

AGENDA

COMMITTEE OF THE WHOLE

Wed. Jun. 10, 2020

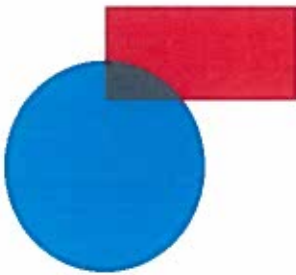


**Sturgeon
Public Schools**

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 - May 13, 2020
5. **PRESENTATIONS**
6. **REPORTS FROM SENIOR EXECUTIVE**
 - 6.1 Capital Maintenance and Renewal (CMR) Stimulus
 - 6.2 Capital Update
7. **REPORTS FROM TRUSTEES AND STANDING COMMITTEES**
 - 7.1 Chair's Report
 - 7.2 Trustees Report
 - 7.3 Advocacy Committee
 - 7.3.1 Work Plan Year End Report
 - 7.4 Building and Maintenance Committee
 - 7.4.1 Work Plan Year End Report
 - 7.5 Education Committee
 - 7.5.1 Work Plan Year End Report
 - 7.6 Finance and People Services Committee
 - 7.6.1 Work Plan Year End Report
 - 7.7 Transportation Committee
 - 7.7.1 Work Plan Year End Report





AGENDA

COMMITTEE OF THE WHOLE

Wed. Jun. 10, 2020

8. REPORTS FROM SPECIAL COMMITTEES/TASK GROUPS

- 8.1 Alberta School Boards' Association Zone 2/3
- 8.2 Public School Boards' Association of Alberta
- 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 2020/2021 School Calendar
- 9.2 Book Award: Rate/Class
- 9.3 Bylaw 02-2020 – A Bylaw to Incur Indebtedness by Debenture
- 9.4 Education Plan
- 9.5 Inclusion Funding Recommendations Update
- 9.6 IT Report: Monthly Downtime
- 9.7 Omnibus Motion for Locally Developed Course Approval and Extension
- 9.8 Redwater School Sewer Line Approval
- 9.9 Summer Board Meetings
- 9.10 Minister Request – Sale of Retained Building and Land to the Rivière Qui Barre Agricultural Society

10. QUESTION PERIOD

11. UNFINISHED BUSINESS

12. INFORMATION ITEMS

13. PENDING LIST

14. IN CAMERA

15. ADJOURNMENT



**Sturgeon
Public Schools**

Dare to reimagine learning





**Sturgeon
Public Schools**

**Notes of the Meeting of
The Committee of the Whole
Held at Morinville on May 13, 2020**

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
Dr. Charmaine Brooks, Associate Superintendent, Corporate Services
Mrs. Ruth Kuik, Deputy Superintendent, Education Services
Mrs. Lisa Lacroix, Associate Superintendent, People Services
Ms. Shawna Walter, Director, Special Projects/Initiatives
Mrs. Lynne Chaston, Director, Financial Services

CALL TO ORDER

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

CONSIDERATION OF AGENDA

2.1 Additions/Deletions to Agenda

Added items Graduation and Staff Recognition.

2.2 Approval of Agenda

Moved by Mrs. Kohle that the agenda be approved as amended.

CARRIED UNANIMOUSLY

APPOINTMENTS

APPROVAL OF COMMITTEE NOTES

4.1 Amendment/Correction of Notes

4.2 Approval of Committee Notes

Moved by Mrs. Featherley that the notes of March 11, 2020 be approved, as presented.

CARRIED UNANIMOUSLY

PRESENTATIONS

REPORTS FROM SENIOR EXECUTIVE

6.1 Capital Update

The Superintendent/CEO presented a verbal and written report on behalf of the Senior Executive Committee regarding the Division's projects.

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:

- ASBA Zone 2/3 Meeting
- ASBIE Meeting
- Budget Meeting
- Conference Call with Chief of Staff, Minister of Education
- Finance and People Services Committee Meeting
- Meeting with Honourable Nally

7.2 Trustees' Reports

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- Budget Meeting
- Meeting with MLA Shane Getson
- Rotary Meeting

Trustee Kohle (Bon Accord/Legal)

Trustee Kohle reported that she attended:

- Budget Meeting

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

Trustee Murray-Elliott reported that she attended:

- Budget Meeting

Trustee Oatway-McLay (Cardiff/Garrison)

Trustee Oatway-McLay reported that she attended:

- Budget Meeting
- PSBAA Committee Meeting

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- Budget Meeting

7.3 Advocacy Committee

A verbal report was provided.

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.

7.7 Transportation Committee

No report was provided.

7.8 ATA Update

No report was provided.

7.9 CUPE Update

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)

A verbal report was provided.

8.4 Labour Management Committee (CUPE)

A verbal report was provided.

8.5 Community Services Advisory Board

A verbal report was provided.

NEW BUSINESS**9.1 Complementary Learning Resource Fees 2020/2021**

Moved by Mr. Dwyer that the Board of Trustees waive the Complementary Learning Resource Fees 2020/2021 and further, direct Administration to adjust the 2020/2021 Budget accordingly.

CARRIED UNANIMOUSLY

9.2 Transportation Fees 2020/2021

Moved by Mrs. Oatway-McLay that the Board of Trustees refer the Transportation Fees 2020/2021 to the Mat 27, 2020 Public Board Meeting.

CARRIED UNANIMOUSLY

9.3 IT Report: Monthly Downtime

IT Report: Monthly Downtime was shared with the Board of Trustees as information.

9.4 Graduation

Graduation report was shared with the Board of Trustees as information.

9.5 Staff Recognition

Staff Recognition report was shared with the Board of Trustees as information.

9.6 Budget 2020/2021

Moved by Mrs. Oatway-McLay that the Board of Trustees approve in principle Budget 2020/2021 and further, that it be forwarded to the May 27, 2020 Public Board Meeting.

CARRIED UNANIMOUSLY

QUESTION PERIOD

10.1

UNFINISHED BUSINESS

11.1

INFORMATION ITEMS

12.1

PENDING LIST

13.1 No pending list

IN CAMERA

5:26PM – Moved by Mrs. Oatway-McLay that the Board go in camera.

CARRIED UNANIMOUSLY

Meeting recessed at 5:26PM.

Meeting resumed at 5:40PM.

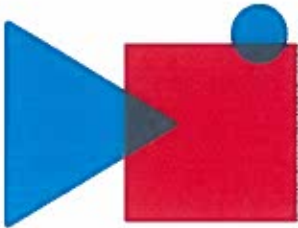
6:52PM – Moved by Mrs. Oatway-McLay that the Board revert to public.

CARRIED UNANIMOUSLY

ADJOURNMENT

The meeting adjourned 6:52PM.

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



BOARD MEMORANDUM

Date: June 10, 2020

To: Board of Trustees

From: Mary Lynne R. Campbell, Superintendent/CEO

Originator(s): Dr. Charmaine Brooks, Associate Superintendent,
Corporate Services
Denis Henderson, Director, Facilities Services

Subject: Capital Maintenance and Renewal Stimulus

Background:

On 15 April 2020 Alberta Education announced an accelerated Capital and Maintenance and Renewal funding project which would allow access to funding to complete planned projects sooner. On 17 April 2020 the Sturgeon School Division submitted a \$1,700,000 proposal for the following CMR eligible projects:

- Boiler Replacement
- Bus Lane Repairs
- PA Replacements
- Replace failing roof covering over gymnasiums and libraries
- Septic System Replacement

On 20 May 2020 approval was received for the full amount of the proposal. The following schools will be involved in the project:

- Bon Accord Community School
- Namao Elementary
- Ecole Morinville Public School
- Redwater High School
- Guthrie School
- Sturgeon Heights School
- Ochre Park School

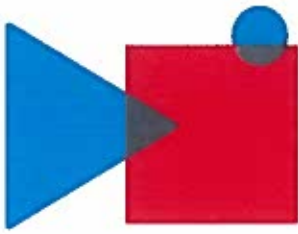
Recommendation:

That this report be received as information.

Sincerely,

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





BOARD
MEMORANDUM

Date: June 10, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Dr. Charmaine Brooks, Associate Superintendent, Corporate Services
Denis Henderson, Director, Facilities Services
Subject: Capital Update



Background:

Find attached a written update regarding the Division's Capital Projects.

Recommendation:

That the report be received as information.

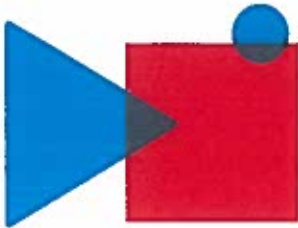
Sincerely,



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

Attachment





BOARD MEMORANDUM

Date: June 10, 2020

To: Board of Trustees

From: Mary Lynne R. Campbell, Superintendent/CEO

Originator(s): Tasha Oatway-McLay, Advocacy Committee Chair
Janine Pequin, Trustee
Misty Featherley, Trustee

Subject: Work Plan Year End Report

Background:

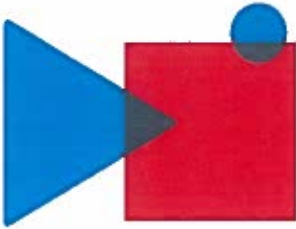
The Advocacy Committee developed a Work Plan for the 2019-2020 School Year, which was approved by the Board in September 2019. The Committee is pleased to provide an update regarding the work undertaken by the Advocacy Committee at the direction of the Board. The work completed includes:

- ✓ Creation of an online survey regarding student use of technology; the survey will be launched in September 2020;
- ✓ Student Advisory Committee Meetings:
 - 09 September 2020 (inaugural meeting)
 - 20 February 2020
- ✓ Municipal Partner Meetings:
 - Town of Morinville: 11 September 2019
 - Sturgeon County: 09 October 2019
14 October 2020
 - Town of Redwater: 23 October 2019
 - Town of Gibbons: 13 November 2019
- ✓ Education Plan Community Engagement

The business interruption caused by COVID-19 impeded the Committee's ability to host a third meeting with the Student Advisory Committee.

It was a very busy and productive year for the Committee. The Chair of the Committee is prepared to respond to questions.





B O A R D
MEMORANDUM

Recommendation:

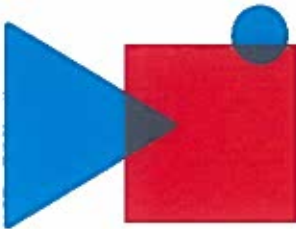
This Year End Report regarding the Advocacy Committee Work Plan is shared with the Board of Trustees for information.

Sincerely,



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





B O A R D
MEMORANDUM

Date: June 10, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Joe Dwyer, Building and Maintenance Committee Chair
Misty Featherley, Trustee
Terry Jewell, Trustee
Subject: Work Plan Year End Report

Background:

The Building and Maintenance Committee developed a Work Plan for the 2019-2020 School Year, which was approved by the Board in September 2019. The Committee is pleased to provide an update regarding the work undertaken by the Building and Maintenance Committee at the direction of the Board. The work completed includes:

- ✓ Three and Ten Year Capital Plan
- ✓ Capital Projects
 - Four Winds Public School
 - Camilla School
 - Modular Additions at Namao and Sturgeon Heights
 - Central Office renovations
- ✓ Facility Master Plan
- ✓ RFP - Four Winds Playground
- ✓ Energy Retrofit Project

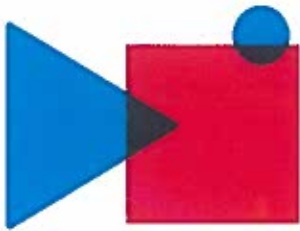
Recommendation:

This Year End Report regarding the Building and Maintenance Committee Work Plan is shared with the Board of Trustees for information.

Sincerely,

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





BOARD MEMORANDUM

Date: June 10, 2020

To: Board of Trustees

From: Mary Lynne R. Campbell, Superintendent/CEO

Originator(s): Janine Pequin, Education Committee Chair
Misty Featherley, Trustee
Trish Murray-Elliott, Trustee

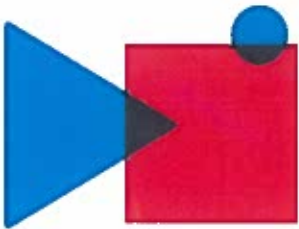
Subject: Work Plan Year End Report

Background:

The Education Committee developed a Work Plan for the 2019-2020 School Year, which was approved by the Board in September 2019. The Committee is pleased to provide an update regarding the work undertaken by the Education Committee at the direction of the Board. The work completed includes:

- ✓ 3 policies were reviewed and forwarded to the Committee of the Whole:
 - Policy 230 - Board Committees and Appointed Representation
 - Policy 315 - Opening Exercises, Flag Protocol and Recognition of Dignitaries
 - Policy 800 - Religious Education and Instruction
- ✓ A draft letter of support to the Education Minister with respect to the "Public School name" was forwarded to the Committee of the Whole.
- ✓ A draft Policy Tracker for a 4-year cycle was forwarded to the Committee of the Whole.
- ✓ Cell Phone/Personal Device Survey Questions were forwarded to the Board of Trustees.
- ✓ Overview of changes to the Education Act were reviewed:
 - Choice in Education
 - Charter Schools





B O A R D
MEMORANDUM

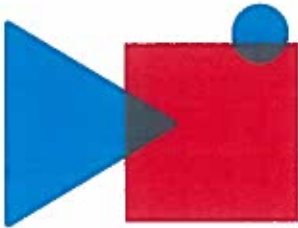
Recommendation:

This Year End Report regarding the Education Committee Work Plan is shared with the Board of Trustees for information.

Sincerely,

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





BOARD MEMORANDUM

Date: June 10, 2020

To: Board of Trustees

From: Mary Lynne R. Campbell, Superintendent/CEO

Originator(s): Terry Jewell, Finance and People Services Committee Chair
Liz Kohle, Trustee
Tasha Oatway-McLay, Trustee

Subject: Work Plan Year End Report

Background:

The Finance and People Services Committee developed a Work Plan for the 2019-2020 School Year, which was approved by the Board in September 2019. The Committee is pleased to provide an update regarding the work undertaken by the Finance and People Services Committee at the direction of the Board. The work completed includes:

- ✓ CUPE Job Descriptions
- ✓ GEC Job Descriptions
- ✓ GEC Sick Leave Plan
- ✓ GEC Grids
- ✓ 2019/2020 Budget
- ✓ 2020/2021 Budget
- ✓ Financial Statements
- ✓ Policy 410 Update
- ✓ Class Size Report
- ✓ School Generated Funds Report
- ✓ Review of External Audits – Sturgeon Composite High School and Camilla
- ✓ Three Year School Audit Plan
- ✓ Superintendent Evaluation

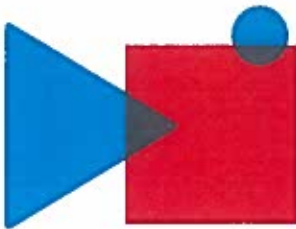
Recommendation:

This Year End Report regarding the Finance and People Services Committee Work Plan is shared with the Board of Trustees for information.

Sincerely,

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





B O A R D
MEMORANDUM

Date: June 10, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Liz Kohle, Transportation Committee Chair
Joe Dwyer, Trustee
Trish Murray-Elliott, Trustee
Subject: Work Plan Year End Report

Background:

The Transportation Committee developed a Work Plan for the 2019-2020 School Year, which was approved by the Board in September 2019. The Committee is pleased to provide an update regarding the work undertaken by the Transportation Committee at the direction of the Board. The work completed includes:

- ✓ Department Review / Alignment Update
- ✓ Transportation Fees 2019-2020, mid-year and 2020-2021
- ✓ Contract Review / Alignments
- ✓ Policy 500 Review and Update
- ✓ Language Immersion Contracts
- ✓ GPS Technology Business Case
- ✓ Student Transportation Agreements

Recommendation:

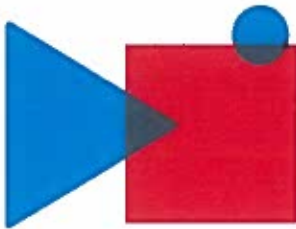
This Year End Report regarding the Transportation Committee Work Plan is shared with the Board of Trustees for information.

Sincerely,



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





B O A R D
MEMORANDUM

Date: June 10, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Senior Executive Committee
Subject: 2020/2021 School Calendar

Background:

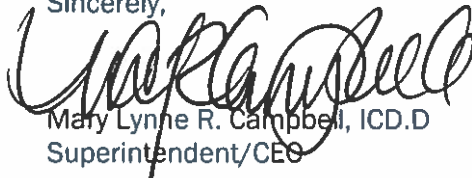
In light of the business disruption arising from COVID-19, the Senior Executive Committee reviewed and revised the 2020/2021 school calendar (attached).

I am prepared to respond to questions at the June 10, 2020 Committee of the Whole Meeting.

Recommendation:

That the Board of Trustees refer the revised 2020/2021 school calendar to the June 24, 2020 Public Board Meeting for review and approval.

Sincerely,


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

Attachment



2020-2021

DRAFT 2
May 28, 2020

AUGUST, 2020

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER, 2020

S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER, 2020

S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER, 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER, 2020

S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY, 2021

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY, 2021

S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH, 2021

S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL, 2021

S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY, 2021

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE, 2021

S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY, 2021

S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- School offices open August 24
- Prof. Dev. Collaboration - no classes August 28
- Operational Non-Instructional School Tours August 31
- All classes (full day) September 1
- Labour Day - no classes September 7
- Division/School PD/Collaboration; Staff meeting September 18
- Thanksgiving Day - no classes October 12
- Division/School PD/Collaboration; Staff meeting October 16
- Remembrance Day - no classes November 11
- In lieu of Parent/Teacher Interviews - no classes November 12
- Division/School PD/Collaboration; Staff meeting November 13
- Division/School PD/Collaboration; Staff meeting December 18
- Christmas Vacation Dec. 19-Jan 3
- Classes Resume January 4
- Division/School PD/Collaboration; Staff meeting January 29
- First day of classes Semester Two February 1
- Teachers' Convention - no classes February 4-5
- Family Day - no classes February 15
- Division/School PD/Collaboration; Staff meeting March 25
- In lieu of Parent/Teacher Interviews - no classes March 26
- Spring Vacation March 27 - April 4
- Good Friday - no classes April 2
- Easter Monday - no classes April 5
- Classes Resume April 6
- Division/School PD/Collaboration; Staff meeting April 23
- Division/School PD/Collaboration; Staff meeting May 21
- Victoria Day - no classes May 24
- Division/School PD/Collaboration; Staff meeting June 4
- Last day of classes June 25
- Operational Non-Instructional (K-12) - no classes June 28
- Summer vacation begins June 29



Sturgeon Public Schools
Dare to reimagine learning

Frank Robinson Education Centre
9820-104 Street
Morinville, AB T8R 1L8
Phone: (780) 939-4341
Fax: (780) 939-5520



Operational Day - No Classes
Non-Operational Day - No classes
Division/School P D/Collaboration; Staff Meeting - No classes

DRAFT 2 – May 28, 2020

School Year 2020-2021

(All dates are inclusive unless otherwise specified)

AUGUST

Mon.	24	School offices open
Fri.	28	Division/School PD/Collaboration; Staff meeting – no classes
Mon.	31	Operational Non-Instructional School Tours – no classes

SEPTEMBER

Tues.	1	All classes (full day)
Mon.	7	LABOUR DAY - no classes
Fri.	18	Division/School PD/Collaboration; Staff meeting – no classes

OCTOBER

Mon.	12	THANKSGIVING DAY - no classes
Fri.	16	Division/School PD/Collaboration; Staff meeting – no classes

NOVEMBER

Wed.	11	REMEMBRANCE DAY – no classes
Thurs	12	Non-instructional day in lieu of Parent-Teacher Interviews – no classes
Fri.	13	Division/School PD/Collaboration; Staff meeting – no classes

DECEMBER

Fri.	18	Division/School PD/Collaboration; Staff meeting – no classes
Sat.	19	Christmas vacation begins

JANUARY

Mon.	4	Classes resume
Fri.	29	Division/School PD/Collaboration; Staff meeting – no classes

References: Policy: *205 Operational School Year*
Admin Procedure: *AP235 – Operational School Year and Calendar*
School Operational Year Calendar 2020-2021
School Operational Year Calendar Day Count 2020-2021
Education Act: *Section 60*



FEBRUARY

Mon. 1 First day of Semester Two
Thurs./Fri. 4/5 Teachers' Convention - no classes
Mon. 15 FAMILY DAY - no classes

MARCH

Thurs. 25 Division/School PD/Collaboration; Staff meeting - no classes
Fri. 26 Non-instructional day in lieu of Parent-Teacher Interviews - no classes
Sat. 27 Spring vacation begins

APRIL

Fri. 2 GOOD FRIDAY - no classes
Mon. 5 EASTER MONDAY - no classes
Tues. 6 Classes resume
Fri. 23 Division/School PD/Collaboration; Staff meeting - no classes

MAY

Fri. 21 Division/School PD/Collaboration; Staff meeting - no classes
Mon. 24 VICTORIA DAY - no classes

JUNE

Fri. 4 Division/School PD/Collaboration; Staff meeting - no classes
Fri. 25 Last day of classes
Mon. 28 Operational Non-Instructional Day - no classes
Tues. 29 Summer Vacation begins

References: Policy: *205 Operational School Year*
Admin Procedure: *AP235 – Operational School Year and Calendar*
School Operational Year Calendar 2020-2021
School Operational Year Calendar Day Count 2020-2021
Education Act: *Section 60*

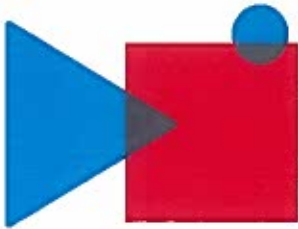


DRAFT 2 – May 28, 2020

School Year 2020-2021

	Non-Instructional		Instructional		Operational	
	1 to 9	10 to 12	1 to 9	10 to 12	1 to 9	10 to 12
AUGUST	23.0	23.0	0.0	0.0	23.0	23.0
SEPTEMBER	1.0	1.0	20.0	20.0	21.0	21.0
OCTOBER	1.0	1.0	20.0	20.0	21.0	21.0
NOVEMBER	2.0	2.0	18.0	18.0	20.0	20.0
DECEMBER	1.0	1.0	13.0	13.0	14.0	14.0
JANUARY	1.0	1.0	19.0	19.0	20.0	20.0
TOTAL - SEMESTER I	8.9.0	89.0	90.0	90.0	9899.0	9899.0
FEBRUARY	32.0	32.0	1617.0	1617.0	19.0	19.0
MARCH	2.0	2.0	18.0	18.0	20.0	20.0
APRIL	1.0	1.0	18.0	18.0	19.0	19.0
MAY	1.0	1.0	19.0	19.0	20.0	20.0
JUNE	2.0	2.0	1918.0	1918.0	2120.0	2120.0
TOTAL - SEMESTER II	8.0 9.0	8.0 9.0	90.0	90.0	98.0 99.0	98.0 99.0
OPERATIONAL YEAR TOTAL	16.0 18.0	16.0 18.0	180.0	180.0	196.0 198.0	196.0 198.0

References: Policy: 205 Operational School Year
Admin Procedure: AP235 – Operational School Year and Calendar
School Operational Year Calendar 2020-2021
School Operational Year Calendar Day Count 2020-2021
Education Act: Section 60



B O A R D
MEMORANDUM

Date: June 10, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Dr. Charmaine Brooks, Associate Superintendent, Corporate Services
Subject: Book Award: Rate/Class for the 2020 -2021



Background:

As per Policy 905 – Awards Policy Students (copy attached) the Board approves all costs associated with the Awards Program as part of the budget process. Also attached for Trustee information, is Administrative Procedure 860 – Student Division Awards.

The School Book Award rate per class has been \$50 since June 2009.

Recommendation:

That the Board of Trustees review the Book Award: Rate/Class for the 2020-2021 school year and forward to the Public Board Meeting.

Sincerely,



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

Attachment





Awards Policy - Students

EFFECTIVE: June 26, 2019

REVISED: January 29, 2020

REVIEW: 2022-2023

1.0 POLICY

The Board believes students should be recognized for excellence in various curricular, extra-curricular and service programs.

The Board believes that students should be recognized for improvement in academic achievement and personal performance.

2.0 DEFINITIONS

2.1 A Division Awards Program which will recognize excellence shall be maintained and shall include the following:

2.1.1 Grade 12 Scholarships

2.1.2 Grade 12 Bursaries

2.1.3 Senior High Academic Awards

2.1.4 Junior High Academic Awards

2.1.5 Books Awards

2.1.6 Other awards as may be determined

2.2 Local Trustees shall be invited to assist in presenting Division awards to students.

2.3 The Board shall approve all costs associated with the Division Awards Program as part of the budget process.

References: Administrative Procedure: AP860 – Student Division Awards, Scholarships and Bursaries



PURPOSE

Sturgeon Public Schools recognizes outstanding student performance and significant improvement in performance in various curricular, extra-curricular and service programs.

PROCESS

The Principal, in consultation with staff members, shall be responsible for the selection of students to be recognized for outstanding student performance or significant improvement in performance.

Recognition of outstanding student performance and improvement shall be given through letters, Board meetings, special events, Trustee attendance at individual school awards ceremonies, or media.

Grade 12 students are eligible for a \$1000.00 scholarship and a \$500.00 bursary.

PROCEDURE

Senior High Academic Awards

1. In order to qualify for an academic award, students must have obtained at least 30 credits completed at the grade level for which the award was intended in subjects at a high school in the Division.
 - 1.1 A Division bookmark will be presented to students, who have an 80% average in 25 credits
 - 1.1.1 Five of these credits must be English.
 - 1.1.2 A maximum of 5 credits in any of the following programs may be used: RAP, Work Experience and Special Projects.
 - 1.1.3 Green Certificate credits are excluded.
 - 1.2 Alberta Distance Learning Center (ADLC) courses administered at a high school in the Division may be considered as part of the 30 credits.
 - 1.3 A Division pen and pencil set will be presented to the student in each high school in the Division achieving the highest standing in Grade 10, 11 and 12 on the basis set out in 1.1 and 1.2.

Junior High Academic Awards

2. On the recommendation of the Principal, in consultation with staff members, awards will be presented to each student in full-time attendance at the Grade 7, 8 and 9 levels as follows:



Date: January 30, 2020

**Sturgeon
Public Schools**

Responsible Administrator: Deputy Superintendent Education Services

- 2.1 A Division refrigerator magnet will be presented to students who have an 80% average in Language Arts, Social Studies, Mathematics and Science, and a pass mark in all other subjects in which the student is enrolled. French Immersion may include French Language Arts (FLA); 80% average in four of the five core subjects (FLA, ELA, SS, SC and Math - lowest mark may be removed from average)
- 2.2 A Divisions pen will be presented to the student at each school achieving the highest standing in Grade 7, 8 and 9 on the basis set out in 2.1.

Book Awards

3. A book is presented to the most deserving student in each homeroom in Grades K-9. The award can be customized to each student's preference i.e. a book or books, DVD's, digital apps (iTunes card), educational computer games, etc.

Selection of the winners will be made by the staff of each school on the following criteria:

- Individual development;
 - Contribution to the welfare and progress of the homeroom and school.
4. The Principal shall submit to the Finance Advisor, a "Sturgeon Public Schools Book Awards Eligibility Form" for each school year.
 5. The Principal of each school shall submit to the Executive Assistant to the Associate Superintendent Corporate Services a "Student Awards Order Form" by the end of May in each school year. The exception will be Division high schools that hold their awards ceremony in the fall of the following school year.
 6. A list of award recipients and any unused award items shall be returned to the Executive Assistant to the Associate Superintendent Corporate Services following each school's awards ceremony.
 7. Principals shall submit, for approval, to the Superintendent/CEO criteria for any and all in-school awards developed by Division schools.

Grade 12 Scholarship

8. A scholarship of \$1,000.00 will be awarded to all grade 12 students upon completion of their scholarship year who meet the following guidelines:
 - 8.1 Have attended a Division school in the school year for which the scholarship is awarded;



Date: January 30, 2020

**Sturgeon
Public Schools**

Responsible Administrator: Deputy Superintendent Education Services

- 8.2 Have earned at least 30 credits in Grade 12 level courses at a high school in SPS;
- 8.3 Qualify for a High School Diploma;
- 8.4 Have an average of 80% based on the student's highest marks at the Grade 12 level in 25 credits;
 - 8.4.1 Five of these credits must be English.
 - 8.4.2 Five (5) one-credit CTS courses at the 3000 series can be combined and used as an option, with the average marks of the five (5) CTS courses constituting one of the other subjects at the grade 12 level.
 - 8.4.3 A maximum of 5 credits in any of the following programs may be used: Dual Credit, RAP, Work Experience and Special Projects.
 - 8.4.4 Green Certificate credits are excluded.
 - 8.4.5 Alberta Distance Learning Center (ADLC) courses administered at a high school in the Division may be considered as part of the credits referenced in 8.2.
 - 8.4.6 Results of Diploma Appeal Examinations will be accepted with the onus being on the students to notify the school of the results of the appeal prior to September 1st of the scholarship year.
 - 8.4.7 The mark used for determining eligibility is the final mark awarded to the student on the Alberta Education Results Statement.
- 8.5 Enroll in a full-time program of studies at a university or post-secondary educational institution, or enroll in an apprenticeship program, within fifteen (15) months after high school graduation.
- 8.6 Obtain between September 15-30 for the Fall Term or January 15-31 for the Winter Term, confirmation of enrollment at a university or other post-secondary institution, or enrolment in an apprenticeship program. The confirmation of enrollment is to be submitted to the Executive Assistant to the Deputy Superintendent Education Services by October 15th or February 15th, appropriate to the registered term. Such confirmation shall be required prior to the issuance of a student's scholarship cheque.



- 8.7 Apply for the scholarship by September 30th of the calendar year in which the student graduates from high school.
- 8.8 The scholarship shall be payable to the student and presented at their school's annual awards night or following their confirmation of enrolment at a university or recognized post-secondary institution, or enrolment in an apprenticeship program.

Grade 12 Bursary

9. Each year two graduating students of the Division who do not qualify for a Grade 12 scholarship will be awarded a \$500.00 bursary.
 - 9.1 The number of bursaries shall be two (2) per year, one \$500.00 bursary to a student graduate from Redwater School and one \$500.00 bursary to a student graduate from Sturgeon Composite High School.
 - 9.2 The bursary shall be payable to the student and presented at their school's annual awards night following their confirmation of registration at a recognized post-secondary institution or in an apprenticeship program.
 - 9.3 The school principal, in consultation with a school selection committee, shall recommend a student to receive the bursary and submit such name and other required details to the Executive Assistant to the Deputy Superintendent.
 - 9.4 Factors to be taken into consideration by the Principal and school selection committee shall include:
 - 9.4.1 the level of student achievement and the effort exhibited by the student in attaining this level,
 - 9.4.2 the student's participation in co- and extra-curricular activities, both school and community, and
 - 9.4.3 other bursaries or scholarships for which the student may be eligible.
 - 9.5 The student must have attended a Division high school and qualify for a high school diploma with an average of 70% based on the student's Grade 12 level courses in at least 25 credits.
 - 9.6 The student must enroll in a course of studies at a recognized post-secondary institution or apprenticeship program within fifteen (15) months after high school graduation.



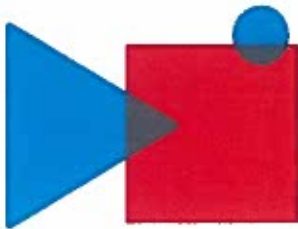
**Sturgeon
Public Schools**

Date: January 30, 2020

Responsible Administrator: Deputy Superintendent Education Services

- 9.7 The student must submit confirmation of enrollment at a post-secondary institution or in an apprenticeship program. Such enrolment shall be confirmed by the Executive Assistant to the Deputy Superintendent prior to the issuance of a student's bursary cheque.
- 9.8 The student must apply for the bursary by September 30th of the calendar year in which the student graduates.





B O A R D
MEMORANDUM

Date: June 10, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Dr. Charmaine Brooks, Associate Superintendent,
Corporate Services
Subject: Bylaw 02-2020 – A Bylaw to Incur Indebtedness by
Debenture

Background:

The interruption in operations due to the COVID 19 pandemic stalled the debenture application process. In order to get the project back on track, we are required to re-start the process by rescinding Bylaw 01 – 2020 and approving Bylaw 02 – 2020. Following this step, the Division is required to post a Notice to Borrow in local newspapers for 2 weeks (attached). Next, the debenture borrowing application will be submitted to the Minister of Education for review and approval before it is finally submitted to the Alberta Capital Financing Authority for review and approval. This re-start will mean, if approved, funding will be available for the Energy Retrofit Project in December 2020.

Recommendation:

That the Board of Trustees move to rescind Bylaw 1-2020 and move to approve in principle Bylaw 02-2020 A Bylaw to Incur Indebtedness by Debenture and forward to the Public Board Meeting on June 24, 2020.

Sincerely,

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

Attachments

COMMITTEE 9.3



BYLAW NO. 02-2020
THE STURGEON SCHOOL DIVISION
IN THE PROVINCE OF ALBERTA

A BYLAW TO INCUR INDEBTEDNESS BY DEBENTURE

This Bylaw authorizes The Sturgeon School Division to incur indebtedness by the issuance of debenture(s) in the amount of \$3,000,000 for the purpose of an Energy Retrofit of:

1. Bon Accord
2. Gibbons
3. Guthrie
4. Landing Trail
5. Lilian Schick
6. École Morinville Public
7. Namao
8. Ochre Park
9. Redwater
10. Sturgeon Composite High School
11. Sturgeon Heights

WHEREAS:

The Sturgeon School Division has decided to issue a Bylaw pursuant to Section 181 of the *Education Act* to authorize the financing, undertaking and completion of the Energy Retrofit.

Plans and specifications have been prepared and the total cost of the project is estimated to be \$3,000,000 and The Sturgeon School Division estimates the following grants and contributions will be applied to the project:

Debenture(s)	<u>\$3,000,000</u>
Total Cost	<u>\$3,000,000</u>

In order to complete the project, it will be necessary for The Sturgeon School Division to borrow the sum of \$3,000,000, for a period not to exceed TWENTY (20) years, from the Alberta Capital Finance Authority or another authorized financial institution, by the issuance of debentures and on the terms and conditions referred to in this Bylaw.

The estimated lifetime of the project financed under this Bylaw is equal to, or in excess of THIRTY (30) years.

The unsupported principal amount of the outstanding debt of The Sturgeon School Division at December 31, 2019 is \$0.00 and no part of the principal or interest is in arrears.

All required approvals for the project have been obtained and the project is in compliance with all *Acts* and *Regulations* of the Province of Alberta.

To secure the repayment of the loan, The Sturgeon School Division may grant to the lender any such security as may be required by the lender and agreed to by The Sturgeon School Division.

Confirmation that the approval of the Minister will be obtained for the borrowing.

NOW, THEREFORE, THE STURGEON SCHOOL DIVISION DULY ASSEMBLED, ENACTS AS FOLLOWS:

1. That for the purpose of constructing the Energy Retrofit the sum of THREE MILLION DOLLARS (\$3,000,000) be borrowed from the Alberta Capital Finance Authority or another authorized financial institution by way of debenture on the credit and security of The Sturgeon School Division, of which amount the full sum of THREE MILLION DOLLARS (\$3,000,000) is to be paid by The Sturgeon School Division.
2. The Chair of the Board of Trustees and the Secretary-Treasurer are hereby authorized to issue debenture(s) on behalf of The Sturgeon School Division for the amount and purpose as authorized by this Bylaw, namely the Energy Retrofit of:
 1. Bon Accord
 2. Gibbons
 3. Guthrie
 4. Landing Trail
 5. Lilian Schick
 6. École Morinville Public
 7. Namao
 8. Ochre Park
 9. Redwater
 10. Sturgeon Composite High School
 11. Sturgeon Heights
3. The proper officers of The Sturgeon School Division are hereby authorized to issue debenture(s) on behalf of The Sturgeon School Division for the amount and purpose as authorized by this Bylaw, namely the Superintendent/CEO and the Associate Superintendent, Corporate Services.
4. The Sturgeon School Division shall repay the indebtedness according to the repayment structure in effect, namely semi-annual or annual equal payments of combined principal and interest instalments not to exceed \$3,000,000, TWENTY (20) years calculated at a rate not exceeding the interest rate fixed by the Alberta Capital Finance Authority, or another authorized financial institution, on the date of the borrowing, and not to exceed FIVE (5) percent.
5. The indebtedness shall be contracted on the credit and security of The Sturgeon School Division
6. The net amount borrowed under the Bylaw shall be applied only to the project specified by this Bylaw.
7. This Bylaw comes into force on the date it is passed.

READ A FIRST TIME THIS DAY OF 2020

CHAIR

SUPERINTENDENT/CEO

READ A SECOND TIME THIS DAY OF 2020

CHAIR

SUPERINTENDENT/CEO

READ A THIRD TIME THIS DAY OF 2020

CHAIR

SUPERINTENDENT/CEO

**THE STURGEON PUBLIC SCHOOL DIVISION
BYLAW NO. 01-2020**

A BYLAW TO INCUR INDEBTEDNESS BY DEBENTURE

This Bylaw authorizes the Board of The Sturgeon Public School Division to incur indebtedness by the issuance of debenture(s) in the amount of \$3,000,000 for the purpose of an energy retrofit project.

WHEREAS:

The Board of The Sturgeon Public School Division has decided to issue a Bylaw pursuant to Section 181 of the *Education Act* to authorize the financing, undertaking and completion of the energy retrofit project.

Plans and specifications have been prepared and the total cost of the project is estimated to be \$3,000,000 and The Sturgeon Public School Division estimates the following grants and contributions will be applied to the project:

Debenture(s)	<u>\$3,000,000</u>
Total Cost	<u>\$3,000,000</u>

In order to complete the project, it will be necessary for The Sturgeon Public School Division to borrow the sum of \$3,000,000, for a period not to exceed TWENTY (20) years, from the Alberta Capital Finance Authority or another authorized financial institution, by the issuance of debentures and on the terms and conditions referred to in this Bylaw.

The estimated lifetime of the project financed under this Bylaw is equal to, or in excess of THIRTY (30) years.

The principal amount of the outstanding debt of The Sturgeon Public School Division at December 31, 2019 is \$0.00 and no part of the principal or interest is in arrears.

All required approvals for the project have been obtained and the project is in compliance with all Acts and *Regulations* of the Province of Alberta.

NOW, THEREFORE, THE BOARD OF THE STURGEON PUBLIC SCHOOL DIVISION DULY ASSEMBLED, ENACTS AS FOLLOWS:

1. That for the purpose of constructing the energy retrofit project the sum of THREE MILLION DOLLARS (\$3,000,000) be borrowed from the Alberta Capital Finance Authority.
2. The proper officers of The Sturgeon Public School Division are hereby authorized to issue debenture(s) on behalf of The Sturgeon Public School Division for the amount and purpose as authorized by this Bylaw, namely the Superintendent/CEO and the Associate Superintendent, Corporate Services.
3. The Sturgeon Public School Division shall repay the indebtedness according to the repayment structure in effect, namely semi-annual or annual equal payments of combined principal and interest instalments not to exceed TWENTY (20) years calculated at a rate not exceeding the interest rate fixed by the Alberta Capital Finance Authority, or another authorized financial institution, on the date of the borrowing, and not to exceed FIVE (5) percent.
4. The indebtedness shall be contracted on the credit and security of The Sturgeon Public School Division.
5. The net amount borrowed under the Bylaw shall be applied only to the project specified by this Bylaw.
6. This Bylaw comes into force on the date it is passed.

READ A FIRST TIME THIS 25TH DAY OF MARCH 2020

Troy Jewell

CHAIR
Chris Randall

SUPERINTENDENT/CEO

READ A SECOND TIME THIS 25TH DAY OF MARCH 2020

Troy Jewell

CHAIR
Chris Randall

SUPERINTENDENT/CEO

READ A THIRD TIME THIS 25TH DAY OF MARCH 2020

Troy Jewell

CHAIR
Chris Randall

SUPERINTENDENT/CEO



THE STURGEON SCHOOL DIVISION
PUBLIC NOTICE OF NOTICE OF INTENT TO BORROW BY DEBENTURE
EDUCATION ACT, SECTION 181

BYLAW NO. 02-2020

DATE PASSED:

ATTENTION: ELECTORS of The Sturgeon School Division

TAKE NOTICE that:

The Sturgeon School Division intends to implement an Energy Retrofit Project to realize energy and water efficiencies and reduce operational costs in facilities that are owned and operated by the school division. The project estimated cost is \$3,000,000.00.

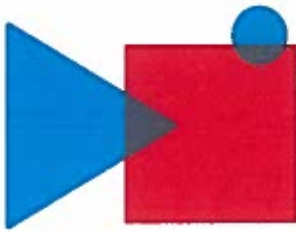
The sum of Three Million (\$3,000,000.00) dollars is to be borrowed on the security of The Sturgeon School Division by the issue of debentures and shall repay the indebtedness according to the repayment structure in effect, namely yearly equal payments of combined principal and interest installments not to exceed 20 years consecutive annual installments with interest at the rate determined from time to time by Alberta Capital Authority (currently at 2.2257%). The total cost of the project will be recurred through energy savings.

The Board of Trustees have taken the necessary proceedings under the provisions of the *Education Act* to obtain authority from the Minister of Education to borrow the aforesaid debenture funds or such portion of the said funds as may be required for the aforesaid purposes.

If you do not agree that The Sturgeon School Division should implement an Energy Retrofit Project, you may petition for a vote in accordance under the provision of the *Education Act*, Section 181 and be received by the Superintendent of Schools within 15 days of the last publication of this Public Notice of the proposed debenture borrowing. The last publication date will be June 25, 2020.

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

The Sturgeon School Division
Name of Board of Trustees



BOARD
MEMORANDUM

Date: June 10, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Jonathan Konrad, Director, Student Achievement and Results
Subject: Education Plan



Background:

Alberta Education has implemented a broader and more balanced approach to accountability for school divisions with the introduction of the Assurance Framework. In this framework, all stakeholders accept responsibility for building the education system, and using ongoing engagement, work toward continuous improvement. 2020-2021 marks the beginning of alignment between the Assurance Model and Funding Model within the Alberta education system.

Assurance in the education system happens 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.

A domain is an area of activity where education partners have specific responsibilities that they are accountable for and provide assurance about.

Student Growth and Achievement

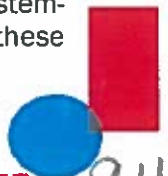
Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests, and aspirations.

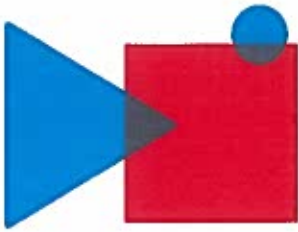
Teaching and Leading

Teaching and Leading refer to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and optimum learning for all.

Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.





Governance

Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching, and leading and optimum learning for all.

Local and Societal Context

Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations, and diverse cultural, social, and economic circumstances of all students.

New Planning and Reporting Cycle Education Plan

In previous years, Alberta Education has directed that the Education Plan and Annual Education Results Report (AERR) be approved by the Board by the end of November. Beginning with the 2020/2021 school year, Alberta Education has directed that the Education Plan be approved by the Board in May and the Annual Education Results Report (AERR) be approved by the Board in November.

The Education Plan provides direction for planning in the school year 2020/2021 and aligns with Alberta Education's Business Plan. The Education Plan sets out what needs to be done, including determining priorities, outcomes, measures, and strategies using the most recent results, while the Annual Education Results Report (AERR) provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains.

Education Plan Framework Proposal

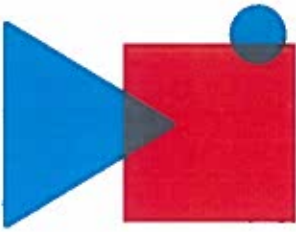
Attached is an Education plan framework with outcomes, measures, and strategies to meet our priority of student achievement. The strategies indicated are a reflection of the extensive student, parent, staff, and community engagement conducted by Incite and Education services.

Accountability Pillar Summary

Attached is Sturgeon Public School's Accountability summary from May 2020. As Alberta Education implements the Assurance Framework, the Accountability Pillar will continue to provide a consistent way to measure progress and inform improvement.

Administration is pleased to respond to questions.





B O A R D
MEMORANDUM

Recommendation:

That the Board of Trustees approve in principle the attached Education Plan; and further refer the draft document to the 24 June 2020 Public Board meeting.

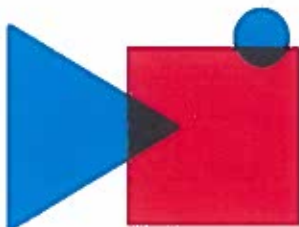
Sincerely,



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

Attachment





B O A R D
MEMORANDUM

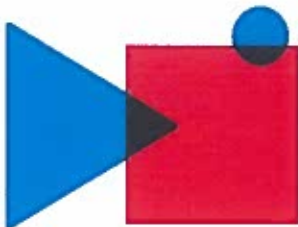
Date: June 10, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Ruth Kuik, Deputy Superintendent, Education Services
Sandra Brenneis, Director, Learning Services
Subject: Inclusion Funding Recommendations Update



Background:

A review of the department of Learning Services was completed in November 2019. Subsequently five recommendations were brought forward to the Superintendent. At the In-Camera Committee of the Whole meeting of the Board on February 12, 2020 these recommendations were received and affirmed. At this time an update is being provided to the Board of Trustees.

- 1. Develop an equitable and transparent funding model.**
The Director of Learning Services has developed and submitted a rubric which articulates the level of support required for student success. The rubric guides resource allocation and program development. Allocation of Specialized Learning funding is completed in consultation with school leadership teams to maximize and leverage all services and supports. This document will be shared with principals and school staff in June 2020.
- 2. Develop and Learning Coach model funded through the Specialized Learning Grant.**
Learning Coaches have been allocated (4.2 FTE) to support teaching and learning in Grades 5-9. They will work collaboratively with teachers to develop knowledge and skill in meeting diverse learning needs. Schools assigned Learning Coaches are: Camilla, Four Winds, Gibbons, Guthrie, Lilian Schick, Namao, Redwater and Sturgeon Heights.
- 3. Scale up strategies and support programming for students who struggle with regulation and behavior.**
An additional congregated program has been developed at Redwater School for students requiring specialized programming. This sustainable program will allow for 15 - 17 students to transition into adulthood closer to their communities. Planning and communication with parents/families has commenced.



4. Formulize the use of data to inform action required to support student achievement

The review identified that the collection of student data used to guide planning and programming required a consolidated and formal approach. Although departments gathered student data on attendance, at risk reports and student behavior and discipline, it was not readily available nor was a process in place to assure that evidence affected practice. To this end, a Data Consolidation process has been developed, identifying the report capability of existing software to enhance data collection. Timelines to review the information collected are stipulated and roles and responsibilities delineated.

5. Develop a professional development plan focused on building teacher and educational assistant knowledge and skill in trauma informed practice and learning design to meet the needs of all students

The Professional Development Plan for year 2020/21 will reflect the request of teachers to develop their skill and understanding of Trauma Informed Practice and Design Learning. A draft plan has initiated the process for addressing professional development needs of teachers with an anticipated return to class in September 2020.

Administration is pleased to respond to any questions.

Recommendation:

This report is shared as information.

Sincerely,

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

Attachment



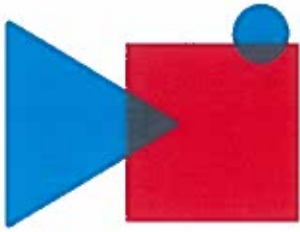


Levels of Support: Specialized Learning

	Key Indicators	Key Supports
Universal Tier 1	Describes the “typical” student who can meet student outcomes at or above grade level through high quality teaching.	Includes differentiated instruction, assessment of and for learning and universal design. These supports are available to all learners. No EA support provided
Mildly Impacting Disability	Describes a student who requires programming adaptations and/ or accommodations to achieve success.	Includes focused supports such as flexible groupings, visual supports, Assistive Technology, etc. These students typically require a Learning Plan. Learning Coach
Targeted Tier 2 Moderately Impacting Disability	Describes a student whose program requires extensive adaptation and/or modification to experience success.	Includes higher levels of focused supports such as specialized and direct instruction. Students at this level will require additional adult assistance or lower staff/student ratios. Students typically require an Individualized Program Plan. Students may be placed in a cluster group with some EA support. Schools may establish teacher- led low enrollment targeted interventions such as Strategies or literacy/ numeracy program.
Intensive Individualized Tier 3 Severely Impacting Disability	Describes a student who requires highly specialized and intensive support in programming.	Includes specific supports such as a dedicated Educational Assistant, access to the specialized therapeutic team, consultative and direct specialist support or an alternate placement. These students require an Individualized Program Plan. 0.5 to 1.0 FTE EA support required Specialized congregated /GOALS classroom placement

Frank Robinson Education Centre P: 780.939.4341 TF: 1.888.459.4062
9820-104 Street, Morinville, AB T8R 1L8 F: 780.939.5520 E: frec@sturgeon.ab.ca





BOARD
MEMORANDUM

Date: June 10, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Dr. Charmaine Brooks, Associate Superintendent, Corporate Services
Steve Schick, Director, Technology and Logistics Services
Subject: IT Report – Monthly Downtime



Background:

Find attached, a written report indicating network outage for the month of May 2020.

Recommendation:

That the report be received as information.

Sincerely,

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

Attachment



Sturgeon Public School Division Monthly Network Outage Report

June 1, 2020

May 1, 2020 – May 31, 2020

www.sturgeon.ab.ca (hosted)

Monthly Uptime Report: Common SaaS Check

Report Time Span:	5/1/2020 12:00:00 AM - 6/1/2020 12:00:00 AM										
Report Hours:	24 / 7										
Sensor Type:	Common SaaS (15 m Interval)										
Probe, Group, Device:	Local probe > Local probe > Probe Device										
Uptime Stats:	Up:	100 %	[30d 23h 49m 57s]	Down:	0 %	[00s]					
Request Stats:	Good:	100 %	[2976]	Failed:	0 %	[0]					
Average (Available Services):	>99 %										

Date Time	Available Services	Office 365	Bing	Google Apps	Dropbox	Salesforce	GitHub	Facebook	Twitter	Youtube	Downtime	Coverage
Averages (of 744 values)	>99 %	309 msec	2,325 msec	779 msec	2,794 msec	1,600 msec	2,642 msec	2,629 msec	554 msec	183 msec	0 %	100 %

SaaS Report: Common SaaS Check

Report Time Span:	5/1/2020 12:00:00 AM - 6/1/2020 12:00:00 AM										
Report Hours:	24 / 7										
Sensor Type:	Common SaaS (15 m Interval)										
Probe, Group, Device:	Local probe > Cloud Services > Internet Status										
Uptime Stats:	Up:	100 %	[30d 23h 48m 37s]	Down:	0 %	[00s]					
Request Stats:	Good:	100 %	[2974]	Failed:	0 %	[0]					
Average (Available Services):	>99 %										

Outage Detail: *There were no outages during this time period*



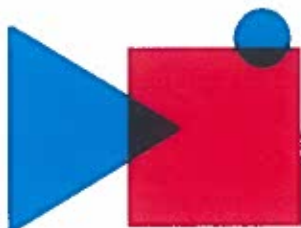
Request for Information - Phone System Issues

March 11, 2020

One of the service providers, ThinkTel, reported nationwide outages during the past 6 months as a result of upgrades. These outages have prevented calls from outside our buildings from connecting with our schools or Central Office. Internal calling, (i.e. dial by extension via VOIP), was not affected by this outage.

At this time, it is unclear if ThinkTel is able to remedy the issues so Administration is researching other suitable service providers to determine if it would be best to migrate to a new provider. A report and recommendation will be provided to the Superintendent/CEO by 30 June 2020.





B O A R D
MEMORANDUM

Date: June 10, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Ruth Kuik, Deputy Superintendent, Education Services
John Tyler, Director, Programming Excellence
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.

Alberta Education has advised that to reduce workload on school authorities, locally developed courses previously authorized and approved by the Board with an expiry date of August 31, 2020 will have the expiry date automatically extended to August 31, 2021. These courses are indicated in the following list with a "*". Course descriptions are not attached for these courses, as the Board has previously approved the course as a course of study within the Division, however, a motion is required to extend the expiry date.

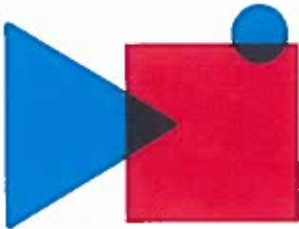
Administration is pleased to respond to questions.

Recommendation:

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

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

Chamber Ensemble 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, 2020 to August 31, 2021.



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Chamber Ensemble 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, 2020 to August 31, 2021.

Content Literacy 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, 2020 to August 31, 2021.

Content Literacy 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, 2020 to August 31, 2021.

* **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 with an extension of the expiry date from August 31, 2020 to August 31, 2021.

* **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 with an extension of the expiry date from August 31, 2020 to August 31, 2021.

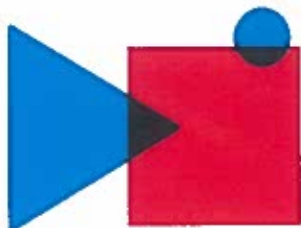
* **Instrumental Jazz 15/25/35** for 3 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division with an extension of the expiry date from August 31, 2020 to August 31, 2021.

* **Instrumental Jazz 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 with an extension of the expiry date from August 31, 2020 to August 31, 2021.

Leadership, Character & Social Responsibility 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, 2020 to August 31, 2021.

Leadership, Character & Social Responsibility 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, 2020 to August 31, 2021.





Military Studies (2020) 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, 2020 to August 31, 2024.

Military Studies (2020) 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, 2020 to August 31, 2024.

* **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, 2020 to August 31, 2021.

* **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, 2020 to August 31, 2021.

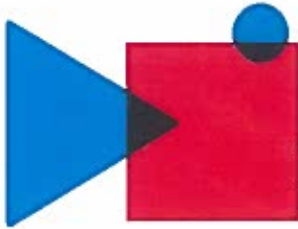
Reading (2020) 15/25 for 3 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2020 to August 31, 2024.

Reading (2020) 15/25 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, 2020 to August 31, 2024.

* **Vocal Jazz 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 with an extension of the expiry date from August 31, 2020 to August 31, 2021.

* **Vocal Jazz 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 with an extension of the expiry date from August 31, 2020 to August 31, 2021.





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* **Workplace Essential Skills 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 with an extension of the expiry date from August 31, 2020 to August 31, 2021.

* **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 with an extension of the expiry date from August 31, 2020 to August 31, 2021.

Sincerely,

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

Attachment



LOCALLY DEVELOPED COURSE OUTLINE

Chamber Ensemble 15-3

Chamber Ensemble 25-3

Chamber Ensemble 35-3

Submitted By:

The Sturgeon School Division

Submitted On:

May. 11, 2020

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	75.00	09/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12
25-3	75.00	09/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12
35-3	75.00	09/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12

Course Description

Chamber Ensemble 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.

Enrolment in this course will be based on the teacher's recommendation and permission by the principal. It is recommended that students have taken the courses in sequence and accompanied by Instrumental Music 10-20-30.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

The central purpose of all Fine Arts courses in the CBE is to live a creative life. The Arts foster a way of being that cultivates an adaptive, curious, open, and exploratory approach to life: an optimized capacity to pay attention and to interpret. It fosters an impulse to build, to create, to experiment and take risks. It is a participatory way of being that invites each of us to be a 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 artistic performance and encounters with art and artists in a studio environment. Through artistic performance and interactions with art and artists, concepts and authentic artistic practice are linked, new connections are made and skills are developed. Engaging in artistic performance means undertaking active, creative work that provides the opportunity to express oneself, one's ideas and understandings. 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 artistic performance and encounters with art and artists are not mutually exclusive, and typically occur in conjunction with one another.

Within the apprenticeship model 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 apprenticeship, 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.

Chamber Ensemble provides students with opportunities to develop, creatively apply and extend their musicianship in primarily student directed small ensembles. The musical skills found in General, Instrumental and Choral music form the foundation of musicianship for extension. 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. Ensemble groups will be flexible throughout the course and students will form ensembles based on interest, repertoire and skill level. The selection of repertoire for small student ensembles is not limited to Western classical styles or instrumentation.

Student Need (formerly: Rationale)

In keeping with the values defined within Alberta Education's Ministerial Order on Student Learning, the intent of this course is to respond to the needs of the Learner to reach their individual learning potential to become "Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit, who contribute to a strong and prosperous economy and society."

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 provide concrete opportunities to synthesize understandings and find new meaning. By learning through an apprenticeship model students engage in authentic artistic practice, performance alongside other artists, and become members of a community.

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.

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. Chamber Ensemble provides students with the opportunity to study and perform music which is more individually reliant and often without a conductor.

In these small ensembles, there are many opportunities for creativity and innovation through music performance, improvisation and interpretation. The musicianship required by the student when studying small ensemble repertoire requires collaboration and leadership from all members at all stages of rehearsal and performance. This kind of musical performance enhances understanding of common elements of music, as the musicians are responsible not only for the performance, but also the interpretation of the repertoire.

Scope and Sequence (formerly: Learner Outcomes)

Chamber Ensemble, as a curriculum, is process based and the general outcomes and spans all course levels. The specific approaches and repertoire undertaken by students increase in difficulty as students progress, requiring more comprehensive understanding and involving higher thought processes. Where a specific learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Learning Outcomes apply in both 3 and 5 credit courses, with students achieving greater depth with extended study.

LOCALLY DEVELOPED COURSE OUTLINE

Chamber Ensemble 15-5

Chamber Ensemble 25-5

Chamber Ensemble 35-5

Submitted By:

The Sturgeon School Division

Submitted On:

May. 11, 2020

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	09/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12
25-5	125.00	09/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12
35-5	125.00	09/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12

Course Description

Chamber Ensemble 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.

Enrolment in this course will be based on the teacher's recommendation and permission by the principal. It is recommended that students have taken the courses in sequence and accompanied by Instrumental Music 10-20-30.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

The central purpose of all Fine Arts courses in the CBE is to live a creative life. The Arts foster a way of being that cultivates an adaptive, curious, open, and exploratory approach to life: an optimized capacity to pay attention and to interpret. It fosters an impulse to build, to create, to experiment and take risks. It is a participatory way of being that invites each of us to be a 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 artistic performance and encounters with art and artists in a studio environment. Through artistic performance and interactions with art and artists, concepts and authentic artistic practice are linked, new connections are made and skills are developed. Engaging in artistic performance means undertaking active, creative work that provides the opportunity to express oneself, one's ideas and understandings. 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 artistic performance and encounters with art and artists are not mutually exclusive, and typically occur in conjunction with one another.

Within the apprenticeship model 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 apprenticeship, 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.

Chamber Ensemble provides students with opportunities to develop, creatively apply and extend their musicianship in primarily student directed small ensembles. The musical skills found in General, Instrumental and Choral music form the foundation of musicianship for extension. 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. Ensemble groups will be flexible throughout the course and students will form ensembles based on interest, repertoire and skill level. The selection of repertoire for small student ensembles is not limited to Western classical styles or instrumentation.

Student Need (formerly: Rationale)

In keeping with the values defined within Alberta Education's Ministerial Order on Student Learning, the intent of this course is to respond to the needs of the Learner to reach their individual learning potential to become "Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit, who contribute to a strong and prosperous economy and society."

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 provide concrete opportunities to synthesize understandings and find new meaning. By learning through an apprenticeship model students engage in authentic artistic practice, performance alongside other artists, and become members of a community.

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.

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. Chamber Ensemble provides students with the opportunity to study and perform music which is more individually reliant and often without a conductor.

In these small ensembles, there are many opportunities for creativity and innovation through music performance, improvisation and interpretation. The musicianship required by the student when studying small ensemble repertoire requires collaboration and leadership from all members at all stages of rehearsal and performance. This kind of musical performance enhances understanding of common elements of music, as the musicians are responsible not only for the performance, but also the interpretation of the repertoire

Scope and Sequence (formerly: Learner Outcomes)

Chamber Ensemble, as a curriculum, is process based and the general outcomes and spans all course levels. The specific approaches and repertoire undertaken by students increase in difficulty as students progress, requiring more comprehensive understanding and involving higher thought processes. Where a specific learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Learning Outcomes apply in both 3 and 5 credit courses, with students achieving greater depth with extended study.

LOCALLY DEVELOPED COURSE OUTLINE

Content Literacy 15-3

Content Literacy 25-3

Submitted By:

The Sturgeon School Division

Submitted On:

May. 14, 2020

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	09/01/2020	08/31/2021	Acquired	Authorization	G10
25-3	62.50	09/01/2020	08/31/2021	Acquired	Authorization	G11

Course Description

Content Literacy 15/25 are courses designed to help students who struggle with core subject content because of difficulties attaining and demonstrating understandings found in subject area instructional materials. Content literacy offers students direct, modelled instruction and increased opportunity to acquire and employ multiple literacies to gain and convey deeper and broader understandings of information found in a variety of high school content area curricula.

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.

NOTE: Content Literacy 15 is not a pre-requisite for Content Literacy 25. Students need to be grouped according to the grade level of subjects they take outside of Content Literacy so that they can support each other in these courses. These courses expand and build upon literal and interpretive comprehension strategies.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

Teaching students to be more strategic in their encounters with texts will not only empower them to be more successful readers, but will also enable them to engage with themselves and the world more thoughtfully and collaboratively. Content Literacy offers students an opportunity to develop the skills necessary to actively engage with multiple subject area disciplines. As they learn the strategies necessary to read AND think more critically about the various media presented to them, students will develop the capacity to confidently collaborate with the broader community of learners. 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 a communication of ideas beyond a superficial level will ultimately develop a more insightful citizen who is capable of making real-world connections both within and beyond the text. This course focuses on teaching strategies that are transferrable across all core subject areas such as Science, Social Studies, and Mathematics. The critical skills that will develop because of the intense application of these strategies will enable content area readers who need support to be more successful throughout their high school experience and beyond.

NOTE: Content Literacy 15 is not a pre-requisite for Content Literacy 25. Students need to be grouped according to the grade level of subjects they take outside of Content Literacy so that they can support each other in these courses.

Student Need (formerly: Rationale)

In high school there are many subject areas that employ various types of text for which students are expected to have the necessary literacy skills. Unfortunately, many students do not have these skills and so are less likely to be successful and complete high school. Teaching the literacy strategies necessary for accessing course materials in subject areas such as Science, Biology, Physics, Chemistry, Mathematics and Social Studies is the purpose of the 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 content literacy skills for those students.

Content Literacy 15/25-5 is identical in outcomes to Content Literacy 15/25-3. Students who take the 5 credit course are those who require more literacy instruction in order to be successful; those students in a non-semestered school who take the course for the full year to support their literacy needs throughout the year; those in a semestered school who will be taking different core subjects in the two semesters and who require literacy support for all their core subjects

Scope and Sequence (formerly: Learner Outcomes)

Alberta Education defines literacy as "... the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living". As such it is essential that students are made aware of and given daily opportunities to learn and practice the literacy skills needed to be successful in all content areas. Learning to make meaning from multiple texts and contexts, and using unique targeted strategies throughout the reading and writing processes, is the real work of this course.

The outcomes for this course do not suggest specific strategies because each student will have instructional needs unique to their literacy levels and the courses in which they are enrolled outside Content Literacy 15/25. Teachers will identify the strategies each learner requires through a needs assessment as well as a balance of direct instruction and self-directed learning. While the course content appears identical for both Content Literacy 15 and Content Literacy 25, the subject area materials change because of the change in level. For example, the Content Literacy 15 course deals with the subject area texts and content of grade 10 and the Content Literacy 25 course deals with the subject area texts and content of grade 11.

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.

LOCALLY DEVELOPED COURSE OUTLINE

Content Literacy 15-5

Content Literacy 25-5

Submitted By:

The Sturgeon School Division

Submitted On:

May. 14, 2020

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	09/01/2020	08/31/2021	Acquired	Authorization	G10
25-5	125.00	09/01/2020	08/31/2021	Acquired	Authorization	G11

Course Description

Content Literacy 15/25 are courses designed to help students who struggle with core subject content because of difficulties attaining and demonstrating understandings found in subject area instructional materials. Content literacy offers students direct, modelled instruction and increased opportunity to acquire and employ multiple literacies to gain and convey deeper and broader understandings of information found in a variety of high school content area curricula.

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.

NOTE: Content Literacy 15 is not a pre-requisite for Content Literacy 25. Students need to be grouped according to the grade level of subjects they take outside of Content Literacy so that they can support each other in these courses. These courses expand and build upon literal and interpretive comprehension strategies.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

Teaching students to be more strategic in their encounters with texts will not only empower them to be more successful readers, but will also enable them to engage with themselves and the world more thoughtfully and collaboratively. Content Literacy offers students an opportunity to develop the skills necessary to actively engage with multiple subject area disciplines. As they learn the strategies necessary to read AND think more critically about the various media presented to them, students will develop the capacity to confidently collaborate with the broader community of learners. 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 a communication of ideas beyond a superficial level will ultimately develop a more insightful citizen who is capable of making real-world connections both within and beyond the text. This course focuses on teaching strategies that are transferrable across all core subject areas such as Science, Social Studies, and Mathematics. The critical skills that will develop because of the intense application of these strategies will enable content area readers who need support to be more successful throughout their high school experience and beyond.

NOTE: Content Literacy 15 is not a pre-requisite for Content Literacy 25. Students need to be grouped according to the grade level of subjects they take outside of Content Literacy so that they can support each other in these courses.

Student Need (formerly: Rationale)

In high school there are many subject areas that employ various types of text for which students are expected to have the necessary literacy skills. Unfortunately, many students do not have these skills and so are less likely to be successful and complete high school. Teaching the literacy strategies necessary for accessing course materials in subject areas such as Science, Biology, Physics, Chemistry, Mathematics and Social Studies is the purpose of the 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 content literacy skills for those students.

Content Literacy 15/25-5 is identical in outcomes to Content Literacy 15/25-3. Students who take the 5 credit course are those who require more literacy instruction in order to be successful; those students in a non-semestered school who take the course for the full year to support their literacy needs throughout the year; those in a semestered school who will be taking different core subjects in the two semesters and who require literacy support for all their core subjects

Scope and Sequence (formerly: Learner Outcomes)

Alberta Education defines literacy as "... the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living". As such it is essential that students are made aware of and given daily opportunities to learn and practice the literacy skills needed to be successful in all content areas. Learning to make meaning from multiple texts and contexts, and using unique targeted strategies throughout the reading and writing processes, is the real work of this course.

The outcomes for this course do not suggest specific strategies because each student will have instructional needs unique to their literacy levels and the courses in which they are enrolled outside Content Literacy 15/25. Teachers will identify the strategies each learner requires through a needs assessment as well as a balance of direct instruction and self-directed learning. While the course content appears identical for both Content Literacy 15 and Content Literacy 25, the subject area materials change because of the change in level. For example, the Content Literacy 15 course deals with the subject area texts and content of grade 10 and the Content Literacy 25 course deals with the subject area texts and content of grade 11.

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.

LOCALLY DEVELOPED COURSE OUTLINE

Leadership, Character & Social Responsibility 15-3

Leadership, Character & Social Responsibility 25-3

Leadership, Character & Social Responsibility 35-3

Submitted By:

The Sturgeon School Division

Submitted On:

May. 6, 2020

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	09/01/2020	08/31/2021	Acquired	Authorization	G10
25-3	62.50	09/01/2020	08/31/2021	Acquired	Authorization	G11
35-3	62.50	09/01/2020	08/31/2021	Acquired	Authorization	G12

Course Description

The emphasis of the course is leadership, character development and social responsibility. The students will demonstrate their understanding of the critical values and attitudes needed to become a leader of oneself, therefore, being able to lead others by example. Students will actively engage in the delivery and scope of this class by leading various in-class and out of class endeavours. This engagement will encourage students to take a leadership role and exemplify what they have learned throughout their exploration of leadership. Through this involvement students will also refine their leadership style, personal vision and their life's direction, and an understanding of their social responsibilities.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

This leadership course is designed to develop essential leadership knowledge and skills with a focus on development of character. The course endeavours to develop key values, attitudes, and ethics for leadership and for responsible citizenship in the future. Unlike other leadership modules and courses, the focus of this course is on developing an engaged thinker, ethical citizen, and morally responsible and social individual.

Student Need (formerly: Rationale)

Leadership, Character and Social Responsibility 15, 25, and 35 is designed to provide students with an opportunity to explore leadership, develop leadership skills and abilities, and, most importantly, to grow and develop as individuals while making a difference in their school and community. Students need guided opportunities to learn and grow as leaders and to develop a stronger sense of their social responsibility.

Students are passionate about making a difference within their leadership class, the school and the extended community. Within the class, student driven team-building develops trust, responsibility for, and commitment to each other. This positive, non-threatening environment provides the structure for students to be willing to take risks, giving them the confidence to make a difference in the community. This approach is unique as students are allowed to fail and learn from their experience, they have the freedom to grow in safety, and they are not penalized if their idea doesn't work.

Learning from experience, trial and error, and mentorship through the trial, students reach their own internalized understanding of leadership and citizenship. Within the school and community, leadership is demonstrated through a variety of spirit-building initiatives and community outreach mentoring programs with the elementary, junior high, and senior high schools. Leadership students identify the need and then develop strategies to meet the need; they make a commitment to volunteer their time to leadership initiatives outside of class. 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.

The scarce resource for the 21st Century is leadership. Business, governments, voluntary organizations, and communities all require experienced and committed leaders to thrive and prosper in a rapidly changing and challenging future. Organizations and communities without leadership will fail. They will be unable to instill trust, commitment and confidence, build teams and partnership, define goals and objectives, direct and manage change, and develop and inspire vision. In short, they will be unable to move forward creatively and effectively. It is a characteristic that needs to be developed and learned. It requires experience. Leaders need to experience the challenges of leadership in a variety of settings. They need practice. Leadership, Character, and Social Responsibility 15, 25, and 35 provide that opportunity.

Scope and Sequence (formerly: Learner Outcomes)

The general outcomes span the three course levels - 15, 25, 35.

LOCALLY DEVELOPED COURSE OUTLINE

Leadership, Character & Social Responsibility 15-5

Leadership, Character & Social Responsibility 25-5

Leadership, Character & Social Responsibility 35-5

Submitted By:

The Sturgeon School Division

Submitted On:

May. 6, 2020

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	09/01/2020	08/31/2021	Acquired	Authorization	G10
25-5	125.00	09/01/2020	08/31/2021	Acquired	Authorization	G11
35-5	125.00	09/01/2020	08/31/2021	Acquired	Authorization	G12

Course Description

The emphasis of the course is leadership, character development and social responsibility. The students will demonstrate their understanding of the critical values and attitudes needed to become a leader of oneself, therefore, being able to lead others by example. Students will actively engage in the delivery and scope of this class by leading various in-class and out of class endeavours. This engagement will encourage students to take a leadership role and exemplify what they have learned throughout their exploration of leadership. Through this involvement students will also refine their leadership style, personal vision and their life's direction, and an understanding of their social responsibilities.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

This leadership course is designed to develop essential leadership knowledge and skills with a focus on development of character. The course endeavours to develop key values, attitudes, and ethics for leadership and for responsible citizenship in the future. Unlike other leadership modules and courses, the focus of this course is on developing an engaged thinker, ethical citizen, and morally responsible and social individual.

Student Need (formerly: Rationale)

Leadership, Character and Social Responsibility 15, 25, and 35 is designed to provide students with an opportunity to explore leadership, develop leadership skills and abilities, and, most importantly, to grow and develop as individuals while making a difference in their school and community. Students need guided opportunities to learn and grow as leaders and to develop a stronger sense of their social responsibility.

Students are passionate about making a difference within their leadership class, the school and the extended community. Within the class, student driven team-building develops trust, responsibility for, and commitment to each other. This positive, non-threatening environment provides the structure for students to be willing to take risks, giving them the confidence to make a difference in the community. This approach is unique as students are allowed to fail and learn from their experience, they have the freedom to grow in safety, and they are not penalized if their idea doesn't work.

Learning from experience, trial and error, and mentorship through the trial, students reach their own internalized understanding of leadership and citizenship. Within the school and community, leadership is demonstrated through a variety of spirit-building initiatives and community outreach mentoring programs with the elementary, junior high, and senior high schools. Leadership students identify the need and then develop strategies to meet the need; they make a commitment to volunteer their time to leadership initiatives outside of class. 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.

The scarce resource for the 21st Century is leadership. Business, governments, voluntary organizations, and communities all require experienced and committed leaders to thrive and prosper in a rapidly changing and challenging future. Organizations and communities without leadership will fail. They will be unable to instill trust, commitment and confidence, build teams and partnership, define goals and objectives, direct and manage change, and develop and inspire vision. In short, they will be unable to move forward creatively and effectively. It is a characteristic that needs to be developed and learned. It requires experience. Leaders need to experience the challenges of leadership in a variety of settings. They need practice. Leadership, Character, and Social Responsibility 15, 25, and 35 provide that opportunity.

Scope and Sequence (formerly: Learner Outcomes)

The general outcomes span the three course levels - 15, 25, 35.

LOCALLY DEVELOPED COURSE OUTLINE

Military Studies (2020) 15-3

Military Studies (2020) 25-3

Military Studies (2020) 35-3

Submitted By:

The Sturgeon School Division

Submitted On:

May. 11, 2020

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	09/01/2020	08/31/2024	Acquired	Authorization	G10
25-3	62.50	09/01/2020	08/31/2024	Acquired	Authorization	G10
35-3	62.50	09/01/2020	08/31/2024	Acquired	Authorization	G10

Course Description

In Military Studies 15-25-35 Alberta students will inquire into, explore, assess, and evaluate the origins of the military. Throughout Military Studies 15-25-35 students will grapple critically with real world problems/conflicts, assess and evaluate military solutions and in the process hone their communication, leadership and decision-making capabilities as informed, responsible and competent Canadians in an increasingly conflict fraught and complex global context.

Course Prerequisites

Military Studies 15: None

Military Studies 25: Military Studies 15

Military Studies 35: Military Studies 25

Sequence Introduction (formerly: Philosophy)

The existence of a warrior culture is prevalent throughout human history. Today, military organizations in Canada and abroad play a significant role in cultivating patriotism, humanitarian values and peace as well as preserving a country's heritage, sovereignty, environment, economic stability and security. In an increasingly interconnected world, the military plays an important role in terms of assisting governments to imagine, maintain and spread collective ideals in peaceful and conflict situations.

In Military Studies 15-25-35, students will inquire into, explore, assess, and evaluate the origins of the military, its diverse roles, its involvement in domestic and international affairs, and its relationship to political decision-making processes in times of war and peace in Canada and in international contexts. This course provides students with a unique opportunity to explore the military and its diverse roles in depth and with attention to historical, contemporary and emergent real-world issues.

Throughout these courses of study students will grapple critically with real world problems/conflicts, assess and evaluate military solutions and in the process, hone their communication, leadership and decision-making capabilities as informed, responsible and competent Canadians in an increasingly conflict fraught and complex global context.

Student Need (formerly: Rationale)

This course serves to examine the theories and practices associated with war and peace, and the role the military plays in various contexts. Existing Programs of Studies (including Social Studies, Canadian History and World History) provide teachers with limited opportunities to engage in conversations about the role of the Military in Canada and internationally. Military Studies 15-25-35 enables students to expand upon and deepen understandings by inquiring into specific military motivations and actions in contemporary and historical contexts.

In the contemporary context, students are bombarded daily by images of human conflict via exposure to representations of conflict at school, in literature, in video games, in film and via the media. The Military Studies 15-25-35 courses are designed to help students to understand the specific roles the military can and may play in terms of engaging in and preventing conflicts. While this course is designed to provide enrichment and enhanced understanding for all students, it may play a particularly important role for the thousands of young Albertans involved in the growing Canadian cadet movement. The extension provided in this course supports these students to better understand the role of the military in Canada, compare it to the role of the military in other international contexts, and take responsibility for the roles they may play in the military as Canadian.

Scope and Sequence (formerly: Learner Outcomes)

In Military Studies 15-25-35 students will examine a variety of resources from multiple perspectives, including but not limited to stories, artifacts and media sources. Through encountering, discussing and analyzing these sources, students will learn to demonstrate their understanding of the complexities and issues surrounding the military and the roles it plays today, and the roles it has played throughout human history. These courses are designed to help Alberta students to develop competencies as engaged thinkers and ethical citizens with an entrepreneurial spirit by inviting them to think critically, communicate, demonstrate understanding of social, global and environmental responsibility and understand the ways in which the military collaborates with and provides leadership in our increasingly globalized world.

Military Studies 15-25-35 support the development of competencies from Alberta Education's Ministerial Order on Student Learning. In keeping with the values defined within that Order, the intent of this course is to respond to the needs of the learner to reach their individual learning potential. In keeping with the values defined within that Order, the intent of this course is to respond to the needs of the Learner to reach their individual learning potential.

LOCALLY DEVELOPED COURSE OUTLINE

Military Studies (2020) 15-5

Military Studies (2020) 25-5

Military Studies (2020) 35-5

Submitted By:

The Sturgeon School Division

Submitted On:

May. 11, 2020

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	09/01/2020	08/31/2024	Acquired	Authorization	G10
25-5	125.00	09/01/2020	08/31/2024	Acquired	Authorization	G10
35-5	125.00	09/01/2020	08/31/2024	Acquired	Authorization	G10

Course Description

In Military Studies 15-25-35 Alberta students will inquire into, explore, assess, and evaluate the origins of the military. Throughout Military Studies 15-25-35 students will grapple critically with real world problems/conflicts, assess and evaluate military solutions and in the process hone their communication, leadership and decision-making capabilities as informed, responsible and competent Canadians in an increasingly conflict fraught and complex global context.

Course Prerequisites

Military Studies 15: None

Military Studies 25: Military Studies 15

Military Studies 35: Military Studies 25

Sequence Introduction (formerly: Philosophy)

The existence of a warrior culture is prevalent throughout human history. Today, military organizations in Canada and abroad play a significant role in cultivating patriotism, humanitarian values and peace as well as preserving a country's heritage, sovereignty, environment, economic stability and security. In an increasingly interconnected world, the military plays an important role in terms of assisting governments to imagine, maintain and spread collective ideals in peaceful and conflict situations.

In Military Studies 15-25-35, students will inquire into, explore, assess, and evaluate the origins of the military, its diverse roles, its involvement in domestic and international affairs, and its relationship to political decision-making processes in times of war and peace in Canada and in international contexts. This course provides students with a unique opportunity to explore the military and its diverse roles in depth and with attention to historical, contemporary and emergent real-world issues.

Throughout these courses of study students will grapple critically with real world problems/conflicts, assess and evaluate military solutions and in the process, hone their communication, leadership and decision-making capabilities as informed, responsible and competent Canadians in an increasingly conflict fraught and complex global context.

Student Need (formerly: Rationale)

This course serves to examine the theories and practices associated with war and peace, and the role the military plays in various contexts. Existing Programs of Studies (including Social Studies, Canadian History and World History) provide teachers with limited opportunities to engage in conversations about the role of the Military in Canada and internationally. Military Studies 15-25-35 enables students to expand upon and deepen understandings by inquiring into specific military motivations and actions in contemporary and historical contexts.

In the contemporary context, students are bombarded daily by images of human conflict via exposure to representations of conflict at school, in literature, in video games, in film and via the media. The Military Studies 15-25-35 courses are designed to help students to understand the specific roles the military can and may play in terms of engaging in and preventing conflicts. While this course is designed to provide enrichment and enhanced understanding for all students, it may play a particularly important role for the thousands of young Albertans involved in the growing Canadian cadet movement. The extension provided in this course supports these students to better understand the role of the military in Canada, compare it to the role of the military in other international contexts, and take responsibility for the roles they may play in the military as Canadian.

Scope and Sequence (formerly: Learner Outcomes)

In Military Studies 15-25-35 students will examine a variety of resources from multiple perspectives, including but not limited to stories, artifacts and media sources. Through encountering, discussing and analyzing these sources, students will learn to demonstrate their understanding of the complexities and issues surrounding the military and the roles it plays today, and the roles it has played throughout human history. These courses are designed to help Alberta students to develop competencies as engaged thinkers and ethical citizens with an entrepreneurial spirit by inviting them to think critically, communicate, demonstrate understanding of social, global and environmental responsibility and understand the ways in which the military collaborates with and provides leadership in our increasingly globalized world.

Military Studies 15-25-35 support the development of competencies from Alberta Education's Ministerial Order on Student Learning. In keeping with the values defined within that Order, the intent of this course is to respond to the needs of the learner to reach their individual learning potential. In keeping with the values defined within that Order, the intent of this course is to respond to the needs of the Learner to reach their individual learning potential.

LOCALLY DEVELOPED COURSE OUTLINE

Reading (2020) 15-3

Reading (2020) 25-3

Submitted By:

The Sturgeon School Division

Submitted On:

Apr. 8, 2020

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	09/01/2020	08/31/2024	Acquired	Authorization	G10
25-3	62.50	09/01/2020	08/31/2024	Acquired	Authorization	G10

Course Description

In Reading 15-25 students will engage in diverse reading experiences. As they progress through the outcomes, texts may become increasingly complex allowing students to demonstrate a deeper level of understanding. The reading skills gained through this course will allow students to achieve success in their senior high school courses as well as transfer their knowledge to multiple situations and contexts beyond school.

In Reading 15, students will engage with a variety of texts and identify and apply reading strategies appropriate for a purpose and context. In Reading 25, students will engage with a variety of texts and apply, adjust and refine reading strategies appropriate for a purpose and context.

Course Prerequisites

15: prerequisite | none

25: prerequisite | 15 Reading

Sequence Introduction (formerly: Philosophy)

Reading 15-25 reflect the needs and nature of today's learners to acquire and refine the literacy skills necessary to construct and communicate meaning of diverse texts in order to achieve "success and fulfilment as engaged thinkers and ethical citizens with an entrepreneurial spirit."

Many of the texts students encounter in school, post-secondary education, in the workplace and in their leisure time will combine a variety of textual elements inclusive of print, digital, visual, and oral. Students will need to understand how these elements work together to construct meaning.

At their heart, these courses demonstrate that senior high school students who require extra support to develop strong reading skills must be provided with deliberately taught and self-selected strategies to assist them in constructing meaning of texts. This locally developed course emphasizes the importance of scaffolding to promote increasingly independent literacy practices.

Student Need (formerly: Rationale)

This locally developed course is intended to help students develop a wider range of strategies that they can use more independently before, during and after reading to help them critically construct the meaning of texts they encounter in an academic environment and in their daily lives. Students will participate in literacy learning intended to build background knowledge, decoding skills, personal reading strategies, comprehension and reader identity. Students who possess a wide variety of self-regulation strategies will move towards increasing independence in improving literacy skills. Students will develop confidence and provide motivation to succeed in active reading in school and daily life.

Working within the students' zone of proximal development teachers will select instructional approaches and materials that will provide scaffolding such as building background knowledge, reading aloud, modeling, and guided reading. These approaches will support students in developing a wider range of strategies that they can draw upon and use independently before, during and after reading to make sense of and enjoy texts. Diagnostic classroom activities at the start of the program can provide teacher with information in order to tailor program needs of individual students.

The texts encountered in Reading 15-25 progress from straightforward, to complex, to more sophisticated. Texts may include, but are not limited to, oral, print, visual, digital, and multimedia resources; they may encompass cultural artifacts, encounters with the land, and everyday communications (ELA DRAFT Curriculum Introduction, October 2018). The texts students study can also include texts they encounter in career exploration and texts they are required to read in the workplace, in courses such as the Registered Apprenticeship Program, Work Experience, and Career and Technology Studies. Reading 15-25 should also give particular emphasis to texts that students choose to read for their own interest and pleasure.

Scope and Sequence (formerly: Learner Outcomes)

This course provides students with opportunities to deepen their reading comprehension skills. They will explore diverse texts, their reader identity, and develop a wider range of reading strategies that they can access to improve their ability to make sense of texts and build joyful reading practices.

In keeping with the Alberta Education learner competencies, the intent of this course is to provide additional opportunities for students to explore their identity through diverse texts, to demonstrate democracy and citizenship and contribute to the common good

In keeping with the values defined within Alberta Education's Ministerial Order on Student Learning, the intent of this course is to respond to the needs of the Learner to reach their individual learning potential to become "Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit; employ literacy and numeracy to construct and communicate meaning."

The guiding questions span all course levels. Where a learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills and in demonstrating the outcome. This course is built upon the following guiding questions.

LOCALLY DEVELOPED COURSE OUTLINE

Reading (2020) 15-5

Reading (2020) 25-5

Submitted By:

The Sturgeon School Division

Submitted On:

Apr. 8, 2020

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	09/01/2020	08/31/2024	Acquired	Authorization	G10
25-5	125.00	09/01/2020	08/31/2024	Acquired	Authorization	G10

Course Description

In Reading 15-25 students will engage in diverse reading experiences. As they progress through the outcomes, texts may become increasingly complex allowing students to demonstrate a deeper level of understanding. The reading skills gained through this course will allow students to achieve success in their senior high school courses as well as transfer their knowledge to multiple situations and contexts beyond school.

In Reading 15, students will engage with a variety of texts and identify and apply reading strategies appropriate for a purpose and context. In Reading 25, students will engage with a variety of texts and apply, adjust and refine reading strategies appropriate for a purpose and context.

Course Prerequisites

15: prerequisite | none

25: prerequisite | 15 Reading

Sequence Introduction (formerly: Philosophy)

Reading 15-25 reflect the needs and nature of today's learners to acquire and refine the literacy skills necessary to construct and communicate meaning of diverse texts in order to achieve "success and fulfilment as engaged thinkers and ethical citizens with an entrepreneurial spirit."

Many of the texts students encounter in school, post-secondary education, in the workplace and in their leisure time will combine a variety of textual elements inclusive of print, digital, visual, and oral. Students will need to understand how these elements work together to construct meaning.

At their heart, these courses demonstrate that senior high school students who require extra support to develop strong reading skills must be provided with deliberately taught and self-selected strategies to assist them in constructing meaning of texts. This locally developed course emphasizes the importance of scaffolding to promote increasingly independent literacy practices.

Student Need (formerly: Rationale)

This locally developed course is intended to help students develop a wider range of strategies that they can use more independently before, during and after reading to help them critically construct the meaning of texts they encounter in an academic environment and in their daily lives. Students will participate in literacy learning intended to build background knowledge, decoding skills, personal reading strategies, comprehension and reader identity. Students who possess a wide variety of self-regulation strategies will move towards increasing independence in improving literacy skills. Students will develop confidence and provide motivation to succeed in active reading in school and daily life.

Working within the students' zone of proximal development teachers will select instructional approaches and materials that will provide scaffolding such as building background knowledge, reading aloud, modeling, and guided reading. These approaches will support students in developing a wider range of strategies that they can draw upon and use independently before, during and after reading to make sense of and enjoy texts. Diagnostic classroom activities at the start of the program can provide teacher with information in order to tailor program needs of individual students.

The texts encountered in Reading 15-25 progress from straightforward, to complex, to more sophisticated. Texts may include, but are not limited to, oral, print, visual, digital, and multimedia resources; they may encompass cultural artifacts, encounters with the land, and everyday communications (ELA DRAFT Curriculum Introduction, October 2018). The texts students study can also include texts they encounter in career exploration and texts they are required to read in the workplace, in courses such as the Registered Apprenticeship Program, Work Experience, and Career and Technology Studies. Reading 15-25 should also give particular emphasis to texts that students choose to read for their own interest and pleasure.

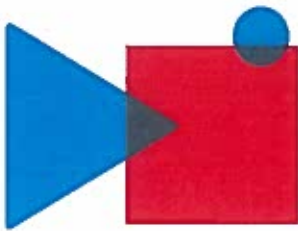
Scope and Sequence (formerly: Learner Outcomes)

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In keeping with the Alberta Education learner competencies, the intent of this course is to provide additional opportunities for students to explore their identity through diverse texts, to demonstrate democracy and citizenship and contribute to the common good

In keeping with the values defined within Alberta Education's Ministerial Order on Student Learning, the intent of this course is to respond to the needs of the Learner to reach their individual learning potential to become "Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit; employ literacy and numeracy to construct and communicate meaning."

The guiding questions span all course levels. Where a learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills and in demonstrating the outcome. This course is built upon the following guiding questions.



BOARD
MEMORANDUM

Date: June 10, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Dr. Charmaine Brooks, Associate Superintendent, Corporate Services
Lynne Chaston, Director, Financial Services
Denis Henderson, Director, Facilities Services
Subject: Minister Request – Sale of Retained Building and Land to Rivière Qui Barre Agricultural Society

Background:

Further to the execution of the Ice Rink and Parking Lot Agreement, the Division must request Ministerial approval for exemption as per article 9(7) of the Disposition of Property Regulation 86/2019.

Administration is prepared to respond to questions.

Recommendation:

That the Board approve the subdivision of property at Camilla School to allow for the sale of a parcel of land as per the Ice Rink and Parking Lot Agreement between Sturgeon Public School Division and the Rivière Qui Barre Agricultural Society, and further, that this recommendation be referred to a Special Meeting of the Board.

Sincerely,

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

