
 - 8.4 assault;
 - 8.5 possession, distribution and/or use of illicit, prohibited or restricted substances in school or on school property;
 - 8.6 willful damage to school or other's property;
 - 8.7 discrimination or harassment;
 - 8.8 participating in or contributing to cyber bullying;
 - 8.9 participating in, or contributing to frothing or hazing activities;
 - 8.10 extortion;
 - 8.11 disruptive behaviour, willful disobedience or defiance of authority;
 - 8.12 interference with the orderly conduct of classes and school activities;
 - 8.13 tampering with items such as fire alarms, or safety equipment;

References: Board Policy: 230 Board Committees and Appointed Representatives
900 Student Conduct and Discipline
Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 196, 197
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- 8.14 criminal activity;
- 8.15 bystander encouragement or involvement
- 9. When disciplining a student, a teacher or Principal will consider:
 - 9.1 whether the student has failed to comply with the *Education Act*, Division Code of Conduct or with the School Code of Student Conduct;
 - 9.2 the effect of the student's behaviour upon other students, the staff, the school and the community;
 - 9.3 the nature of the action or incident that calls for disciplinary measures;
 - 9.4 informing and/or consulting with the student's parents/guardians when it is warranted;
 - 9.5 the student's previous conduct;
 - 9.6 the student's unique circumstances (age, maturity, extenuating circumstances);
 - 9.7 the impact of proposed action on the student's future behaviour;
 - 9.8 any other information the teacher or Principal considers appropriate or relevant;
 - 9.9 whether the student's conduct is injurious to the physical or mental well-being of others in the school.
- 10. Dependent on the resources that are available, the Principal shall arrange for support, if needed, for students who may be impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.

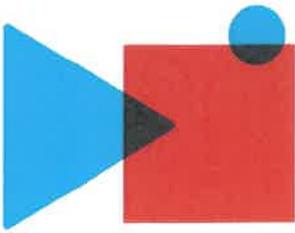
References: Board Policy: 230 Board Committees and Appointed Representatives
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Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 196, 197
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11. Where the behaviour of a student involves a violent threat, the Principal shall refer to the Violent Threat Risk Assessment (VTRA) protocol. This protocol allows the Principal, in consultation with the Director, Learning Support, to involve regional partners such as RCMP, Alberta Health Services and Children Services to collaborate on the risk assessment and implementation of recommendation for support.
12. Each teacher or Principal will ensure that appropriate documentation procedures are employed to record disciplinary actions.
13. As per the Education Act, the Principal or designate has the responsibility for and the authority to establish and maintain appropriate procedures conducive to an acceptable standard of student discipline.

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References: Board Policy: 230 Board Committees and Appointed Representatives
900 Student Conduct and Discipline
Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 196, 197
Freedom of Information and Protection of Privacy Act
Alberta Human Rights Act
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B O A R D
MEMORANDUM

Date: May 12, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Liliana LeVesconte, Secretary Treasurer, Corporate Services
Subject: AP435 Employee Expense Claims and Reimbursement

Background:

On April 1, 2021, the Alberta Treasury Board and Finance updated Directive 05/2020 with respect Travel, Meal and Hospitality Expenses. The Directive is specific to Superintendents of Schools. A specific change to this directive is that effective April 1, 2021, Superintendents will no longer be able to submit receipts as per Section 9(2) of the directive for meals. With this change, meal allowances, i.e. per diems, will continue to be claimed while traveling on school business but receipts for meals incurred while traveling on school business cannot be submitted for reimbursement.

Administration recommends that all our Travel, Meal and Hospitality expense policies and procedures be update with this change. AP435 has been updated and provided for information.

Administration is prepared to respond to questions at the May 12, 2021, Committee of the Whole Meeting.

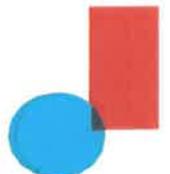
Recommendation:

That the report be received as information.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment





PURPOSE

Sturgeon Public Schools acknowledges that system personnel may incur additional expenses in completing their assigned duties. Employees may be reimbursed for authorized expense claims.

PROCESS

School system personnel who incur expenses in carrying out their authorized duties shall be reimbursed by the Division upon submission of a properly completed and approved employee expense reimbursement form with such supporting receipts as may be required. Such expenses shall be within budgetary allocations for the specific type of expense.

PROCEDURE

Expenses:

1. Claims for reimbursement of expenses should be submitted promptly within ten (10) calendar days of the reporting period cut-off. Each reporting period, in any given month is from the 19th of the prior month to the 18th of the current month. For example, in November, the current reporting period is October 19th to November 18th, and the **reviewed and approved** expense claim is due to Accounts Payable by November 28th. The only exception to this rule would be at fiscal year-end, August 31st, at which time we should aim to refrain from incurring out-of-pocket expenses during the period of August 19th to August 31st.
2. Approved expenses will be reimbursement for the following activities:
 - 2.1 Supervision of both extra-curricular and co-curricular activities, when such attendance has been approved by the Principal, Superintendent/CEO or designate.
 - 2.2 Other activities carried out by employees in the performance of their duties, eg. travel to medical facilities, necessary pickups and deliveries and home visits, when such attendance has been approved by the Principal, Superintendent/CEO or designate.
3. Approved expenses will be paid at the following rates:

References: Board Policy: 430 Trustee Remuneration and Expense Reimbursement
Admin Procedure: 425 Purchasing Authority and Procedure



- 3.1 Actual distance traveled in Alberta in the employee's vehicle, at the approved Canada Customs and Revenue Agency rate.
- 3.2 Actual expenses for travel incurred by means other than the use of the employee's vehicle – receipts required.
- 3.3 Actual accommodation ~~and meal~~ expenses with receipts.

3.4 Meal allowances at \$~~10.00~~9.20 for breakfast, \$~~14.00~~1.60 for lunch and \$~~22.00~~20.75 for dinner ~~where receipts are not available~~. Meal allowances are subject to the following time frames:

- 3.4.1 for breakfast, if the departure time is 7:30 a.m. or earlier or the return time is 7:30 a.m. or later, or
- 3.4.2 for lunch, if the departure time is 1:00 p.m. or earlier or the return time is 1:00 p.m. or later, or
- 3.4.3 for dinner, if the departure time is 6:30 p.m. or earlier or the return time is 6:30 p.m. or later.

~~3.4~~

3.5 Standard per kilometer distances between schools, Morinville locations and Edmonton have been established and are to be applied when seeking reimbursement of approved expenses. A chart showing these distances is attached.

~~3-5.3.6~~ Mileage for use of private vehicle is to be reimbursed at \$0.505 per kilometer driven.

Mileage

- 4. All mileage charges must be approved by the Principal /Supervisor for approved activities.
 - 4.1 Mileage claims - operational days: (above normal miles travelled in a day)
 - 4.1.1 from school to school shall be calculated as determined year-to-year per Schedule 'A' attached.
 - 4.1.2 from school to place of required activity shall be calculated from school to place of activity.
 - 4.2 Mileage claims - non-operational days:
 - 4.2.1 from home to place of activity shall be calculated from home to place of activity.

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References: Board Policy: 430 Trustee Remuneration and Expense Reimbursement
Admin Procedure: 425 Purchasing Authority and Procedure



5. On Division professional development days, where the work site is not at the school, the designated site becomes the place of work, therefore mileage is not eligible to be claimed.
6. Employees who are required to travel between schools during the school day are eligible to claim travel allowance following prior approval of their supervisor.
7. Mileage claims for employee travel to their first worksite of the day are not eligible for reimbursement.
8. Mileage claims for employee travel from their last worksite of the day are not eligible unless their travel placed them farther from home than the distance from their home to their first worksite of the day. In these circumstances, the employee may claim the distance between their last worksite of the day and their first worksite of the day.
9. Employees are not eligible for travel expenses if their work site location alternates on different days. Employees are responsible for getting to their first worksite of the day.
10. Employees and Supervisors have a responsibility to create a work schedule that meets student-learning needs and takes into consideration prudent financial decisions.
11. Claims for travel shall be submitted by the Employee for reimbursement, in accordance to Article 1 of this Administrative Procedure.
12. The Expense Claim Form shall be approved by the Supervisor of the site responsible for the expense.
13. Claims under this Administrative Procedure will be charged to the site budget for which the travel was required. Supervisors shall ensure there is a sufficient budget allocated for travel expenses.
14. This Administrative Procedure applies to casual employees who are hired to replace a regular employee with the same assigned duties who are eligible for mileage reimbursement.
15. This Administrative Procedure does not apply to casual employees who accept positions for two regular employees in different schools.

References: Board Policy: 430 Trustee Remuneration and Expense Reimbursement
Admin Procedure: 425 Purchasing Authority and Procedure



AP – BUSINESS ADMINISTRATION – 435
AP435 –Employee Expense Claims and Reimbursement

**Sturgeon
Public Schools**

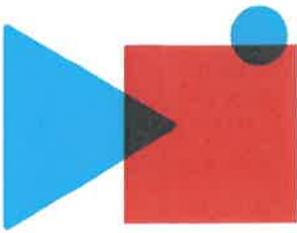
Date: ~~January 29~~ May, 2021

Responsible Administrator: Associate Superintendent Corporate Services

Bon Accord	18	39	20	32	30	0	19	2	26	13	24	11	45	32	39	32	35	
Camilla	18	26	32	68	66	35	31	37	21	47	36	45	40	31	34	14		35
Colony	23	42	43	69	67	32	42	34	37	45	47	43	53	41	48		14	32
*Edmonton Central	34	20	22	64	62	39	21	41	53	40	18	38	7	8		48	34	39
*Edmonton North	34	16	15	59	57	32	14	34	46	39	13	37	14		8	41	31	32
*Edmonton South	40	31	28	72	70	45	27	47	59	49	24	46		14	7	53	40	45
Gibbons	27	47	26	27	25	11	27	10	32	2	31		46	37	38	43	45	11
Guthrie	26	20	5	56	54	24	5	26	38	33		31	24	13	18	47	36	24
Landing Trail	29	49	28	29	27	13	29	12	33		33	2	49	39	40	45	47	13
Legal	21	40	33	56	54	26	33	25		33	38	32	59	46	53	37	21	26
Lillian Schick	20	41	22	31	29	2	21		25	12	26	10	47	34	41	34	37	2
Namao	21	21	1	51	49	19		21	33	29	5	27	27	14	21	42	31	19
Oak Hill	18	39	20	32	30		19	2	26	13	24	11	45	32	39	32	35	0
Ochre Park	50	69	48	2		30	49	29	54	27	54	25	70	57	62	67	66	30
Redwater	52	71	50		2	32	51	31	56	29	56	27	72	59	64	69	68	32
S.C.H.S.	22	22		50	48	20	1	22	33	28	5	26	28	15	22	43	32	20
Sturgeon Heights	21		22	71	69	39	21	41	40	49	20	47	31	16	20	42	26	39
CO/MLC/MPES		21	22	52	50	18	21	20	21	29	26	27	40	34	34	23	18	18
	CO/MLC/MPES	Sturgeon Heights	S.C.H.S.	Redwater	Ochre Park	Oak Hill	Namao	Lillian Schick	Legal	Landing Trail	Guthrie	Gibbons	Edmonton South	Edmonton North	Edmonton Central	Colony	Camilla	Bon Accord

The address used for mileage: **Edmonton North - 9450 - 137 Avenue**
Edmonton Central - 10088 - 108 Street
Edmonton South - 5015 - 111 Street

References: Board Policy: 430 Trustee Remuneration and Expense Reimbursement
Admin Procedure: 425 Purchasing Authority and Procedure



B O A R D
MEMORANDUM

Date: May 12, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Liliana LeVesconte, Secretary Treasurer, Corporate Services
Subject: Monthly IT Report

Background:

Please find attached a written IT Report for SPS Chromebooks and major outages for the month of April 2021.

Administration is prepared to respond to questions at the May 12, 2021, Committee of the Whole Meeting.

Recommendation:

That the report be received as information.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment

