

# AGENDA

## BOARD

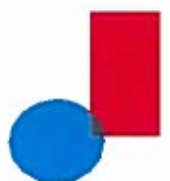
Wed. June 24, 2020

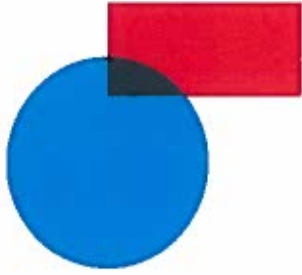


**Sturgeon  
Public Schools**

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. READING AND APPROVING OF MINUTES
  - 4.1 Approval of the Minutes of the Regular Meeting of May 27, 2020
  - 4.2 Approval of the Minutes of the Special Meeting of June 10, 2020
5. PRESENTATIONS
6. REPORTS FROM SENIOR EXECUTIVE
  - 6.1 Capital Update
7. REPORTS FROM TRUSTEES AND STANDING COMMITTEES
  - 7.1 Chair's Report
    - 7.1.1 Letter from Alberta Transportation
  - 7.2 Trustees Report
  - 7.3 Advocacy Committee
  - 7.4 Building and Maintenance Committee
  - 7.5 Education Committee
  - 7.6 Finance and People Services Committee
  - 7.7 Transportation Committee
8. REPORTS FROM SPECIAL COMMITTEES/TASK GROUPS
  - 8.1 Alberta School Boards Association Representative
  - 8.2 Public School Boards Association of Alberta Representative





# AGENDA

# BOARD

Wed. June 24, 2020

## 9. NEW BUSINESS

- 9.1 2020/2021 Educational Services Agreement, Elk Island Public School - Language Immersion Sturgeon Public School Division Transported Student
- 9.2 2020/2021 Educational Services Agreement, Greater St. Albert Catholic Schools - Language Immersion Sturgeon Public School Division Transported Student
- 9.3 2020/2021 Educational Services Agreement, St. Albert Public Schools - Language Immersion Sturgeon Public School Division Transported Student
- 9.4 2020/2021 School Calendar
- 9.5 Book Award: Rate/Class
- 9.6 Bylaw 2-13 Electoral Wards
- 9.7 Bylaw 02-2020 - A Bylaw to Incur Indebtedness by Debenture
- 9.8 Education Plan
- 9.9 Monthly Financial Report
- 9.10 Omnibus Motion for Locally Developed Course Approval
- 9.11 Summer Board Meetings

## 10. UNFINISHED BUSINESS

## 11. NOTICES OF MOTION

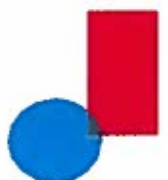
## 12. INFORMATION

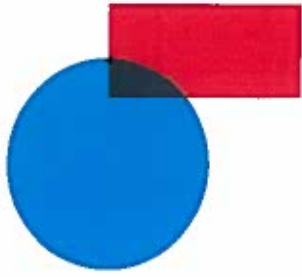
## 13. COMMENT & QUESTION PERIOD

- 13.1 ATA; CUPE
- 13.2 Community Members
- 13.3 Media



Dare to reimagine learning





# AGENDA

# BOARD

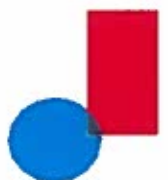
Wed. June 24, 2020

14. REQUESTS FOR INFORMATION
15. IN CAMERA
16. ADJOURNMENT



**Sturgeon  
Public Schools**

Dare to reimagine learning



UNAPPROVED DRAFT



Sturgeon  
Public Schools

Minutes of the Meeting of  
The Board of Trustees of  
The Sturgeon Public School Division  
Held at Morinville on May 27, 2020

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Approval of Agenda .....	043
Approval of the Minutes of the Regular Meeting .....	044
New Business	
Policy 410 - Fees .....	045
Non-Resident Fee Schedule .....	046
Policy 500 - Transportation .....	047
SIGIS Child Care Society Lease Agreement .....	048
Budget 2020/2021 .....	049
Student Transportation Agreement .....	050
Foster Park Engagement .....	053



Sturgeon  
Public Schools

Minutes of the Meeting of  
The Board of Trustees of  
The Sturgeon Public School Division  
Held at Morinville on May 27, 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  
Mrs. Ruth Kuik, Deputy Superintendent, Education Services  
Dr. Charmaine Brooks, Associate Superintendent, Corporate Services  
Mrs. Lisa Lacroix, Associate Superintendent, People Services  
Ms. Shawna Walter, Director, Special Projects/Initiatives  
Mrs. Lynne Chaston, Director, Financial Services  
(\* electronic attendance)

CALL TO ORDER

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

APPROVAL OF AGENDA

#043/2020 – Moved by Mrs. Murray-Elliott that the agenda be approved as presented.

CARRIED UNANIMOUSLY

APPOINTMENTS

APPROVAL OF MINUTES

#044/2020 – Moved by Mrs. Kohle that the minutes of the Regular Meeting of April 22, 2020 be approved.

CARRIED UNANIMOUSLY

PRESENTATIONS

REPORTS FROM SENIOR EXECUTIVE

A written and verbal report was provided on behalf of Senior Executive.

REPORTS FROM TRUSTEES AND STANDING COMMITTEES

CHAIR'S REPORT

A written and verbal report was provided.

TRUSTEES' REPORTS

Verbal reports were provided.

ADVOCACY COMMITTEE

A verbal report was provided.

BUILDING AND MAINTENANCE COMMITTEE

No report was provided.

EDUCATION COMMITTEE

No report was provided.

**FINANCE & PEOPLE SERVICES COMMITTEE**

A verbal report was provided.

**TRANSPORTATION COMMITTEE**

A verbal report was provided.

**REPORTS FROM SPECIAL COMMITTEES****ALBERTA SCHOOL BOARDS ASSOCIATION REPRESENTATIVE**

A verbal report was provided.

**PUBLIC SCHOOL BOARDS ASSOCIATION OF ALBERTA REPRESENTATIVE**

A verbal report was provided.

**NEW BUSINESS****Policy 410 - Fees**

#045/2020 - Moved by Mrs. Kohle that the Board of Trustees approve Policy 410 - Fees.

CARRIED UNANIMOUSLY

**Non-Resident Fee Schedule**

#046/2020 - Moved by Mr. Dwyer that the Board of Trustees approve the Non-Resident Fee Schedule for the 2020/2021 school year.

CARRIED UNANIMOUSLY

**Policy 500 - Transportation**

#047/2020 - Moved by Mrs. Kohle that the Board of Trustees approve Policy 500 - Transportation.

CARRIED UNANIMOUSLY

**SIGIS Child Care Society Lease Agreement**

#048/2020 - Moved by Mrs. Murray-Elliott that the Board of Trustees approve the draft lease agreement with SIGIS Child Care Society for a children centre at Sturgeon Heights School for the 2020/2021 school year, as presented.

CARRIED UNANIMOUSLY

**Monthly Financial Report**

This report was received as information.

**Budget 2020/2021**

#049/2020 - Moved by Mr. Jewell that the Board of Trustees approve the 2020/2021 Budget as presented.

CARRIED UNANIMOUSLY

**Student Transportation Agreement**

#050/2020 - Moved by Mrs. Kohle that the Board of Trustees approve the Student Transportation Agreement as presented and direct Administration to execute the agreements prior to June 30, 2020.

CARRIED UNANIMOUSLY

**UNFINISHED BUSINESS****NOTICES OF MOTION**

There were no Notices of Motion.

**INFORMATION****COMMENT & QUESTION PERIOD****ATA**

ATA Local President provided a verbal review.

**CUPE**

No report was provided.

**COMMUNITY MEMBERS**

No report was provided.

**MEDIA**

No report was provided.

**REQUESTS FOR INFORMATION  
IN CAMERA**

#051/2020 - 5:25 p.m. - Moved by Mrs. Oatway-McLay that the Board go in camera.

CARRIED UNANIMOUSLY

Meeting recessed at 5:25 p.m. for break.

Meeting resumed at 5:49 p.m.

#052/2020 - 6:12 p.m. - Moved by Mrs. Oatway-McLay that the Board revert to public.

CARRIED UNANIMOUSLY

#053/2020 - Moved by Mrs. Oatway-McLay that the Board of Trustees direct Administration to engage Foster Park.

CARRIED UNANIMOUSLY

#054/2020 - 6:13 p.m. - Moved by Mrs. Oatway-McLay that the Board go in camera.

CARRIED UNANIMOUSLY

Trustee Dwyer left the meeting.

#055/2020 - 6:32 p.m. - Moved by Mrs. Oatway-McLay that the Board revert to public.

CARRIED UNANIMOUSLY

**ADJOURNMENT**

The Chair adjourned the meeting at 6:32 p.m.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Associate Superintendent,  
Corporate Services

UNAPPROVED DRAFT



Sturgeon  
Public Schools

Special Board Meeting of  
The Board of Trustees of  
The Sturgeon Public School Division  
Held at Morinville on June 10, 2020

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Table of Contents

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RQB Subdivision Application .....	S-02





Sturgeon  
Public Schools

Minutes of the Special Board Meeting of  
The Board of Trustees of  
The Sturgeon Public School Division  
Held at Morinville on June 10, 2020

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**ROLL CALL**

Present were Trustees: Mr. Joe Dwyer; Mrs. Misty Featherley; Mr. Terry Jewell; Mrs. Liz Kohle; Mrs. Trish Murray-Elliott; Mrs. Tasha Oatway-McLay; Mrs. Janine Pequin; Ms. Mary Lynne R. Campbell (Superintendent); Dr. Brooks (Associate Superintendent, Corporate Services); Mrs. Ruth Kuik (Deputy Superintendent); Mrs. Lisa Lacroix (Associate Superintendent, People Services); Ms. Shawna Walter (Director, Special Projects/Initiatives).

**CALL TO ORDER**

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

**CONSIDERATION OF AGENDA**

S-01/2020 - Moved by Mrs. Pequin that the agenda be approved as presented.

CARRIED UNANIMOUSLY

**ROB Subdivision Application**

S-02/2020 - Moved by Mr. Dwyer that the Board of Trustees approve the subdivision of property at Camilla School to allow for the sale of a parcel of land per the Ice Rink and Parking Lot Agreement between Sturgeon Public School Division and the Rivière Qui Barre Agricultural Society.

CARRIED UNANIMOUSLY

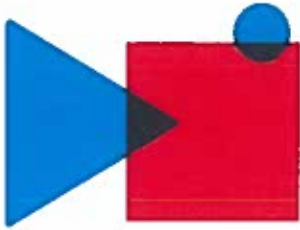
**CLOSE OF THE MEETING**

The meeting adjourned at 4:01 p.m.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Associate Superintendent,  
Corporate Services



**BOARD**  
MEMORANDUM



Date: June 24, 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

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**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





ALBERTA  
TRANSPORTATION

*Office of the Minister  
Deputy Government House Leader  
MLA, Calgary-Hays*

June 4, 2020

AR 79610

Mr. Terry Jewell  
Chair  
Sturgeon Public Schools  
Frank Robinson Education Centre  
9820 - 104 Street  
Morinville, AB T8R 1L8

Dear Mr. Jewell:

Thank you for your March 5, 2020 letter regarding the intersections of Highway 28 with Highway 37 and Cardiff Road.

Highway safety is a top priority for Alberta Transportation, and I appreciate you taking the time to share your concerns.

The intersection of highways 28 and 37 is illuminated and has traffic signals. In 2011, a functional planning study recommended a roundabout, along with a realignment of Highway 37 to the south, in order to improve the intersection and bypass Namao. However, the roundabout project is not on the Capital Plan at this time. The project will be considered annually along with all other projects throughout Alberta for prioritization and funding. In the meantime, department staff will continue to monitor the intersection and implement safety improvements where applicable and within available budgets.

The painted lines and arrow markings at the intersection of Highways 28 and 37 are faded, but still visible. The department plans to repaint the lines and conduct minor pavement repairs throughout the intersection. Alberta Transportation is aware of drivers cutting through the ditch to go around people and make left turns, and staff will bring it to the attention of the local law enforcement authorities.

.../2

Regarding the intersection of Highway 28 and Cardiff Road, the department installed lighting during summer 2019 to help improve safety. A Highway 28 corridor study has also been completed which provides recommendations for improvements for the entire corridor, including the Highway 28 and Cardiff Road intersection. The department will try to include the recommended improvements from the study with the next pavement rehabilitation project on Highway 28. Currently, repaving of Highway 28 is not included in the 2020 construction program; however, Alberta Transportation will continue to monitor the intersection, and will look for an opportunity to advance the intersection improvements if needed, pending available funding.

The pavement at the Highway 28 and Cardiff Road intersection is in very good condition. As with the other intersection, the painted lines and arrow lane markers are faded, but still visible. The 2020 summer work plan includes line painting to refresh the lines. The department is also determining what improvements can be made to help increase safety at the intersection.

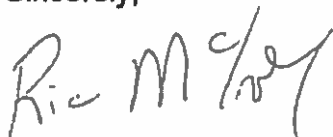
The Government of Alberta recently announced a \$2 billion investment in job-creating Capital Maintenance and Renewal (CMR) projects. Of this amount, \$410 million will be spent on highway maintenance and rehabilitation that will support over 3,000 direct and indirect jobs. This also includes \$60 million for minor repairs, pothole fixes, line painting, and crack sealing.

This stimulus funding aligns with our commitment in Budget 2020 to increase our emphasis on the maintenance and repair of our existing highways. We are committed to preserving and enhancing this infrastructure and reducing costly repairs in the future, to ensure our roads and bridges last longer and get more value for taxpayer dollars.

Should you have any further concerns, please contact Mr. Will Weizenbach, Acting Infrastructure Manager. Mr. Weizenbach can be reached toll-free at 310-0000, then 780-305-2420, or at [will.weizenbach@gov.ab.ca](mailto:will.weizenbach@gov.ab.ca).

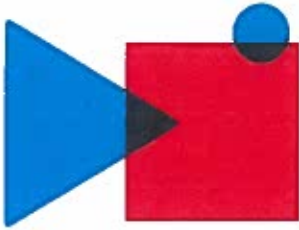
Thank you for taking the time to write. I hope this information is helpful.

Sincerely,



Ric McIver  
Minister

cc: Honourable Dale Nally, MLA for Morinville-St. Albert  
Will Weizenbach, Acting Infrastructure Manager, Alberta Transportation



**BOARD**  
**MEMORANDUM**

Date: June 24, 2020

To: Board of Trustees

From: Mary Lynne R. Campbell, Superintendent/CEO

Originator(s): Dr. Charmaine Brooks, Associate Superintendent, Corporate Services  
Amy Hebert, Coordinator, Transportation Services

Subject: 2020 - 2021 Educational Services Agreement - Language Immersion -  
Sturgeon Public School Division - Transported Students Elk Island Public  
Schools

**Background:**

Attached is the draft Educational Services Agreement for the 2020 - 2021 school year for Elk Island Public Schools.

As directed by the Board, the 2020 - 2021 school year will be the last year the Division accepts participation from all participating families. The Division will however, continue to engage with partnering Boards in subsequent years to allow current senior high school students to finish their schooling.

**Recommendation:**

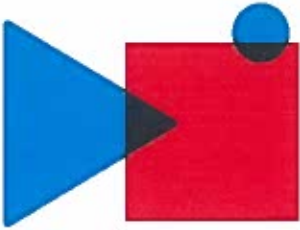
That the Board of Trustees approve the Educational Services Agreement - Language Immersion - Sturgeon Public School Division Transported Students with Elk Island Public Schools for the 2020 - 2021 school year.

Sincerely,

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

Attachments





**BOARD**  
**MEMORANDUM**

Date: June 24, 2020

To: Board of Trustees

From: Mary Lynne R. Campbell, Superintendent/CEO

Originator(s): Dr. Charmaine Brooks, Associate Superintendent, Corporate Services  
Amy Hebert, Coordinator, Transportation Services

Subject: 2020 - 2021 Educational Services Agreement - Language Immersion -  
Sturgeon Public School Division - Transported Students Greater St.  
Albert Catholic Schools

**Background:**

Attached is the draft Educational Services Agreement for the 2020 - 2021 school year for Greater St. Albert Catholic Schools.

As directed by the Board, the 2020 - 2021 school year will be the last year the Division accepts participation from all participating families. The Division will however, continue to engage with partnering Boards in subsequent years to allow current senior high school students to finish their schooling.

**Recommendation:**

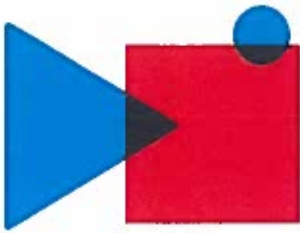
That the Board of Trustees approve the Educational Services Agreement - Language Immersion - Sturgeon Public School Division Transported Students with Greater St. Albert Catholic Schools for the 2020 - 2021 school year.

Sincerely,

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

Attachments





**B O A R D**  
**MEMORANDUM**

Date: June 24, 2020  
To: Board of Trustees  
From: Mary Lynne R. Campbell, Superintendent/CEO  
Originator(s): Dr. Charmaine Brooks, Associate Superintendent, Corporate Services  
Amy Hebert, Coordinator, Transportation Services  
Subject: 2020 – 2021 Educational Services Agreement – Language Immersion –  
Sturgeon Public School Division – Transported Students St. Albert Public  
Schools

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**Background:**

Attached is the draft Educational Services Agreement for the 2020 – 2021 school year for St. Albert Public Schools.

As directed by the Board, the 2020 – 2021 school year will be the last year the Division accepts participation from all participating families. The Division will however, continue to engage with partnering Boards in subsequent years to allow current senior high school students to finish their schooling.

**Recommendation:**

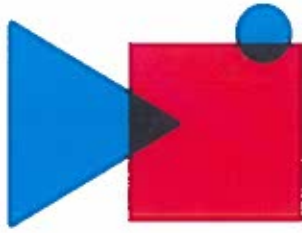
That the Board of Trustees approve the Educational Services Agreement – Language Immersion – Sturgeon Public School Division Transported Students with St. Albert Public Schools for the 2020 – 2021 school year.

Sincerely,

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

Attachments





**B O A R D**  
MEMORANDUM

Date: June 24, 2020  
To: Board of Trustees  
From: Mary Lynne R. Campbell, Superintendent/CEO  
Originator(s): Committee of the Whole  
Subject: 2020/2021 School Calendar

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**Background:**

At the June 10, 2020 Committee of the Whole meeting, the revised 2020/2021 school calendar (attached) was reviewed and forwarded to the Public Board Meeting for review and approval. The calendar has been revised in light of the business disruption arising from COVID-19.

Administration is pleased to respond to questions.

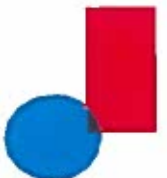
**Recommendation:**

That the Board of Trustees review and approve the revised 2020/2021 school calendar.

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 October 16  
 In lieu of Parent/Teacher Interviews - no classes November 11  
 Division/School PD/Collaboration; Staff meeting November 12  
 Division/School PD/Collaboration; Staff meeting November 13  
 Christmas Vacation December 18  
 Dec. 19-Jan 3  
 January 4  
 Classes Resume January 29  
 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

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



**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



**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

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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*

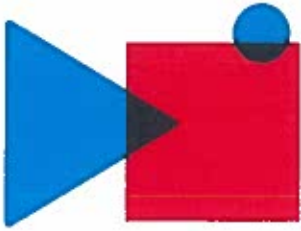


**DRAFT 2 – May 28, 2020**

**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
<b>TOTAL - SEMESTER I</b>	<b>8.9.0</b>	<b>89.0</b>	90.0	90.0	<b>98.99.0</b>	<b>98.99.0</b>
FEBRUARY	<del>3.0</del>	<del>3.0</del>	<del>16.0</del>	<del>16.0</del>	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	<del>19.0</del>	<del>19.0</del>	<del>21.0</del>	<del>21.0</del>
<b>TOTAL - SEMESTER II</b>	<b>8.0</b>	<b>8.0</b>	90.0	90.0	<b>98.0</b>	<b>98.0</b>
	<del>9.0</del>	<del>9.0</del>			<del>99.0</del>	<del>99.0</del>
<b>OPERATIONAL YEAR TOTAL</b>	<b>16.0</b>	<b>16.0</b>	180.0	180.0	<b>196.0</b>	<b>196.0</b>
	<del>18.0</del>	<del>18.0</del>	<del>180.0</del>	<del>180.0</del>	<del>198.0</del>	<del>198.0</del>

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



**BOARD**  
MEMORANDUM



Date: June 24, 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

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**Background:**

At the June 10, 2020 Committee of the Whole Meeting, The Board of Trustees reviewed the Book Award: Rate/Class for the 2020 – 2021 school year and forwarded it to this Public Board Meeting.

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 Practice 860 - Division Awards Scholarships and Bursaries.

The school book award rate per class has been \$50 since June 2009.

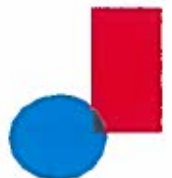
**Recommendation:**

That the Board of Trustees approve the Book Award: Rate/Class for the 2020-2021 school year.

Sincerely,

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

Attachments



## **Awards Policy - Students**

EFFECTIVE: June 26, 2019

REVISED: January 29, 2020

REVIEW: 2022-2023

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### **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.

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

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## **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:





- 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;





- 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 1<sup>st</sup> 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 15<sup>th</sup> or February 15<sup>th</sup>, 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 30<sup>th</sup> 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**

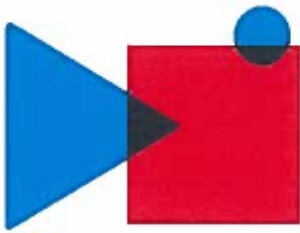
**AP - CURRICULUM AND INSTRUCTION - 860**  
**AP860 - Student Division Awards, Scholarships and Bursaries**

**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.





**BOARD**  
**MEMORANDUM**

Date: June 24, 2020  
To: Board of Trustees  
From: Mary Lynne R. Campbell, Superintendent/CEO  
Originator(s): Dr. Charmaine Brooks, Associate Superintendent, Corporate Services  
Subject: Bylaw 2-13, A Bylaw to Establish Electoral Wards Within the Division – Name Change and Act Amendment now Bylaw 03-2020

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**Background:**

With 2021 being an election year for Alberta school boards, our bylaw that determines the school boards Ward structure must be passed before December 31 in the year before an election year, in accordance with the *Education Act*.

Under the *Education Act*, the Minister no longer approves the bylaw; however, school boards must provide a copy of the bylaw to the Minister before December 31, 2020.

Attached is the amended Bylaw 03-2020, A Bylaw to Establish Electoral Wards within the Division, indicating the name change and Act change, that requires approval from the Board.

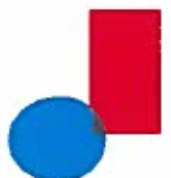
**Recommendation:**

That the Board of Trustees move to complete all three distinct readings of Bylaw 03-2020, A Bylaw to Establish Electoral Wards Within the Division.

Sincerely,

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

Attachments



THE STURGEON PUBLIC SCHOOL DIVISION

BYLAW NO. 03-2020

A BYLAW TO ESTABLISH ELECTORAL WARDS WITHIN THE DIVISION

**Whereas** section 76 of the *Education Act* provides that the board of a school division may by bylaw establish the wards and provide for the nomination and election of trustees in the wards;

**And whereas** Bylaw No. 2-2013 enacted March 27, 2013 requires name change amendment.

Pursuant to the Provisions of Section 76 of the *Education Act*, The Sturgeon Public School Division enacts as follows:

1. That The Sturgeon Public School Division hereby provides for the nomination and election of trustees by wards.
2. That The Sturgeon Public School Division hereby determines that there shall be seven (7) such wards; one (1) Trustee shall be elected per ward.
3. That The Sturgeon Public School Division hereby determines that the boundaries of those seven (7) wards shall be as specified on Schedule "A" attached to and forming part of the Bylaw 03-2020.
4. That Bylaw 03-2020 of The Sturgeon Public School Division is a replacement Bylaw to provide for the nomination and election of Trustees by Wards and determine the boundaries of the wards.

As set out in section 76(2) of the *Education Act*, this Bylaw shall take effect on the date of the next general election for the Board.

Read a first, second, and by unanimous consent of all Trustees present, a third and final time this  
\_\_\_\_ day of \_\_\_\_\_, 2020.

\_\_\_\_\_  
BOARD CHAIR

\_\_\_\_\_  
ASSOCIATE SUPERINTENDENT  
CORPORATE SERVICES

**ELECTORAL WARDS****WARD 1 (REDWATER/CORONADO)****In Township 55, Range 21, West of the 4th Meridian**

Those portions of Section 31 lying West of the East bank of the North Saskatchewan River

**In Township 55, Range 22, West of the 4th Meridian**

Sections 27, 33, 34, 35 inclusive; those portions of Sections 25, 26 and 36 lying West of the East bank of the North Saskatchewan River; those portions of Sections 22, 28, 29 and 32 lying North and East of the Sturgeon River; those portions of Section 23 lying West of the East bank of the North Saskatchewan River and East of Sturgeon River

**In Township 56, Range 20, West of the 4th Meridian**

Those portions of Section 31 lying West of the East bank of the North Saskatchewan River

**In Township 56, Range 21, West of the 4th Meridian**

Sections 18, 19, 29 to 34 inclusive; those portions of Sections 6, 7, 8, 17, 20, 21, 26, 27, 28, 35 and 36 lying West of the East bank of the North Saskatchewan River

**In Township 56, Range 22, West of the 4th Meridian**

Sections 1-5, 8 to 36 inclusive; those portions of Sections 6 and 7 lying East of the Sturgeon River

**In Township 56, Range 23, West of the 4th Meridian**

Sections 25, 26, 35 and 36; those portions of Section 13 lying East of the Sturgeon River; those portions of Section 12 lying North and East of Sturgeon River; those portions of Sections 23 and 24 lying North of the Sturgeon River

**In Township 57, Range 20, West of the 4th Meridian**

Sections 7, 17 to 21, and 27 to 35 inclusive; those portions of Sections 5, 6, 8, 9, 15, 16, 22, 23, 25, 26, and 36 lying West of the East Bank of the North Saskatchewan River

**In Township 57, Range 21, West of the 4th Meridian**

Sections 1 to 36 inclusive

**In Township 57, Range 22, West of the 4th Meridian**

Sections 1 to 36 inclusive

**In Township 57, Range 23, West of the 4th Meridian**

Sections 1, 2, 11 to 14, 23 to 26, 35 and 36 inclusive

**WARD 2 (BON ACCORD/LEGAL)**

In Township 55, Range 23, West of the 4th Meridian

Those portions of Sections 30, 31 and 32 North and West of the Sturgeon River

In Township 56, Range 23, West of the 4th Meridian

Sections 6 to 8, 16 to 22, 27 to 34 inclusive; those portions of Section 5 lying North and West of the Sturgeon River; those portions of Section 15 lying North and West of the corporate limit of the Town of Gibbons

In Township 56, Range 24, West of the 4th Meridian

Sections 1 to 36 inclusive

In Township 56, Range 25, West of the 4th Meridian

Sections 1, 2, 10 to 15, 22 to 27, 34 to 36 inclusive; those portions of Sections 9, 16, and 21 lying East of Highway 2

In Township 57, Range 23, West of the 4th Meridian

Sections 3 to 10, 15 to 22, 27 to 34 inclusive

In Township 57, Range 24, West of the 4th Meridian

Sections 1 to 36 inclusive

In Township 57, Range 25, West of the 4th Meridian

Sections 1 to 3, 10 to 15, 22 to 27, 34 to 36 inclusive; those portions of Section 33 lying North and East of Highway 2

In Township 58, Range 23, West of the 4th Meridian

Sections 4 to 9, 16 to 18 inclusive

In Township 58, Range 24, West of the 4th Meridian

Sections 1 to 18 inclusive

In Township 58, Range 25, West of the 4th Meridian

Sections 1 to 3, 9 to 12 inclusive; those portions of Section 4 lying North and East of Highway 2

**WARD 3 (ALCOMDALE/VILLENEUVE)**

In Township 53, Range 26, West of the 4th Meridian

Those portions of Sections 30 and 31 lying West of Highway 44

In Township 54, Range 26, West of the 4th Meridian

Sections 6, 7, 18, 19 and 30 inclusive; those portions of 8, 17 and 31 lying west of Highway 44

In Township 54, Range 27, West of the 4th Meridian

Sections 1 to 3, 10 to 36 inclusive

In Township 54, Range 28, West of the 4th Meridian

Sections 13, 24, 25 and 36 inclusive

In Township 54, Range 1, West of the 5th Meridian

Sections 13, 24, 25 and 36 inclusive

In Township 55, Range 25, West of the 4th Meridian

Sections 4 to 9, 16 to 21, 29 to 32 inclusive; those portions of Sections 3, 28, and 33 lying West of Highway 2

In Township 55, Range 26, West of the 4th Meridian

Sections 1 to 36 inclusive

In Township 55, Range 27, West of the 4th Meridian

Sections 1 to 25 and 36 inclusive; those portions of Sections 26 to 30 lying South of Alexander Band No.134 Boundary

In Township 55, Range 1, West of the 5th Meridian

Sections 1, 12, 13 and 24 inclusive; those portions of Section 25 lying South of Alexander Band No.134 Boundary

In Township 56, Range 25, West of the 4th Meridian

Sections 5 to 8, 17 to 20, 28 to 33 inclusive; those portions of Sections 4, 9, 16 and 21 lying West of Highway 2

In Township 56, Range 26, West of the 4th Meridian

Sections 1 to 36 inclusive

In Township 56, Range 27, West of the 4th Meridian



Sections 12, 13 and 19 to 36 inclusive; those portions of Sections 1 lying East of the Alexander Band No.134 Boundary

In Township 56, Range 1, West of the 5th Meridian

Sections 23 to 26, 35, 36 inclusive

In Township 57, Range 25, West of the 4th Meridian

Sections 4 to 9, 16 to 21, 29 to 32 inclusive; those portions of Sections 28 and 33 lying West of Highway 2

In Township 57, Range 26, West of the 4th Meridian

Sections 1 to 15, 22 to 27, 35 and 36 inclusive; East half of Sections 16, 21, 28, and 34

In Township 57, Range 27, West of the 4th Meridian

Sections 1 to 7 inclusive; Southwest Quarter of Section 8; South half of Section 18

In Township 57, Range 1, West of the 5th Meridian

Sections 1,2,11, and 12 inclusive; South half of Sections 13 and 14

In Township 58, Range 25, West of the 4th Meridian

Sections 5 and 6 inclusive; those portions of Section 4 lying West of Highway 2

In Township 58, Range 26, West of the 4th Meridian

Sections 1 and 2 inclusive; East half of Section 3

**WARD 4 (STURGEON VALLEY/WEST ST. ALBERT)**

In Township 53, Range 25, West of the 4th Meridian

Those portions of Section 30 Lying West of Big Lake: those portions of section 31 lying West of Big Lake and South of the corporate limits for the City of St. Albert

In Township 53, Range 26, West of the 4th Meridian

Sections 26, 28, 29 and 32 to 35 inclusive: those portions of Sections 22, 23, 24, 25 and 27 lying North of Big Lake; Those Portions of Sections 30 and 31 lying East of Highway 44; those portions of Section 36 lying South and West of the corporate limits of the City of St. Albert

In Township 54, Range 24, West of the 4th Meridian

Sections 18, 19, 30 and 31 inclusive; North Half of Section 7; that portion of the North half of Section 8 lying West of Highway 28; those portions of Sections 17, 20, 29, and 32 lying West of Highway 28

In Township 54, Range 25, West of the 4th Meridian

Sections 13, 14, 19, 22 to 36 inclusive; those portions of Sections 10, 11, 12, 15, 17, 18, 20 and 21, lying outside of the corporate limits of the City of St. Albert

In Township 54, Range 26, West of the 4th Meridian

Sections 2 to 5, 9 to 11, 14 to 16, 20 to 29 and 32 to 36 inclusive; those portions of Sections 1, 12, and 13 lying outside of the corporate limits of the City of St. Albert; those portions of 8, 17 and 31 lying East of Highway 44

**WARD 5 (MORINVILLE)**

Town of Morinville

All Land Within the corporate limits of the Town of Morinville

**WARD 6 (CARDIFF/GARRISON)**

In Township 54, Range 24, West of the 4th Meridian

Sections 15, 16, 21, 22, 27, 28, 33 and 34 inclusive; those portions of Sections 8, 17, 20, 29, and 32 lying East of Highway 28; those portions of Section 9, 10, 11, 14, 23, 26, and 35 lying outside of the corporate limits for the City of Edmonton

In Township 55, Range 24, West of the 4th Meridian

Sections 1 to 36 inclusive

In Township 55, Range 25, West of the 4th Meridian

Sections 1, 2, 10 to 15, 22 to 26, 35 and 36 inclusive; the portion of Section 3 lying East of Highway 2

**WARD 7 (GIBBONS/LAMOUREUX)**

Fort Saskatchewan Settlement

All lands within the corporate limits of Fort Saskatchewan Settlement West of the East bank of the North Saskatchewan River

In Township 54, Range 23, West of the 4th Meridian

Section 35 inclusive; those portions of Sections 23, and 26 lying North and West of the East bank of the North Saskatchewan River; those portions of Section 25 lying North and West of the East bank of the North Saskatchewan River and South of the corporate limits of Fort Saskatchewan Settlement; those portions of Section 36 lying North of Fort Saskatchewan Settlement

In Township 55, Range 22, West of the 4th Meridian

Sections 6, 7, 17 to 21, 30 and 31 inclusive; those portions of 5, 8, 9, and 16 lying North and West of the corporate limits of the Fort Saskatchewan Settlement; those portions of Section 22 lying south of the Sturgeon River and outside the corporate limits of the Fort Saskatchewan Settlement; those portions of Section 23 lying West of the East Bank of the North Saskatchewan River, South of the Sturgeon River, and North of the corporate limit of the Fort Saskatchewan Settlement; those portions of Section 28, 29 and 32 lying South and West of the Sturgeon River

In Township 55, Range 23, West of the 4th Meridian

Sections 1 to 29, and 33 to 36 inclusive; those portions of 30, 31 and 32 lying South and East of the Sturgeon River

In Township 56, Range 22, West of the 4th Meridian

Those portions of Sections 6 and 7 lying South and West of the Sturgeon River

In Township 56, Range 23, West of the 4th Meridian

Sections 1 to 4, 9 to 11 and 14 inclusive; those portions of Section 5 lying South and East of the Sturgeon River; those portions of Sections 12, 13, 23 and 24 lying South and West of the Sturgeon River; those portions of Section 15 lying within the corporate limits of the Town of Gibbons

STURGEON SCHOOL DIVISION NO. 24

BY-LAW NO: 2-13

A BY-LAW TO ESTABLISH ELECTORAL WARDS WITHIN THE DIVISION

Pursuant to the Provisions of Section 262 of the School Act, Revised Statutes of Alberta, 2000, Chapter S-3 the Board of Trustees of the Sturgeon School Division No. 24 enacts as follows:

1. That the Board of Trustees of the Sturgeon School Division No. 24 hereby provides for the nomination and election of trustees by wards.
2. That the Board of Trustees of the Sturgeon School Division No. 24 hereby determines that there shall be seven (7) such wards; one (1) Trustee shall be elected per ward.
3. That the Board of Trustees of the Sturgeon School Division No. 24 hereby determines that the boundaries of those seven (7) wards shall be as specified on Schedule "A" attached to and forming part of this By-Law 2-13.
4. That By-Law 2-13 of the Board of Trustees of the Sturgeon School Division is a replacement By-Law to provide for the nomination and election of Trustees by Wards and determine the boundaries of the wards.

This By-Law shall come into force and effect upon the date the Minister of Education gives his written approval of the said By-Law.

READ A FIRST TIME THIS TWENTY SEVENTH  
DAY OF MARCH 2013.

  
CHAIR

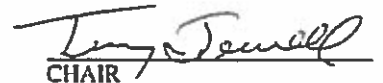
  
SECRETARY-TREASURER

READ A SECOND TIME THIS TWENTY SEVENTH  
DAY OF MARCH 2013.

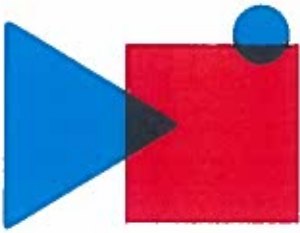
  
CHAIR

  
SECRETARY-TREASURER

READ A THIRD TIME AND PASSED THIS  
TWENTY SEVENTH DAY OF MARCH 2013.

  
CHAIR

  
SECRETARY-TREASURER



**B O A R D**  
**MEMORANDUM**

Date: June 24, 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  
Subject: Bylaw 02-2020 – A Bylaw to Incur Indebtedness by Debenture

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**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.

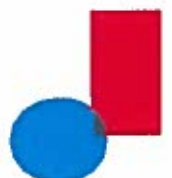
**Recommendation:**

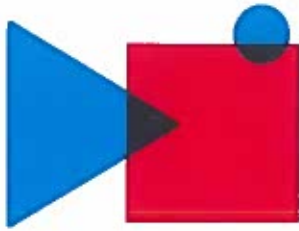
That the Board of Trustees move to rescind Bylaw 1-2020 and move to approve Bylaw 02-2020 A Bylaw to Incur Indebtedness by Debenture.

Sincerely,

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

Attachments





**BOARD**  
MEMORANDUM

Date: June 24, 2020  
To: Board of Trustees  
From: Mary Lynne R. Campbell, Superintendent/CEO  
Originator(s): Committee of the Whole  
Subject: Education Plan

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**Background:**

At the June 10, 2020 Committee of the Whole meeting, the draft Education Plan was approved in principle and referred to the 24 June 2020 Public Board Meeting.

The draft Education Plan is attached for Trustee information.

Administration is pleased to respond to questions.

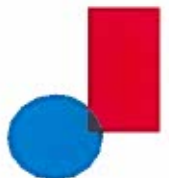
**Recommendation:**

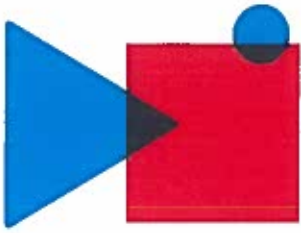
That the Board of Trustees approve the attached Education Plan.

Sincerely,

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

Attachment





**BOARD**  
MEMORANDUM



Date: June 24, 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  
Subject: Monthly Financial Report

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**Background:**

Attached you will find the Financial Report for 2019-2020 as of May 31, 2020.

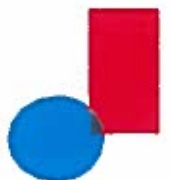
**Recommendation:**

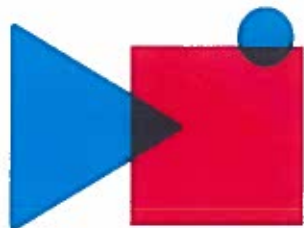
That the report be received as information.

Sincerely,  


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

Attachment





**BOARD**  
MEMORANDUM

Date: June 24, 2020  
To: Board of Trustees  
From: Mary Lynne R. Campbell, Superintendent/CEO  
Originator(s): Committee of the Whole  
Subject: Omnibus motion for Locally Developed Course Approval

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**Background:**

At the June 10, 2020 Committee of the Whole meeting, the Omnibus Motion was reviewed and forwarded to the Public Board Meeting. 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.

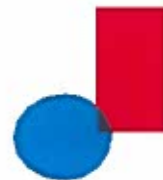
Alberta Education has advised that to reduce workload on school authorities, locally developed courses previously authorized and approved by the Board with an expiry date of August 31, 2020 will have the expiry date automatically extended to August 31, 2021. These courses are indicated in the following 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.

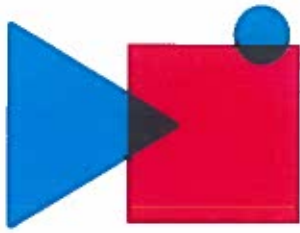
**Recommendation:**

Administration respectfully recommends the following 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.







## BOARD MEMORANDUM

**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.

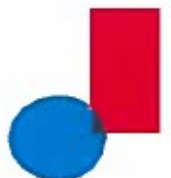
\* **Forensic Studies 35** for 5 credits acquired from The Pembina Hills School Division to be authorized as a course of study within The Sturgeon Public School Division with an extension of the expiry date from August 31, 2020 to August 31, 2021.

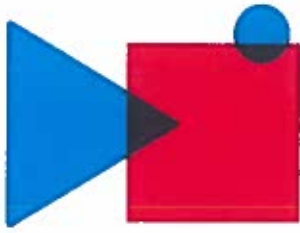
\* **Instrumental Jazz 15/25/35** for 3 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division with an extension of the expiry date from August 31, 2020 to August 31, 2021.

\* **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.





**B O A R D**  
MEMORANDUM

**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.

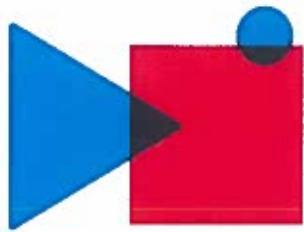
**Reading (2020) 15/25 for 3 credits** acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2020 to August 31, 2024.

**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.





**B O A R D**  
MEMORANDUM

\* **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.

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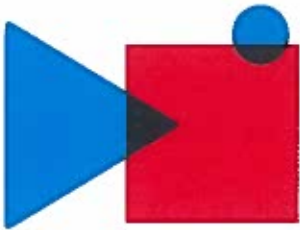
## **Scope and Sequence (formerly: Learner Outcomes)**

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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 24, 2020  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Mary Lynne R. Campbell, Superintendent/CEO  
**Subject:** Summer Board Meetings

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**Background:**

At the June 10, 2020 Committee of the Whole meeting, the Board of Trustees made the following motions regarding July/August Committee of the Whole and July Public Board meetings:

"Moved by Mr. Jewell that the following recommendation be referred to the June 24, 2020 Public Board Meeting for approval:

That the July and August Committee of the Whole meetings be cancelled, and the July Public Board meeting be cancelled.

CARRIED UNANIMOUSLY"

**Recommendation:**

That the Board of Trustees approve that the July and August Committee of the Whole meetings be cancelled, and the July Public Board meeting be cancelled.

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

