



Board Meeting Agenda

May 22, 2013 – 4:30 p.m.

- 1. Call to Order**
- 2. Approval of Agenda**
 - 2.1 Additions to Agenda
 - 2.2 Approval of Agenda
- 3. Appointments**
- 4. Reading and Approving of Minutes**
 - 4.1 Amendment/Correction of Minutes
 - 4.2 Approval of Minutes of the Regular Meeting of April 24, 2013
 - 4.3 Approval of Minutes of the Special Meeting of May 8, 2013
- 5. Presentations**
 - 5.1 Policy A2 – Vision, Mission, Mandate and Beliefs - Ms. Catrin Owen & students
- 6. Reports from Officers and Standing Committees**
 - 6.1 Superintendent of Schools

- 6.2 Chief Deputy Superintendent
- 6.3 Associate Superintendent, Student Services
- 6.4 Director of Curriculum & Instruction
 - Accountability Pillar - May 2013 Report
- 6.5 Secretary Treasurer
 - Preliminary 2013-2014 Sturgeon School Division Budget
- 6.6 Associate Superintendent, Human Resources
- 6.7 Chair's Report
- 6.8 Trustees' Reports
- 6.9 Alberta School Boards Association Representative
- 6.10 Public School Boards Association of Alberta Representative

7. **New Business**

- 7.1 Policy D/II/18 – Volunteers
- 7.2 Transportation Agreement – Aspen View Public School Division No. 78
- 7.3 Supplementary Lease Agreement – Guthrie School
- 7.4 Locally Developed Courses Approval
Film Studies 15, 25, 35 (5 credits)
- 7.5 Locally Developed Courses Approval
Instrumental Jazz 15, 25, 35 (3 credits)

- 7.6 Locally Developed Courses Approval
Instrumental Jazz 15, 25, 35 (5 credits)
- 7.7 Locally Developed Courses Approval
Vocal Jazz 15, 25, 35 (3 credits)
- 7.8 Locally Developed Courses Approval
Vocal Jazz 15, 25, 35 (5 credits)
- 7.9 Locally Developed Courses Approval
Literature and Composition (AP) 25 (3 credits)
- 7.10 Locally Developed Courses Approval
English (AP) 35 (5 credits)
- 7.11 Local Authorities Election 2013
- 7.12 Establishment of a Plan for School Space in Morinville
- 7.13 Sturgeon School Division Annual Satisfaction Survey
- 7.14 Family School Liaison Program

8. Unfinished Business

9. Reports from Committees

- 9.1 Building
- 9.2 Finance & Human Resources
- 9.3 Education Policy

9.4 Advocacy Committee
- Board Advocacy Plan

9.5 Transportation

10. Notices of Motion

11. Information

12. Question Period

13. Requests for Information

14. Adjournment



**Minutes of the Meeting of
The Board of Trustees of
Sturgeon School Division No. 24
Held at Morinville on April 24, 2013**

Table of Contents

	<u>Resolution #</u>
Approval of Agenda	61
Approval of Minutes	62
New Business	
Morinville Tennis Court Project	63
Policy D/II/4 - School Budget Allocations	64
Policy E/III/6 - Supporting Growth and Development of Staff	65
Policy G/II/2 - Health and Safety	66
Policy G/II/4 - Student Accident or Illness	67
Policy H/3 - Hazardous Materials	68
Policy I/5 - Suspension of School Bus Privileges	69
Policy I/9 - Language Immersion Transportation Service-	70
Policy I/10 - Cell Phone Use	71
Lease Agreement - Town of Bon Accord	72
Lease Agreement - Town of Gibbons	73
Lease Agreement - McCauley Community After School Care Association	74
Lease Agreement - SIGIS Child Care Society	75
Non Resident Fee Schedule 2013-2014	76
Tripartite Framework Agreement	77



**Minutes of the Meeting of
The Board of Trustees of
Sturgeon School Division No. 24
Held at Morinville on April 24, 2013**

Roll Call

Present were Trustees: Mr. Terry Jewell (Chair), Ms. Tracy Nowak (Vice Chair), Mr. Brent Gray, Mrs. Liz Kohle, Mr. Daryl Krieger; Mrs. Wendy Miller & Mrs. Shelley Porter; Dr. Michèle Dick (Superintendent); Mr. Gerry Schick (Chief Deputy Superintendent); Mrs. Karen Parasynchuk (Secretary Treasurer); Mr. Dave Johnson (Associate Superintendent, Human Resources); Dr. Mary McGregor (Associate Superintendent, Student Services), Mr. Wolfgang Jeske (Director, Curriculum & Instruction).

Call to Order

The Chair called the meeting to order at 4:35 p.m.

Approval of Agenda

#61/2013 – Moved by Ms. Nowak that the agenda be approved as amended:

Additions: 7.14 Tripartite Framework Agreement

CARRIED 7/0

Appointments

There were no appointments.

Approval of Minutes

#62/2013 - Moved by Mrs. Porter that the minutes of the Regular Meeting of March 27, 2013 be approved.

CARRIED 7/0

Presentations

Mr. Mark Lockwood, Division Principal, introduced a student, Mr. Kevin Neate. Mr. Neate spoke on his successes and positive influences in acquiring his education at Sturgeon Learning Centre and Morinville Learning Centre.

Mr. Dave Johnson, Associate Superintendent, Human Resources, and Mr. Thomas Holmes, System Psychologist, presented the Sturgeon School Division Healthy Interactions 2013 Survey results.

Reports from Officers and Standing Committees

Superintendent of Schools

A written report was provided.

#63/2013 – Moved by Ms. Nowak that the Morinville Tennis Court project be approved to proceed at Morinville Public Elementary School as proposed, and if possible, would include a dual purpose Basketball Court.

CARRIED 7/0

Note: Further discussion is required regarding the long term plan and land restoration at Morinville Public Elementary School with the Town of Morinville.

Chief Deputy Superintendent of Schools

A written report was provided.

Associate Superintendent, Student Services

A verbal report was provided.

Director of Curriculum & Instruction

No report was provided.

Secretary-Treasurer

No report was provided.

Associate Superintendent, Human Resources

No report was provided.

Chair's Report

No report was provided.

Trustees' Reports

Verbal reports were provided.

Alberta School Boards Association Representative

A verbal report was provided.

Public School Boards Association of Alberta Representative

A verbal report was provided.

ATA

Mr. Thomas Holmes provided a verbal report on behalf of the ATA Local.

New Business

Policy D/II/4 – School Budget Allocations

#64/2013 – Moved by Ms. Nowak that the Board of Trustees approve Policy D/II/4 – School Budget Allocations.

CARRIED 7/0

Policy E/III/6 – Supporting Growth and Development of Staff

#65/2013 – Moved by Mrs. Miller that the Board of Trustees approve Policy E/III/6 – Supporting Growth and Development of Staff

CARRIED 7/0

Policy G/II/2 – Health and Safety

#66/2013 – Moved by Mr. Gray that the Board of Trustees approve Policy G/II/2 – Health and Safety.

CARRIED 7/0

Policy G/II/4 – Student Accident or Illness

#67/2013 – Moved by Mr. Krieger that the Board of Trustees approve Policy G/II/4 – Student Illness or Accident with the following amendment:

1.4 Amend “Associate Superintendent, Student Services”

to read: “Superintendent or designate”

CARRIED 7/0

Policy H/3 – Hazardous Materials

#68/2013 – Moved by Mrs. Miller that the Board of Trustees approve Policy H/3 – Hazardous Materials.

CARRIED 7/0

Policy I/5 – Suspension of School Bus Privileges

#69/2013 – Moved by Mr. Gray that the Board of Trustees approve Policy Suspension of School Bus Privileges.

CARRIED 7/0

Policy I/9 – Language Immersion Transportation Service

#70/2013 – Moved by Mrs. Kohle that the Board of Trustees approve Policy I/9 – Language Immersion Transportation Service.

CARRIED 7/0

Policy I/10 – Cell Phone Use

#71/2013 – Moved by Mr. Krieger that the Board of Trustees approve Policy I/10 – Cell Phone Use.

CARRIED 7/0

Lease Agreement – Town of Bon Accord

#72/2013 – Moved by Mrs. Kohle that the Board of Trustees approve the Lease Agreement with the Town of Bon Accord, Out of School Care Program.

CARRIED 7/0

Lease Agreement – Town of Gibbons

#73/2013 – Moved by Mr. Krieger that the Board of Trustees approve the Lease Agreement with the Town of Gibbons, Out of School Care Program.

CARRIED 7/0

Lease Agreement – McCauley Community After School Care Association

#74/2013 – Moved by Mrs. Kohle that the Board of Trustees approve the Lease Agreement with McCauley Community After School Care Association.

CARRIED 7/0

Lease Agreement – SIGIS Child Care Society

#75/2013 – Moved by Mrs. Porter that the Board of Trustees approve the Lease Agreement with SIGIS Child Care Society.

CARRIED 7/0

Non Resident Fee Schedule 2013-2014

#76/2013 – Moved by Ms. Nowak that the Board of Trustees approve the Non Resident Fee Schedule 2013-2014.

CARRIED 6/1

Opposed: Mrs. Porter

Tripartite Framework Agreement

#77/2013 – Moved by Mr. Jewell that the Board of Trustees approve the Tripartite Framework Agreement.

CARRIED 7/0

Unfinished Business**Reports From Committees****Building**

A verbal report was provided with respect to:

- Emergent items that need to be addressed in schools
- Online work order system
- O/M & IMR budgets discussion
- Namao Lagoon – awaiting a report from Alberta Environment regarding the lagoon compliance

Finance & Human Resources

No report was provided.

Education Policy

A meeting is scheduled for May 8, 2013 @ 2:30 p.m.

Advocacy Committee

A meeting is scheduled for May 8, 2013 @ 3:45 p.m.

Transportation

No report was provided.

Notices of Motion

There were no Notices of Motion.

Information

There were no information items.

Question Period

No questions were raised.

Requests for Information

There were no requests for information.

#78/2013 – 7:15 p.m. – Moved by Mr. Gray that the Board go in camera.

CARRIED 7/0

#79/2012 – 8:15 p.m. – Moved by Mrs. Kohle that the Board go out of camera.

CARRIED 7/0

Close of Meeting

The Chair adjourned the meeting at 8:17 p.m.

Chair

Date

Secretary-Treasurer



**Minutes of the Special Meeting of
The Board of Trustees of
Sturgeon School Division No. 24
Held at Morinville on May 8, 2013**

Roll Call

Present were Trustees, Mr. Terry Jewell (Chair), Ms. Tracy Nowak (Vice Chair), Mr. Brent Gray, Mrs. Elizabeth Kohle; Mr. Daryl Krieger, Mrs. Wendy Miller; and Mrs. Shelley Porter; Dr. Michèle Dick (Superintendent); Mr. Gerry Schick (Chief Deputy Superintendent); Mrs. Karen Parasynchuk (Secretary-Treasurer); Mr. Dave Johnson (Associate Superintendent, Human Resources); Dr. Mary McGregor (Associate Superintendent, Students Services) and Mr. Wolfgang Jeske (Director of Curriculum & Instruction).

Call to Order

The Chair called the meeting to order at 10:01 p.m.

Lease Agreement – Karisa McIvor

S-01/13 Moved by Mr. Krieger that the Board of Trustees approve the Lease Agreement with Karisa McIvor for a Children's Centre at Camilla School as amended at the May 8, 2013 Closed Committee of the Whole meeting.

CARRIED 7/0

Close of Meeting

The Chair adjourned the meeting at 10:05 p.m.

Chair

Date

Secretary-Treasurer



Memorandum

Date: May 22, 2013
To: Public Board
From: Committee of the Whole
Subject: Policy A/2—Vision, Mission, Mandate and Beliefs

Background

This year the Board has been reviewing Policy A/2—Vision, Mission, Mandate and Beliefs. In an effort to undertake a fully consultative process, the Board engaged the services of a lead facilitator, Catrin Owen, who trained and worked alongside a group of 7 Sturgeon high school students. This team met with over 150 division stakeholders representing staff; students; administration; parents; and community members. Trustees also participated in a similarly designed workshop that initiated the 5 consultative sessions held for our many stakeholders.

At this evening's meeting, representatives of the student team, accompanied by Ms. Owen, will provide the Board with a final draft of their recommended Vision, Mission and Values statement for Board consideration and further input. Trustees will note that this statement has been authored by the student team based on the extensive input provided by participating stakeholders. The statement represents not only what our broader community believes is important in the current educational context but it reflects those core principles that today's students believe essential for their own learning and the learning of their peers.

Members of the Facilitative Team will be in attendance to make comments, respond to Trustee questions and/or receive direction from the Board.

Recommendation:

“That the Board of Trustees approve the division Vision, Mission and values statement as presented.”

BOARD 5.1

FINAL DRAFT: May 22, 2013

Our Vision (*what we want to become*)

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

Our Mission (*what we do and for whom*)

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

Values (*how we behave and what becomes our moral compass when we make decisions*)

We Value:

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

May, 2013

Authored by students: Sarah Bidniak (grade 12, SCHS), Alicia Bigelow (grade 10, Redwater School), Spencer Elliott (grade 11, SCHS), Miranda From (grade 12, Sturgeon Learning Centre), Maddison Lumsden (grade 10, Redwater School), Habba Mahal (grade 11, SCHS), Grace Turner (grade 11, SCHS).



Memorandum

Date: May 22, 2013
To: Public Board
From: Michele Dick
Subject: Superintendent's Report

Administrative Positions: SY 2013-2014

As we continue planning and preparing for School Year 2013-2014, I am very pleased to make the following administrative announcements.

Sturgeon Heights School: Mr. Jonathon Konrad has been appointed as the new principal of Sturgeon Heights School, commencing September 2013. Mr. Konrad is presently the principal of a K-12 school in the St. Paul School Division and has worked for a number of years in rural schools as both a teacher and administrator. Mr. Konrad is a strong curricular leader who is actively involved in all aspects of school life. He has also demonstrated a special interest in the many ways in which technology can support both teaching and learning.

He, his wife and children are looking forward to joining the Sturgeon Heights family and Sturgeon School Division.

Lilian Schick School: I am also please to be welcoming Mr. John Baldasarre as the new principal of Lilian Schick School, commencing September 2013. Mr. Baldasarre is presently an administrator with Edmonton Catholic Schools. He brings a diverse educational background to our division including extensive experience integrating technology into today's classrooms.

Mr. Baldasarre is excited to be joining the Lilian Schick School family and Sturgeon School Division.

Coordinator of Instructional & Assistive Technology: Mrs. Nikki Woodford has been appointed as the Coordinator of Instructional and Assistive Technology commencing September 2013. Mrs. Woodford is presently the Technology Lead Teacher for Sturgeon School Division and has made significant contributions in this area. Nikki is committed to working with and supporting all staff in their use of educational technology. We look forward to her ongoing contributions.

By the end of the month I anticipate further announcements relative to the positions of: Secretary-Treasurer and the Teacher-Principal of the Learning Centres.

BOARD 6.1



Date: May 22, 2013
To: **Board of Trustees**
From: Wolfgang Jeske
Subject: Accountability Pillar – May 2013 report

Background

On an annual basis, Alberta Education undertakes to gather information with respect to the quality of education throughout the province. This Accountability Framework is a formal structure established by the Ministry to support accountability and ensure alignment of schools and school authorities with provincial direction.

Results are provided to jurisdictions twice annually. The first set of data is published in May and includes new data for all survey measures and derived measures which include the Drop Out Rate, High School Completion Rate, Post-secondary Transition Rate, Diploma Examination Participation Rate, and Rutherford Scholarship Rate. A second document, published in late September, replicates the data included in the May report and also includes the Provincial Achievement Test and Diploma Examination results.

School authorities use this information to assist with the development of school and jurisdiction Annual Education Results Reports and Three Year Education Plans. The jurisdiction combined report is expected to be completed on or before November 30 of each year.

Attached is the overall jurisdiction report as well as the results for Sturgeon Composite High School. We are pleased to note improvement in several categories including:

- Program of studies
- High School Completion Rate (3 years)
- Diploma Examination Participation Rate
- Rutherford Scholarship Eligibility Rate
- Citizenship

Accountability Pillar Overall Summary
Sturgeon School Division

Measure Category	Measure Category Evaluation	Measure	Sturgeon School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	86.8	86.8	86.8	89.0	88.6	88.1	High	Maintained	Good
		Program of Studies	82.9	81.0	79.9	81.5	80.7	80.7	Very High	Improved	Excellent
		Education Quality	88.8	87.7	88.0	89.8	89.4	89.3	High	Maintained	Good
Student Learning Opportunities	Good	Drop Out Rate *	4.4	5.0	4.8	3.5	3.2	3.9	Intermediate	Maintained	Acceptable
		HS Completion Rate (3 yr.) *	75.6	70.3	69.2	74.8	74.1	72.7	High	Improved	Good
		Diploma Exam Participation Rate *	46.7	38.3	41.4	56.6	56.2	54.9	Intermediate	Improved	Good
Student Learning Achievement	Good	Rutherford Eligibility *	61.0	58.1	54.8	61.3	61.5	59.4	High	Improved	Good
		Transition Rate (6yr.) *	52.0	60.6	59.8	59.5	58.4	59.2	Intermediate	Declined Sign	Issue
		Work Preparation	77.9	80.8	76.2	80.3	79.7	79.9	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Citizenship	79.5	79.5	77.6	83.4	82.5	82.0	High	Improved	Good
		Parental Involvement	77.5	80.0	78.5	80.3	79.7	79.8	Intermediate	Maintained	Acceptable
Continuous Improvement	Good	School Improvement	79.6	79.0	78.2	80.6	80.0	80.0	High	Maintained	Good

*Results compiled with respect to these measures are derived using 2011/2012 data



Board Memorandum

Date: May 22, 2013
To: Board of Trustees
From: Karen Parasynchuk, Secretary Treasurer
Subject: 2013-2014 Sturgeon School Division Budget

Background:

Attached you will find a copy of the 2013-2014 Sturgeon School Division Budget.

Recommendation:

That the Board of Trustees approve the 2013-2014 Sturgeon School Division Budget.



Sturgeon School Division No. 24

Budget Report

**For the School Year
2013-2014**

“... where great things are happening

Table of Contents

	Page
Budget Overview	3
2013-2014 Budget Assumptions	5
Enrollment Estimates	7
Revenues	8
Allocation of Revenues	10
Expenditures	12
Assumptions on Financial Position	14
Assumptions on Educational Position	15
Budget Statement of Revenue and Expenses	16
Statement of 2013-2014 Revenues	17
Statement of 2013-2014 Dedicated Allocations	18
Statement of 2013-2014 Central Instructional Allocations	19
Statement of 2013-2014 Student Allocations	20
Statement of 2013-2014 School Allocations	21
Board Governance and Administration Allocation	22
Board of Trustees Budget	23
Office of the Superintendent Budget	24
Office of the Chief Deputy Superintendent	25
Office of the Associate superintendent Human Resources	26
Business and Finance Budget	27
Operations and Maintenance Budget	28
Transportation Budget	29
Inclusive Education Budget	30
Summary of Reserves	31

Budget Overview

Sturgeon School Division No. 24 is required under section 147(2)(b) of the School Act, *“on or before May 31 in each year, prepare and submit to the Minister a budget for the fiscal year beginning on the following September 1.”*

The 2013-2014 Budget continues to reflect all three pillars of the Renewed Funding Framework – FLEXIBILITY, ACCOUNTABILITY, which came into effect in the 2003 - 2004 school year, and the FUNDING pillar, which came into effect for the 2005-2006 school year.

The FUNDING pillar of the Renewed Funding Framework is founded on a jurisdiction profile concept. It is based on the premise that over and above the base costs of operations, jurisdictions should receive funding for significant cost factors that are beyond the control of the board and which vary across jurisdictions. Funding allocations are distributed in three categories: Base Funding, Differential Cost Funding, and Provincial Priority Targeted Funding. Base funding and Differential Cost funding are simply a method of allocating funds to the jurisdiction. The school jurisdiction has a responsibility to address local needs and the flexibility to determine where these funds should be spent. Provincial Priority Targeted (eg. Program Unit Funding, High Speed Internet, and Institutional) funding will continue to be provided for specific purposes. These allocations are required to be spent on the priority program for which they were provided.

Sturgeon’s budget is developed to support our educational initiatives as outlined in our Three-Year Plans and detailed in our Framework for Student Success. All funding is focused on student learning.

This budget document is an estimate of the revenues and expenditures of the School Division for the year September 1, 2013 to August 31, 2014. Included are the estimates of Revenues and Expenditures together with supporting schedules.

The budget process is part of an ongoing financial management cycle. Included in this procedure is:

1. Preparation of the 2013-2014 Budget – May, 2013
2. Preparation of 2012-2013 Audited Financial Statements (AFS)- October 2013
3. September 30, 2013 Enrollments - October 2013
4. Revision to 2013-2014 Budget in consideration of 2012-2013 AFS and September 30, 2013 Enrollments - October 2013
5. Meet with Board to establish Budget criteria – January 2014
6. Preparation of 2014-2015 Budget - April 2014
7. Preparation of 2013-2014 Audited Financial Statements - October 2013

The 2013-2014 budget process emanates from 2012-2013 and includes detailed school budgets as a major component of the budget document. The input and commitment from the Resource Allocation Committee is an integral part of the 2013-2014 budget process. The budget process includes the following:

1. February , 2013 enrolment estimates including high school Credit Enrollment Units, special needs enrolments...both students with high needs and mild/moderate needs, and PUF/Headstart enrolments.
2. Determination of revenues based upon projected enrolments.
3. Budget estimates for Board Governance, System Administration, Central Instructional Support and Services, Technology Services, Transportation Services and Plant, Operation and Maintenance based on the guidelines for provision from Alberta Education.
4. A review and recommendation, by the Resource Allocation Committee, Central Office administration and Board of Trustees, of school based instruction funds retained for Central Instructional Support Services, Central Administered School Expense Allocation, Student Allocation and Central Allocation of Staff.
5. Preparation of an allocation schedule for allocating funds to cost centers.
6. Consolidation of all budgets into the Division Budget.

The budget process clearly supports:

1. the goal to become a financially transparent organization ensuring funds are managed in a responsible manner to meet all educational needs
2. today's dollars are spent on today's students
3. inclusive education
4. building Special Education capacity, as well as early intervention for learning
5. the flexibility to allocate the funds to areas that best meet the needs of our students through effective programming and services
6. a continued focus on a balanced budget
7. a commitment to a centralized allocation system that allows us to better meet the needs of **all** our students
8. maintaining a positive attitude for **all** staff, students, parents and community through:
 - a. Healthy Interactions
 - b. Harassment Policy
 - c. Growth, Supervision Evaluation
 - d. Occupational Health and Safety

Budget Assumptions

**“Academics: Critical Thinking and Problem Solving”
“Embracing Uniqueness: Recognition of the Individual”
A Safe, Caring and Respectful Learning and Work Environment”**

This budget is the fiscal plan to achieve the stated goals and objectives of the Board. It defines the costs as per the Division Three Year Education Plan as well as a provision for emergent items. This budget provides an equitable opportunity for life long learning to all students in Sturgeon School Division, as we continue our educational commitments to our students.

Revenue:

- AISI, and Fuel Contingency funding elimination as of April 1, 2013
- Enrolment variances from September 2012 to February 2013 – 1.6% increase
- Inclusive Education and Class Size Initiative K to Grade 3 receives a 2% increase for the next three years
- All other grant areas receive 0%
- Learning Resource Grant eliminated – September 2013
- Credit Enrolment Unit (CEU) Tier 4 introduced for work experience and special projects at a 40% decrease from a Tier 1 rate.
- ADLC course CEU a decrease of 56%
- ESL eligible funding term reduced to 5 years
- PO and M rate calculation eliminates the weighted factor of 3 times for coded students
- Reduction of Board and System Administration allocation by 10% of the previous total calculated eligible amount.

CSI: Sturgeon School Division Guideline Recommendations

- K to 3 = 18.75 (Alberta Education = 17)
- 4 – 6 = 25
- 7 – 9 = 27
- 10 – 12 = 26 – with an average credit load of 34.5 CEU/ student

Staffing:

- ATA
 - 2013-2014 – 0%
 - 2014-2015 – 0%
 - 2015-2016 – 2%
- CUPE and GEC
 - 2012-2013 under negotiations
- All salaries include grid movement costs

Transportation:

- Includes Special Education transportation
- Includes Headstart transportation increased enrolments
- Maintains Bus Contractor Remuneration at current levels
- 0% grant increase
- Elimination of Fuel Contingency initiative
- Cost for Morinville

Operation and Maintenance:

- Energy agreements in place
- Leased vehicles
- Insurance rates stable
- Work Order and GPS System
- P O and M grant reduction \$ 400,000
- IMR reduction of \$ 200,000
- Eliminate \$ 100,000 technology infrastructure transfer
 - To be incorporated into the Central Administered Instructional Services

Resource Allocation:**Beliefs:**

Resources need to be allocated to each school, regardless of size or configuration, in a manner that is fair and that appears to be fair. All students across the Division must have learning opportunities that are equitable, and all staff must have teaching/working conditions that are comparable. It is understood, that these teaching and learning opportunities will never be identical, but they must be equitable. It is accepted that there must be a balance between the need to be similar, and the need to meet school and division priorities in a manner that best accommodates individual school and community needs. It is also clear that Provincial and subsequently Sturgeon priorities significantly impact decisions with respect to resource allocation.

Providing Resources to Schools

- Resources are allocated to ensure that all students have an equitable opportunity to succeed.
- An actively supported and promoted Sturgeon perspective provides consistency in learning and working conditions in all schools.
- Resource allocations must contribute to student learning and community building, while supporting both a framework for student success and staff/leadership development.
- Resource allocation within Sturgeon must allow, encourage, and support the schools' opportunity to be innovative and responsive to their unique communities.

Ensuring the Integrity of the Process

- Implementation must do things in the right way, at the right time, for the right reason.
- Consistent monitoring of the process must be an integral component.

Enrolment Estimates

Schools have carefully, and perhaps somewhat conservatively, estimated enrolment for the 2013-2014 school year of an increase of 74 students. Morinville Public Elementary School projects an increase of 81 students. The balance of schools reflects a decrease of 7 students. Based on these estimates it is expected the number of total funded Grade 1-12 students will increase approximately 1.6% for the 2013-2014 school year. Morinville Learning Centre, Sturgeon Learning Centre, Morinville Colony and Oak Hill Boys School are not included in this estimation.

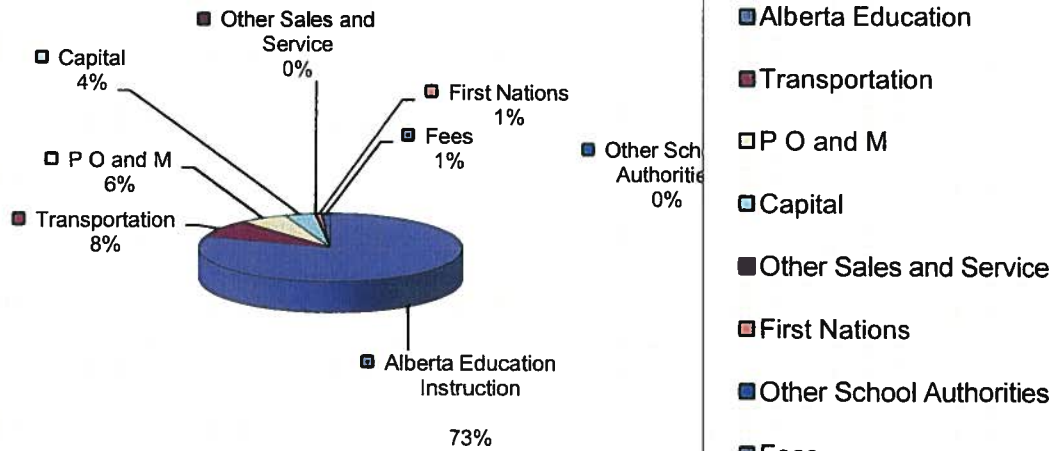
ENROLMENT PROJECTIONS 2013-2014																	
SCHOOL	HS	ECS	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	TOTAL	Sept 2012	
BACS	26	36	50	44	31	39									226	224	2
CAMILLA	19	36	39	38	37	48	44	42	49	35	49				457	462	-5
GIBBONS							57	48	46	56	59				280	275	5
GUTHRIE	64	57	52	46	35	35	31	33	32	22	38				406	398	8
LANDING TAIL	37	75	80	75	70	70									440	433	7
LILIAN SCHICK							57	39	58	58	52				268	262	6
NAMAO	50	40	39	33	30	32	31	44	31	49	50				454	460	-6
OCHRE PARK	31	36	36	40	29	28									229	224	5
REDWATER							35	26	39	35	28	31	38	42	277	292	-15
SCHS												261	330	287	822	844	-22
STURGEON HEIGHTS	77	51	35	22	29	27	26	31	24	38	28				409	401	8
MORINVILLE PUBLIC	58	44	15	10	7	13	6								356	275	81
TOTAL	414	389	407	390	332	290	309	289	272	297	304	308	312	311	4624	4550	74

Revenues

Total revenue for 2013-2014 is estimated to be \$58,899,241. The major source of our funding is from Alberta Education/Government at \$ 56,917,938. \$ 1,981,303 is estimated from other sources. The following table provides details of the sources of total funding for the main budget areas:

	<u>JUNE</u> <u>2013-2014</u>	<u>SEPT</u> <u>2012-2013</u>
Government of Alberta	55,481,382	55,454,503
Federal Government and First Nations	343,850.	344,432
Other Alberta School Authorities	33,980	33,980
Fees	594,411	546,548
Other Sales and Service	67,160.	77,160
Investment Income	30,000	30,000
Fundraising (SGF)	800,000	800,000
Amortization of Capital Allocations	1,436,556	1,550,000
Provision for Reserves	111,902	153,059
Total	<u>\$58,899,241</u>	<u>\$58,989,682</u>

Revenue Sources 2013-2014



Key Messages

Sturgeon School Division is challenged to operate within the 2013-2014 provincial Budget guidelines, but we are dedicated to making the most effective decisions to ensure the focus is on student success.

Enrolments have increased 1.6% from the 2012-2013 school year.

Government Funding for the following has been eliminated:

- AISI,
- LRC,
- Fuel Initiative Funding

Government Funding for the following has been reduced:

- ADLC Courses
- P O and M
- IMR

Literacy continues to be the number one priority for Sturgeon School Division, as the Board of Trustees approves to continue with the program.

All salary and benefit costs include grid movement.

The limit of 907 teacher instruction hours, established in the framework agreement, has been acquired without a FTE increase to the Division.

Allocations with respect to class sizes K to grade 9 have been maintained at current levels. A decrease in class size for Grade 10 to 12 from 27 to 26 is recommended.

The following Central Office staff positions have been eliminated:

- Associate Superintendent of Student Services
- Division Principal

The following school based staff positions have been reduced or eliminated:

- Learning Support Facilitators
- Media Support Services
- SIS School Support
- Summer School Support
- Admin Asst Support – SCHS

All costs associated with Special Education will be allocated specifically from within the Inclusive Ed Allocation.

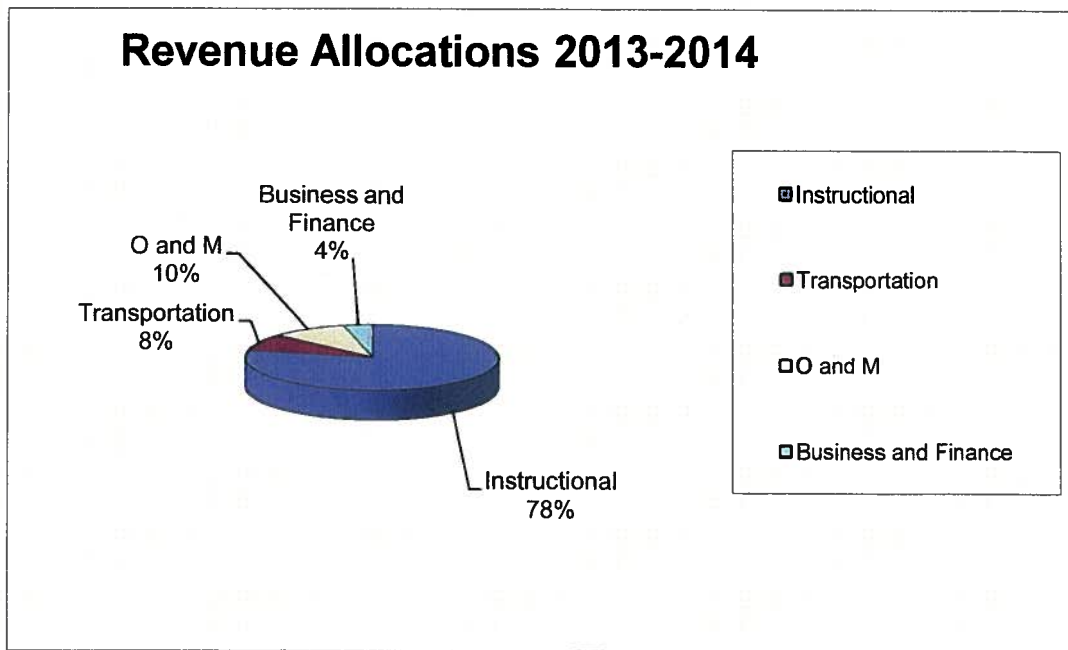
The budget includes a government directed reduction in Board and Governance Funding of 10%.

Allocation of Revenues

Once enrolments and revenues have been determined, the allocations are distributed to Central Office cost centers and schools. Central Office cost centers include Facility Services (Operations & Maintenance), Transportation Services, Board & System Administration and Central Instructional Support Services Human Resources, and Technology, Central Administered School Expenditures, Central Administered Staffing, School site budgets, the Program Unit Funded Program and the Institutional Program (Oak Hill Boys School).

The following table provides details of the allocation of funds:

	<u>JUNE</u> <u>2013-2014</u>	<u>SEPT</u> <u>2012-2013</u>
Instruction	\$46,005,447	\$45,337,606
Transportation	4,982,000	5,103,506
Operation and Maintenance	5,710,597	6,502,649
Board Governance and Admin	2,201,197	2,045,921
 Total	 <u>\$58,899,241</u>	 <u>\$58,989,682.</u>



Key Messages:

All allocations are made based on Alberta Education Guidelines and Board priorities to facilitate the Sturgeon Schools Three Year Plan.

School allocations are based on school enrolments and are to be used specifically to develop budgets for costs not covered by Central allocations. Budgets consist primarily of textbooks, educational supplies, and consumables.

The instructional allocations represent the total expenditures to provide educational opportunities for all students within the jurisdiction. Of the \$ 46,005,447 instructional allocation, dedicated funds to sites and programs is \$ 15,705,298. The remaining balance of \$ 30,300,149 is allocated through the direction of the Resources Allocation Committee..

The funding formula allows for the district to spend up to a value of 4.64% of total expenditures on Board Governance and Administration for the 2012-2013 school year. The 2013-2014 Board Governance and Administration budget represents spending in this area of 3.7%. Included in the budget area of Board Governance and Administration is the Board of Trustees, the Office of the Superintendent, Chief Deputy Superintendent and the Associate Superintendent Human Resources as well as the Division Business and Finance.

Board Governance expenses pertain to activities related to the work of the elected body responsible for all activities within the jurisdiction. Administration expenses pertain to activities associated with the overall management of administration and educational leadership of the jurisdiction at the central office level.

Plant, Operation and Maintenance allocations relate to the jurisdiction's responsibility to provide a safe and healthy environment for the children to learn. Sturgeon School Division continues to face challenges in the area of Plant, Operation and Maintenance with escalating costs, and aging facilities. This budget addresses these challenges while insuring the priorities of the Division are met.

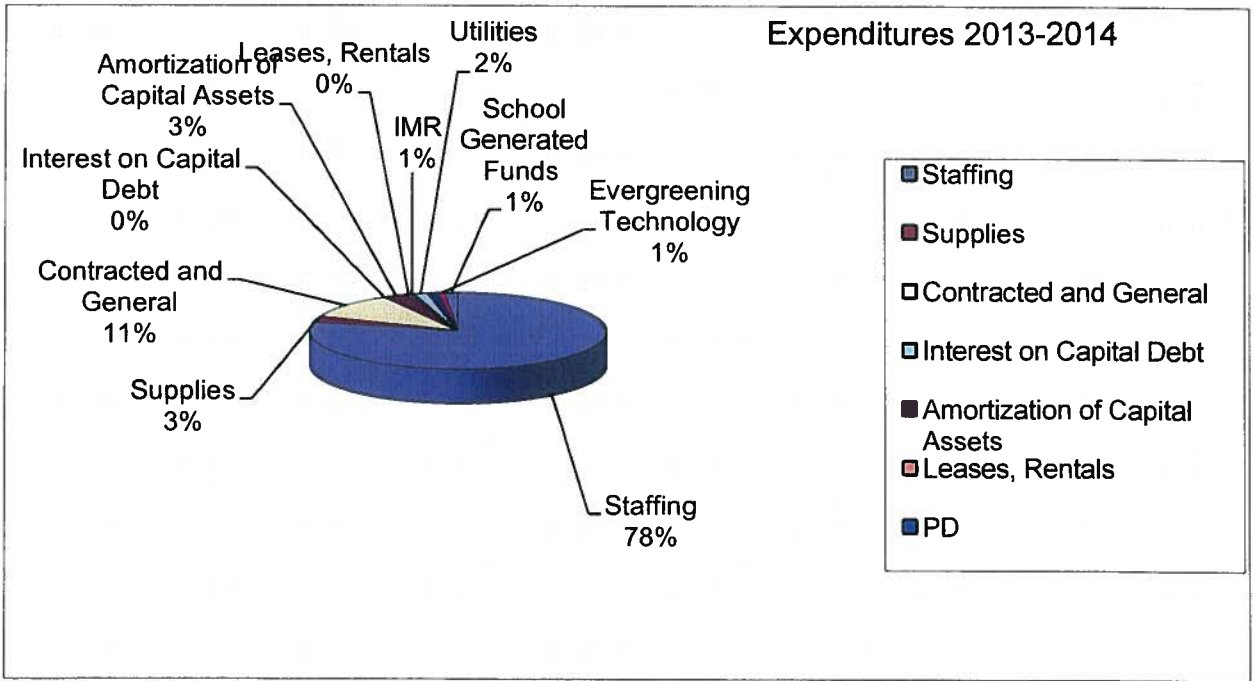
Transportation allocations relate to transporting eligible children safely to and from school. This budget recognizes no increase to the Sturgeon School Division bus contractors.

Expenditures

Total expenditures for the 2013-2014 school year is estimated to be \$ 59,031,662.

The following table provides details of the budgeted expenditures:

	<u>JUNE</u> <u>2011-2012</u>	<u>SEPT</u> <u>2010-2011</u>
Staffing	\$46,243,486	\$46,404,121
Supplies	1,532,172	1,568,191
Contracted and General	6,407,031	6,201,183
Amortization of Assets	1,565,689	1,679,133
Interest on Capital Debt	41,157	42,050
Leases, Rentals	178,850	160,440
Professional Development	252,181	303,831
Utilities	896,000	896,000
Infrastructure Maintenance Program	705,097	866,499
School Evergreening Plan	410,000	430,000
School Generated Funds	<u>800,000</u>	<u>800,000</u>
Total	<u>\$59,031,663</u>	<u>\$59,351,448</u>



Key Messages:

Sturgeon School Division continues to allocate expenditures based on “today’s dollars for today’s students”.

The single largest expense the school division incurs is staffing. This represents 78% of our total expenditures

The Resource Allocation Committee carefully reviewed the results of staffing allocations from the previous year to ensure a fair and equitable method to allocating staffing in the Division for the best educational opportunities for the students.

Sturgeon School Division is part of a Alberta School Division Energy Commodities Procurement Consortium. As part of the collective school board group, Sturgeon School Division will have a purchasing power advantage to provide energy cost stability for the next five years.

Sturgeon School Division continues the allocation of a school evergreening program. The allocation is based on student enrolments. The purpose for such allocations is to ensure resources are current and available for technology, band and music, CTS and school furniture.

Other expenses are consistent with current Alberta Education Budget guidelines.

Assumption on Financial Position

- This budget is the fiscal plan to achieve the stated goals and objectives of the Board of Trustees. It is aimed at inclusive student learning. Sturgeon School Division continues to allocate funds based on the philosophy of “today’s dollars for today’s students, however with the continual reduction in government funding SSD continues to struggle to maintain its high standard of education.
- - The Division budget projects a deficit of \$ 132,429, specific to transportation
 - The budgeted deficit of \$ 132,429 will be supported by the current operating reserves. This will have an impact of 11.2% on our current projected reserves.
 - A School Evergreening plan to provide and maintain resources for technology, band and music, CTS and school furniture is sustainable in this budget.
 - A process has been developed for cost recovery of labor and services provided to special programs and departments such as Human Resources, Technology and Infrastructure Maintenance Renewal.
 - This budget establishes a process that will continue allow us to place a solid emphasis on learning in our schools. It supports and focuses on continuous improvement of student achievement while identifying individual student priorities and needs.
 - This budget allows spending flexibility while maintaining accountability at each cost center. Schools are encouraged not to create surpluses as today’s dollars are to be spent on today’s students.

Areas of need continue to be:

- School Infrastructure
 - Reduction of funding for PO and M and IMR
 - No recognition of funds for non school buildings
 - Aging facilities
 - Rising maintenance costs
- Instructional:
 - Funding and program cuts
 - Funding for Inclusive Education

Assumption on Educational Position

- The 2013-2014 budget maintains the Division's focus on the growth and achievement of Sturgeon students through support to the cornerstones of its framework for student success. These include:
 - quality teaching to enhance student learning by all students,
 - coherent and coordinated staff professional development,
 - building shared leadership capacity, and
 - integrated planning and reporting systems.
- Resources have been allocated to schools and Central Office departments based on the following principles:
 - Allocation of resources to schools is based on recommendations by the Division Resource Allocation Committee which reflects the learning needs of all students.
 - School administrators are responsible to develop education plans at the school level that, within the resources available, ensure an instructional program appropriate for every student's learning needs.
 - Division administrators are responsible to develop education plans that, within the resources available, ensure provision of support services to schools.
 - The education plans integrate planning, monitoring and reporting procedures that ensure accountability for resources and results.
- Budgeted decisions focus on continuous improvement in achievement at all levels
- Decisions in the budget are consistent with the Sturgeon School Division No.24 Mission and Beliefs, and its Three Year Education Plan priorities.

***“Sturgeon School Division No. 24 continues to grow as a place where people want to attend school, to work and to be proud to be a part of the school division.*”**

STURGEON SCHOOL DIVISION
REVENUE AND EXPENDITURES
BUDGET 2013-2014 SCHOOL YEAR

	<u>June</u> <u>2013-2014</u>		<u>September</u> <u>2012-2013</u>
Revenue			
Government of Alberta	55,481,382	94.20%	55,454,503
Other Alberta School Authorities	33,980	0.06%	33,980
Federal Government and/or First Nations	343,850	0.58%	344,432
Fees	594,411	1.01%	546,548
Other Sales and Service	67,160	0.11%	77,160
Investment Income	30,000	0.05%	30,000
Fundraising	800,000	1.36%	800,000
Amortization of Capital Allocations	1,436,556	2.44%	1,550,000
Provision for Reserves	111,902	0.19%	153,059
Total Revenue	58,899,241	100%	58,989,682
Expenses			
Certificated Salaries and Benefits	31,751,094	53.79%	32,340,621
Non Certificated Salaries and Benefits	14,296,965	24.22%	13,933,162
Services, contracts and supplies	11,376,758	19.27%	11,356,482
Amortization of Capital Assets	1,565,689	2.65%	1,679,133
Interest on Capital Debt	41,157	0.07%	42,050
Total Expenses	59,031,663	100.00%	59,351,448
Projected Deficit	(132,422)		(361,766)

SUMMARY:

Instructional Deficit	0	238,805
Operation and Maintenance Deficit	0	122,961
Transportation	132,422	0
Total Deficit	132,422	361,766

STURGEON SCHOOL DIVISION
REVENUES 2013-2014
JUNE, 2013

		<u>June</u> <u>2013-2014</u>		<u>September</u> <u>2012-2013</u>	
Base Funding	Student Basic	30,428,533		29,802,859	
	Outreach Base Funding - 2X	125,946	30,554,479	125,946	29,928,805
Differential Funding	Program Unit Funding	5,247,045		4,300,700	
	Inclusive Education - Special Education	4,350,100		4,300,658	
	Inclusive Education - Mild and Moderate ECS	708,000		699,700	
	Inclusive Education - Per Pupil	232,705		221,705	
	English As a Second Language	54,193		61,261	
	Equity of Opportunity	719,714		863,903	
	First Nation Metis Inuit	415,869		303,950	
	Socio Economic	331,800		325,657	
	Small School Necessity	124,965		256,184	
	One Time Mitigation Funding	114,000		0	
	Reduction - 10% Board and Governance	-250,959		0	
Hutterite Colony	11,541	12,058,973	11,541	11,345,259	
Other Provincial Support	Institutional Program - Oak Hill	746,084		748,007	
	French as a Second Language	3,500		3,500	
	SAASHP	102,910		102,910	
	LRDC	0	852,494	46,938	901,355
Provincial Priority Targeted Funding	AISI	0		292,713	
	Highspeed Networking	144,000		124,800	
	Teachers Retirement Fund	2,500,000	2,644,000	2,500,000	2,917,513
Transportation	Transportation	4,829,546		4,707,041	
	Fuel Price Contingency	0		374,700	
	Transportation HS	62,454	4,892,000	71,765	5,153,506
Other Government	Region 6 Child and Family Services HS	198,594		198,594	
	Youth and Complex Needs	0		44,221	
	Alberta Health Services	38,096	236,690	38,096	280,911
First Nations	Tuition Fees	263,937		264,496	
	O and M	28,295		28,295	
	Board and Admin	11,529		11,552	
	Special Assistant	40,089	343,850	40,089	344,432
General Revenues	Instructional Material Fees	271,836		228,291	
	Interest Income	30,000		30,000	
	Donation - Xerox	0		10,000	
	External Services	32,000		37,800	
	Facility Rentals	28,560		28,560	
	School Generated Funds	800,000		800,000	
	School Fees	322,575		318,257	
	Other School Divisions - Aspen View	33,980		33,980	
	Tower and Axia Lease	6,600	1,525,551	6,600	1,493,488
O and M	P,O and M	3,496,492		4,012,805	
	IMR - Estimated by AE	705,097		866,499	
	Supported Amort/Long Term Debt	1,477,713	5,679,302	1,592,050	6,471,354
Provision for Reserves	Schools	111,902	111,902	153,059	153,059
Total Revenues			58,899,241		58,989,682

xx

STURGEON SCHOOL DIVISION
DEDICATED PROGRAM ALLOCATIONS 2013-2014
June, 2013

		<u>June</u> <u>2013-2014</u>		<u>September</u> <u>2012-2013</u>	
Differential Funding	PUF	5,247,045		4,300,700	
	PUFtransfer to Instruction	-110,655		-125,000	
	Inclusive Education - Special Education	4,350,100		4,144,584	
	Inclusive Education - Mild and Moderate	708,000		699,700	
	Inclusive Education - Per Pupil	232,705	10,427,195	221,705	9,241,689
Other Provincial Support	Institutional Program Oak Hill	746,084		748,007	
	Oak Hill transfer to Instruction			-15,000	
	SAASHP	102,910	848,994	102,910	835,917
Provincial Priority Targeted Funding	AISI	0		292,713	
	AISI Allocation Admin Request	262,713		262,713	
	Highspeed Network Technology	144,000		124,800	
	Teachers Retirement Fund	2,500,000	2,906,713	2,500,000	3,180,226
Other Government	Other School Divisions - Aspen View	33,980		33,980	
	Alberta Health Services (Special Ed)	38,096		38,096	
	Region 6 Child and Family Services (Headstart	198,594	270,670	198,594	270,670
First Nation	Special Assistant	40,089	40,089	40,089	40,089
General Revenues	School Generated Funds *	800,000		800,000	
	Facility Rentals	28,560		28,560	
	Donation - Xerox	0		10,000	
	Youth and Complex Needs (Student Specific)	0		44,221	
	Tower and Axia Lease Technology	6,600		6,600	
	External Services	32,000		37,800	
	School Fees	322,575	1,189,735	318,257	1,245,438
Total Instructional Dedicated - Above		15,683,396		14,814,029	
Transportation		4,892,000		5,103,506	
Board Governance and Admin	Alberta Education Provision	2,188,468		2,033,169	
	First Nations	11,529		11,552	
	Investment Income	1,200	2,201,197	1,200	2,045,921
O and M	First Nations	28,295		28,295	
	Investment Income	3,000		3,000	
	P O and M	3,496,492		4,012,805	
	IMR	705,097		866,499	
	Supported Amort/Long Term Debt	1,477,713	5,710,597	1,592,050	6,502,649
Provision for Reserves	Schools	111,902	111,902	153,059	153,059
Total Dedicated Program Allocation			28,599,092		28,619,164
Revenues		58,899,241		58,989,682	
Dedicated Allocations		28,599,092		28,619,164	
Instructional Allocation		<u>30,300,149</u>		<u>30,370,518</u>	

* School specific- monitored by Central Office

STURGEON SCHOOL DIVISION
CENTRAL INSTRUCTIONAL ALLOCATIONS
RAC RECOMMENDATION 2013-2014
June, 2013

	<u>June</u>	<u>September</u>
	<u>2013-2014</u>	<u>2012-2013</u>
Central Instructional Support Services		
Human Resources *	145,000	145,000
Curriculum and Instruction	140,000	140,000
Coordinator of Instruction and Assistive Technology	146,560	98,560
Technology Department	570,000	540,000
Technology Infrastructure **	100,000	0
Substitute Service	49,500	48,673
Principal Allowances (Benefits Included)	573,488	524,349
Superintendent Discretionary	125,000	125,000
Student Services - Department Cost	0	350,000
System Psychologist Department Cost	0	122,000
Special Ed - Tuition Fees Assistive Technology, Program needs	0	209,000
Divisional PD	95,000	92,000
Divisional PD - Healthy Interactions, First Aide, NVCI	3,000	3,000
Communications/Media/Central Advertising/Websites	93,000	93,000
Home Education Resources	5,000	5,000
Total Central Instructional Support Allocation	2,045,548	2,495,582
Central Administered School Expense Allocation		
Extended Leaves - Sub Plan, Long Term Illness	370,000	370,000
Substitute Teachers - per ATA Collective Agreement ***	325,920	325,950
CUPE (No PUF) - Subs, Lay off Notice period, Long Term Illness, Sub Pla	55,000	55,000
Leases - Photocopiers	230,000	180,000
Book Awards / Scholarships	34,000	34,000
Telephones	56,000	56,000
Student Accident Insurance	7,000	7,000
Facility Rent - Learning Centers - X2	93,000	93,000
Evergreening	410,000	430,000
System Fees - eg - Edulink, Insigna, Powerschool	85,000	85,000
Total Central Administered School Expense Allocation	1,665,920	1,635,950
Total Central Instructional Allocations	3,711,468	4,131,532
Instructional Allocation	30,300,149	30,370,518
Central Administered	3,711,468	4,131,532
Remaining for School Allocation	26,588,681	26,238,986

* Instructional Specific Services

** \$ 100,000 Previously Allocated through IMR

*** Sick, Compassionate Leave, Temporary Leave

STURGEON SCHOOL DIVISION NO24
STUDENT ALLOCATION
RAC RECOMMENDATION 2013-2014
June, 2013

RATES: PER FTE
ECS - \$ 85.50
DIV ONE TO THREE - \$ 171.00
DIV FOUR - \$ 213.75 - RW, LC's
DIV FOUR - \$ 263.75 - SCHS

Student Allocation	June 2013-2014				September 2012-2013			
	ECS	DIV ONE TO THREE	DIV FOUR	TOTAL	ECS	DIV ONE TO THREE	DIV FOUR	TOTAL
BACS	69	157		32,747	66	158		32,661
CAMILLA	79	378		71,393	71	391		72,932
GIBBONS	0	280		47,880	0	275		47,025
GUTHRIE	105	301		60,449	111	287		58,568
LANDING TRAIL	116	324		65,322	122	311		63,612
LILIAN SCHICK	0	268		45,828	0	262		44,802
COLONY	2	15		2,736	2	15		2,736
SLC Based on FTE	0	0	24.43	5,222	0	0	24.43	5,222
MLC Based on FTE	0	0	19.20	4,104	0	0	19.20	4,104
NAMAO	84	370		70,452	97	363		70,367
OCHRE PARK	74	155		32,832	74	150		31,977
REDWATER (Grade 5 - 9)	0	168		28,728	0	185		31,635
REDWATER	0	0	109	23,299	0	0	107	22,871
SCHS	0		822	216,803	0		844	180,405
STURGEON HEIGHTS	133	276		58,568	128	273		57,627
MORINVILLE PUBLIC ELEMENTARY	143	213		48,650	135	140		35,483
Total School Student Allocation	805	2,905	974.63	815,009	806	2,810	994.63	762,025
Headstart ckpt	68,828	496,755	249,427	815,009	68,913	480,510	212,602	762,025
	35,397				34,029			
Remaining for School Allocation	26,588,681				26,238,986			
Student Allocation	815,009				762,025			
Remaining for School Allocation	<u>25,773,672</u>				<u>25,476,962</u>			

STURGEON SCHOOL DIVISION NO24
SCHOOL ALLOCATION
RAC RECOMMENDATION 2013-2014
June, 2013

	<u>June</u>			<u>September</u>		
	<u>2013-2014</u>			<u>2012-2013</u>		
Program Student Allocation	Students	Rate		Students	Rate	
Oak Hill 5-9	36	3000	108,000	28	3000	84,000
PUF/HS/G and T	414	1500	621,000	398	1500	597,000
PUF/HS Cost Recovery	414	-85.5	-35,397	398	-85.5	-34,029
Inclusive Education Allocation			0	3700	110	407,000
Total School Student Allocation			693,603			1,053,971
Staffing Allocation - Excludes Oak Hill, PUF/HS AISI, Emergent, Secondments,						
Certificated Staffing	FTE			FTE		
Regular Instructional	175.077	98,560	17,255,589	163.262	98,560	16,091,103
Additional RAC Allocation - Redwater	2.500	98,560	246,400	4.000	98,560	394,240
Special Ed Programs	3.210	98,560	316,378	0.000	98,560	0
Principals	11.400	98,560	1,123,584	11.400	98,560	1,123,584
Admin Adjustment	6.185	98,560	609,594	6.094	98,560	600,625
Special Ed Admin	1.350	98,560	133,056	2.050	98,560	202,048
Counsellor	6.276	98,560	618,563	6.220	98,560	613,043
Learning Support Facilitators	0.000	98,560	0	3.390	98,560	334,118
K and E	0.000	98,560	0	10.400	98,560	1,025,024
LOGOS	9.630	98,560	949,133	9.630	98,560	949,133
Colony	1.000	98,560	98,560	1.000	98,560	98,560
MLC	2.000	98,560	197,120	2.000	98,560	197,120
SLC	2.000	98,560	197,120	2.000	98,560	197,120
Morinville Public Elementary /French Immersion	1.640	98,560	161,638	0.570	98,560	56,179
Total Instructional Certificated	222.268		21,906,734	222.016		21,881,897
Support Staff						
School Admin Support - 7.0 hours per day	33.400	49,252	1,645,017	34.100	48,673	1,659,749
School Media (Library) Support - 6.5 hours per day	10.850	44,887	487,024	11.900	44,150	525,385
Additional RAC Special Ed Assistants SLC and MLC	1.000	44,887	44,887	1.000	44,150	44,150
Morinville Colony	1.000	44,887	44,887	1.000	44,150	44,150
High School CTS Support - SCHS	2.310	44,887	103,689	2.310	44,150	101,987
High School CEU Support	1.500	49,252	73,878	1.500	48,673	73,010
SIS Support Tech One	1.000	63,040	63,040	0.791	55,809	46,194
SIS Support - In School Support	0.000	0	0	0.240	63,040	15,130
Total Support Uncertificated	51.060		2,462,422	52.841		2,509,754
Discretionary Staffing						
Per Board Approval	2.000	98,560	197,120	2.000	98,560	197,120
K and E	4.463	98,560	439,873			
	6.463		636,993	2.000		197,120
Summer School Staff						
Certificated	0.750	98,560	73,920	0.750	98,560	73,920
Total Summer School Staff	0.750		73,920	0.750		73,920
Total Staffing Allocation			25,080,069			24,662,691
Total School Instructional Allocation			25,773,672			25,716,662
Instructional Allocation Available			25,773,672			25,476,962
Instructional Allocation Designated			25,773,672			25,716,662
Projected Surplus/Deficit			0			-239,701
Projected Deficit O and M			0			-122,191
Projected Deficit Transportation			-132,429			0
			-132,429			-361,892

229.481

STURGEON SCHOOL DIVISION NO 24
2013-2014
BOARD GOVERNANCE AND ADMINISTRATION ALLOCATION

	<u>2013-2014</u>	<u>2012-2013</u>
Profile	2,188,468	2,188,468
Allocations:		
Board of Trustees	315,000	315,000
Superintendent	303,000	303,000
Chief Deputy Superintendent	218,000	218,000
Associate Superintendent HR	176,200	176,200
Business and Finance	1,101,268	1,020,969
Superintendent Emergent	75,000	0
Total Allocations	2,188,468	2,033,169
Applied to Projected Deficit:		
Superintendent Emergent		75,000
Business and Finance		80,300
Total		155,300

KEY MESSAGES:

- *Actual Allocation available for 2013-2014 is 4.64% of total previous year expenditures for Board Governance and Administration = \$ 2,509,589.
- * Actual allocation budgeted for 2013-2014 is 4.04% = \$2,188,468
- * The 2012-2013 deficit allocations have been reinstated.

STURGEON SCHOOL DIVISION No.24
BOARD OF TRUSTEES
2013-2014

	<u>2013-2014</u>	<u>2012-2013</u>
Allocation	315,000	315,000
Expenditures		
Stipends and Benefits	130,317	130,317
Per Diems	31,600	31,600
Professional Development	54,500	54,500
Election	5,000	0
Contracted and General	80,796	84,300
Supplies	12,787	14,283
Total Expenditures	315,000	315,000
Deficit/Surplus	0	0

Key Messages:

- Relate to work of the elected body of trustees POLICY DIRECTED responsible for all activities of the jurisdiction
- ASBA/PSBA professional development central funds
- Contracted Services and General includes: Trustee expenditures, PSBA, ASBA
- 2013-2014 Election Year

STURGEON SCHOOL DIVISION No.24

OFFICE OF THE SUPERINTENDENT

2013-2014

	<u>2013-2014</u>	<u>2012-2013</u>
Allocation	<u>303,000</u>	<u>303,000</u>
Expenditures		
Salaries and Benefits	271,932	271,932
Contracted and General	27,068	27,068
Supplies	<u>4,000</u>	<u>4,000</u>
Total Expenditures	<u>303,000</u>	<u>303,000</u>
Deficit/Surplus	<u>0</u>	<u>0</u>

STURGEON SCHOOL DIVISION No.24
OFFICE OF THE CHIEF DEPUTY SUPERINTENDENT
2013-2014

	<u>2013-2014</u>	<u>2012-2013</u>
Allocation	<u>218,000</u>	<u>218,000</u>
Expenditures		
Salaries and Benefits	196,500	196,519
Contracted and General	20,333	20,333
Supplies	<u>1,167</u>	<u>1,148</u>
Total Expenditures	<u>218,000</u>	<u>218,000</u>
Deficit/Surplus	<u>0</u>	<u>0</u>

STURGEON SCHOOL DIVISION No.24
OFFICE OF THE ASSOCIATE SUPERINTENDENT HUMAN RESOURCES
2013-2014

	<u>2013-2014</u>	<u>2012-2013</u>
Allocation	176,200	176,200
Expenditures		
Salaries and Benefits	166,283	166,177
Contracted and General	9,717	9,823
Supplies	200	200
Total Expenditures	176,200	176,200
Deficit/Surplus	0	0

STURGEON SCHOOL DIVISION No.24
BUSINESS AND FINANCE
2013-2014

	<u>2013-2014</u> <u>June</u>	<u>2012-2013</u> <u>September</u>
Allocation		
Administration Allocation	1,101,268	1,020,969
First Nation Administration Allocation	11,529	11,552
Investment Income	1,200	1,200
	<hr/>	<hr/>
Total Allocation	1,113,997	1,033,721
	<hr/>	<hr/>
Expenditures		
Salaries and Benefits	682,025	648,849
Contracted and General	384,705	337,605
Supplies	47,267	47,267
	<hr/>	<hr/>
	1,113,997	1,033,721
	<hr/>	<hr/>
Deficit/Surplus	0	0
	<hr/>	<hr/>
Transferred to Deficit		80,300

Key Messages:

This budget center consists of the finance, payroll and reception area. Expenditures in this budget consist of: the office of the secretary treasurer, unsupported amortization, division insurance, professional services (legal, audit), employee assistance program, postage central office photocopiers, staff and community relations, recognition day and all general office supplies.

STURGEON SCHOOL DIVISION No.24
OPERATION AND MAINTENANCE
2013-2014

	<u>June</u> <u>2013-2014</u>	<u>Sept</u> <u>2012-2013</u>
Allocation		
Alberta Education		
POM	3,496,492	3,897,337
IMR	705,097	805,940
	<hr/> 4,201,589	<hr/> 4,703,277
Other Government		
Supported Amortization	1,436,556	1,369,614
Supported Capital Debt	41,157	22,351
	<hr/> 1,477,713	<hr/> 1,391,965
Other Revenue		
First Nations	28,295	24,854
Facility rental	7,140	
Investment Income	3,000	3,000
	<hr/> 38,435	<hr/> 27,854
Total Allocations	<hr/> 5,717,737	<hr/> 6,123,096
Expenditures		
Salaries and Benefits	2,591,122	2,647,640
Contracted and General	340,300	259,652
Supplies	184,000	194,000
Utilities	896,000	896,000
	<hr/> 4,011,422	<hr/> 3,997,292
Debt Reduction	41,157	22,351
Amortization	1,485,061	1,420,474
IMR	180,097	805,940
	<hr/> 1,706,315	<hr/> 2,248,765
Total Expenditures	<hr/> 5,717,737	<hr/> 6,246,057
Deficit/Surplus	0	-122,961

Key Messages:

- Efficiency in management
- Power and natural gas agreements
- Vehicle leases
- Staff duties and responsibilities efficiencies
 - work order system
- Reduction in contracted services - emergent only
- Reclassification of staff hours and salaries
- Aging facilities present challenges
- Integration of staff safety and O H and S compliance

STURGEON SCHOOL DIVISION No.24
TRANSPORTATION
2013-2014

Allocation	<u>June</u> <u>2013-2014</u>	<u>September</u> <u>2012-2013</u>
Alberta Education		
Basic	4,829,546	4,707,041
Fuel Contingency		374,700
Headstart	62,454	71,765
PUF transfer	130,000	
Total Allocation	<u>5,022,000</u>	<u>5,153,506</u>
Expenditures		
Salaries and Benefits	583,523	605,727
Contracted and General	4,511,906	4,438,779
Supplies	59,000	59,000
Total Expenditures	<u>5,154,429</u>	<u>5,103,506</u>
Deficit/Surplus	<u>-132,429</u>	<u>50,000</u>
Transferred to Deficit		<u>50,000</u>

INCLUSIVE EDUCATION ALLOCATION

2013-2014

June. 2013

ALLOCATION

Inclusive Education	4,350,100
Inclusive Education Per Pupil	209,435
Aspenview	33,980
SAASHP	102,910
Alexander First Nation - MA	40,089
Alberta Health Services - Community Resources	38,096
	<hr/>

TOTAL ALLOCATION

4,774,610

EXPENDITURES

Staffing:

Director Learning Support - SB	145,735
Psychologist - TH	117,618
Community Coordinator - RH	89,280
Executive Asst - DS 1.0 FTE	68,156
	<hr/>
	<u>420,789</u>

Office:

Travel, PD, Memberships and Dues, meeting and Meals	26,000
Telephone	2,100
Staff and Community Relations	1,000
Office Supplies	8,200
	<hr/>
	<u>37,300</u>

Profile:

Contingency	100,000
Therapeutic Sevices and Contracted Services	80,000
Tuition Agreements (Bosco/School for the Deaf)	80,000
Adaptive Technology - transfer to Coordinator Budget	4,000
	<hr/>
	<u>264,000</u>

TOTAL EXPENDITURES

722,089

AVAILABLE FOR SCHOOLS

4,052,521

Notes:

Schools purchase staffing as required with the allocation
No allocation for the Family School Liasion

Sturgeon School Division
Calculated Reserves for School Year 2013-2014

Operating Reserves August 31, 2012	1,997,425	
Budgeted 2012-2013 Deficit	361,892	
	1,635,533	
School and Department 2012-2013	450,000	
Projected Reserve Available 2012-2013	1,185,533	
Budgeted 2013-2014 Deficit	132,422	11%
Projected Reserve Available August 31, 2014	1,053,111	
Capital Reserves August 31, 2012		
Land	43,000	
Buildings	557,450	
Equipment	242,083	
Vehicles	4,719	
Capital Reserve Available 2012-2013	847,252	



Board Memorandum

Date: May 22, 2013
To: Board of Trustees
From: Committee of the Whole
Subject: Policy D/II/18 – Volunteer Policy

Background:

Please find attached Policy D/II/18 – Volunteer Policy and Admin Practice Volunteer 1. Please note the revision in section 2.3 of Policy D/II/18 – Volunteer Policy, as recommended when the policy was reviewed at the May 8, 2013 Committee of the Whole meeting.

Recommendation:

That the Board of Trustees approve Policy D/II/18 – Volunteer Policy.



1.0 POLICY

- 1.1 The Board believes that school volunteers, through their donation of time and talent may enhance and extend student learning by contributing to the successful operation of the school.
- 1.2 The Board encourages Division schools to welcome volunteers and provide them with meaningful opportunities to assist.
- 1.3 The Board encourages Division schools to show appreciation for the efforts of volunteers.

2.0 GUIDELINES

- 2.1 The Superintendent is delegated the responsibility for maintenance of this policy.
- 2.2 School volunteers shall be subject to the supervision and direction of school personnel and be under the authority of the principal.
- 2.3.1 The school principal shall ensure, **as a minimum**, that volunteers taking part in overnight field trips and in coaching and other responsibilities requiring independent supervision of students will provide the school with a current criminal check, including the 'vulnerable sector' component, before the volunteer can be assigned to such activities.

References: *Admin Practice(s): Administration 1 Volunteers*
School Act:

ADMINISTRATION 1 – Volunteer

Original Date: Nov. 14, 2003

Revised Date: May, 2013

Responsible Admin: Associate Superintendent,
Human Resources

1.0 RATIONALE

- 1.1 Sturgeon School Division recognizes the contributions made by volunteers through assisting, supporting and enhancing school programs.
- 1.2 Board policy on volunteers encourages Division schools to welcome volunteers, provide them with meaningful work and show appreciation for their efforts.

2.0 PROCESS

- 2.1 The school principal shall establish guidelines for the involvement of volunteers in schools and shall ensure that school level practices adhere to all Division policies and administrative practices and shall include the following:
 - 2.1.1 Task descriptions for classroom and out-of-classroom volunteers;
 - 2.1.2 Specific orientation, training, and supervision by teachers for classroom and in-school volunteers;
 - 2.1.3 Written expectations or specific guidelines including the willingness to be trained, confidentiality, suitability for volunteering and procedures for communicating absences;
 - 2.1.4 Method of tracking volunteer activities and hours donated;
 - 2.1.5 Method of recognizing volunteer service.
- 2.2 The school principal shall ensure that volunteers taking part in overnight field trips and in coaching and other responsibilities requiring independent supervision of students will provide the school with a current criminal check, including the 'vulnerable sector' component, before the volunteer can be assigned to such activities.
 - 2.2.1 For the purposes of this Admin Practice, a criminal record check shall be valid when it is dated within three years of the event for which it is being applied.
 - 2.2.2 The school principal or designate shall monitor this requirement.
- 2.3 A copy of school level practices will be forwarded to the Chief Deputy Superintendent's office for information.

References: *Board Policy: Policy D/II/18 Volunteer Policy*



Board Memorandum

Date: May 22, 2013
To: Board of Trustees
From: Committee of the Whole
Subject: Transportation Agreement - Aspen View Public School Division No. 78

Background:

At the May, 2013 Committee of the Whole meeting, the Board of Trustees referred the Transportation Agreement with the Aspen View Public School Division No. 78 to the May Board meeting.

Attached you will find the Draft Transportation Agreement with Aspen View Public School Division No. 78 for the 2013-2014 school year.

Recommendation:

That the Board of Trustees approve the Transportation Agreement with Aspen View Regional Division No. 19 for the 2013-2014 school year.

Student Transportation Agreement

This Agreement made in duplicate this _____ day of _____, 2013.

BETWEEN:

**The Board of Trustees of the
Sturgeon School Division No. 24**

of the first part,

- and -

**The Board of Trustees of the
Aspen View Public School Division No. 78**

of the second part.

WHEREAS the parties are required to provide transportation to students enrolled in schools within their Division in accordance with the provisions of the School Act, R.S.A. 2000, 1988 cS-3.1 s35 as amended:

AND WHEREAS the parties are desirous of entering into an agreement which will permit the fulfillment of these obligations;

NOW THEREFORE the parties hereto agree as follows:

1. Definitions

1.1 "School Act" where used in this agreement means the School Act, R.S.A. 2000, 1988 cS-3.1 s35 as amended from time to time.

1.2 "Students" where used in this agreement means individuals who are enrolled in a school or are required to attend school under Section 8 of the School Act and who have parents or guardians, as the case may be, who are residents of the Aspen View Public School Division No. 78, and shall include independent students as defined within the School Act all of whom attend schools operated by the Sturgeon School Division No. 24, and are in grades ECS to twelve inclusive.

2. Obligation to Transport

2.1 The Sturgeon School Division No. 24 shall provide transportation for only those students as mutually agreed to from time to time by the parties to this agreement, to and from schools located within the jurisdiction of the Sturgeon School Division No. 24, all in compliance with the applicable provisions of the School Act and any Regulations passed thereunder.

- 2.2 The Sturgeon School Division No. 24 shall provide transportation for students on all days when the schools of the Sturgeon School Division No. 24 are operational, except if such service is rendered impossible due to acts of God, strikes, wars, floods, fires or other such incidents which cannot reasonably be foreseen or provided against. In the event of any such incident occurring the parties acknowledge and agree that neither party shall be held responsible for any damages, delay or failure to perform caused by the Sturgeon School Division No. 24's inability to fulfill its obligations under this agreement.
- 2.3 The Sturgeon School Division No. 24 shall provide transportation facilities reasonably adequate for the purpose of safely conveying the students to and from the schools as required.
- 2.4 The Sturgeon School Division No. 24 shall provide adequate supervision for students using its transportation facilities.

3. Miscellaneous

- 3.1 The parties acknowledge and agree that transportation services shall continue to be provided by the Sturgeon School Division No. 24 for each of the students identified within Appendix 'A', to and from schools of the Sturgeon School Division No. 24 as set out in Appendix 'A'. All such students shall be counted in determining all applicable fees in accordance with Clause 4. In the event that any student included within Appendix 'A' ceased to reside at the location described with the said Appendix, said student will no longer be eligible for transportation in accordance with the terms and conditions of this clause.

4. Provision of Information

- 4.1 The Sturgeon School Division No. 24 shall, from time to time, at the request of the Aspen View Public School Division No. 78, furnish to the Aspen View Public School Division No. 78 the names, grades and location of residences of students transported by the Sturgeon School Division No. 24.
- 4.2 The Sturgeon School Division No. 24 shall provide sufficient detail and supporting documentation to the Aspen View Public School Division No. 78, upon request, to allow the Aspen View Public School Division No. 78 to verify the calculations made under the fee section of this agreement in a timely manner

5. Indemnification

5.1 The transporting party shall at all times well and sufficiently indemnify and keep indemnified the Aspen View Public School Division No. 78 from and against all actions, proceedings, claims, costs, expenses, and demands of any nature in consequence of

5.1.1 bodily injury, sickness, disease or death sustained by students while riding in, boarding or alighting from any vehicle provided by the Sturgeon School Division No. 24, and

5.1.2 damage to, destruction or loss of property where such property was damaged, destroyed or lost while situate in any vehicle provided by the Sturgeon School Division No. 24 after having been brought upon such vehicle by students.

6. Only Agreement

6.1 This agreement cancels and supersedes all previous agreements regarding the transportation of students which were in existence between Sturgeon School Division No. 24 and Aspen View Public School Division No. 78.

7. Amendments

7.1 This agreement may be amended from time to time by the mutual written consent of both parties.

8. Term

8.1 This agreement shall continue in force for the 2013-2014 school year.

9. Binding Agreement

9.1 This agreement shall inure to the benefit of and be binding upon the parties hereto together with their respective successors and assigns.

10. Notice

10.1 Any notice required or permitted to be given under the terms of this Agreement shall be sufficiently given to the party for whom it is intended if delivered and forwarded by registered, prepaid post at the following address:

Sturgeon School Division No. 24

9820 - 104 Street
Morinville, Alberta
T8R 1L8

Aspen View Public School Division No. 78

3600 - 48 Avenue
Athabasca, Alberta
T9S 1M8

or to such other address as either party may furnish to the other from time to time. Such notice shall be deemed to have been received within five (5) days after the date of such mailing.

IN WITNESS WHEREOF the parties hereto have executed this agreement on the day and year first above written.

Aspen View Public School Division No. 78

Sturgeon School Division No. 24

Per: _____

Per: _____

Per: _____

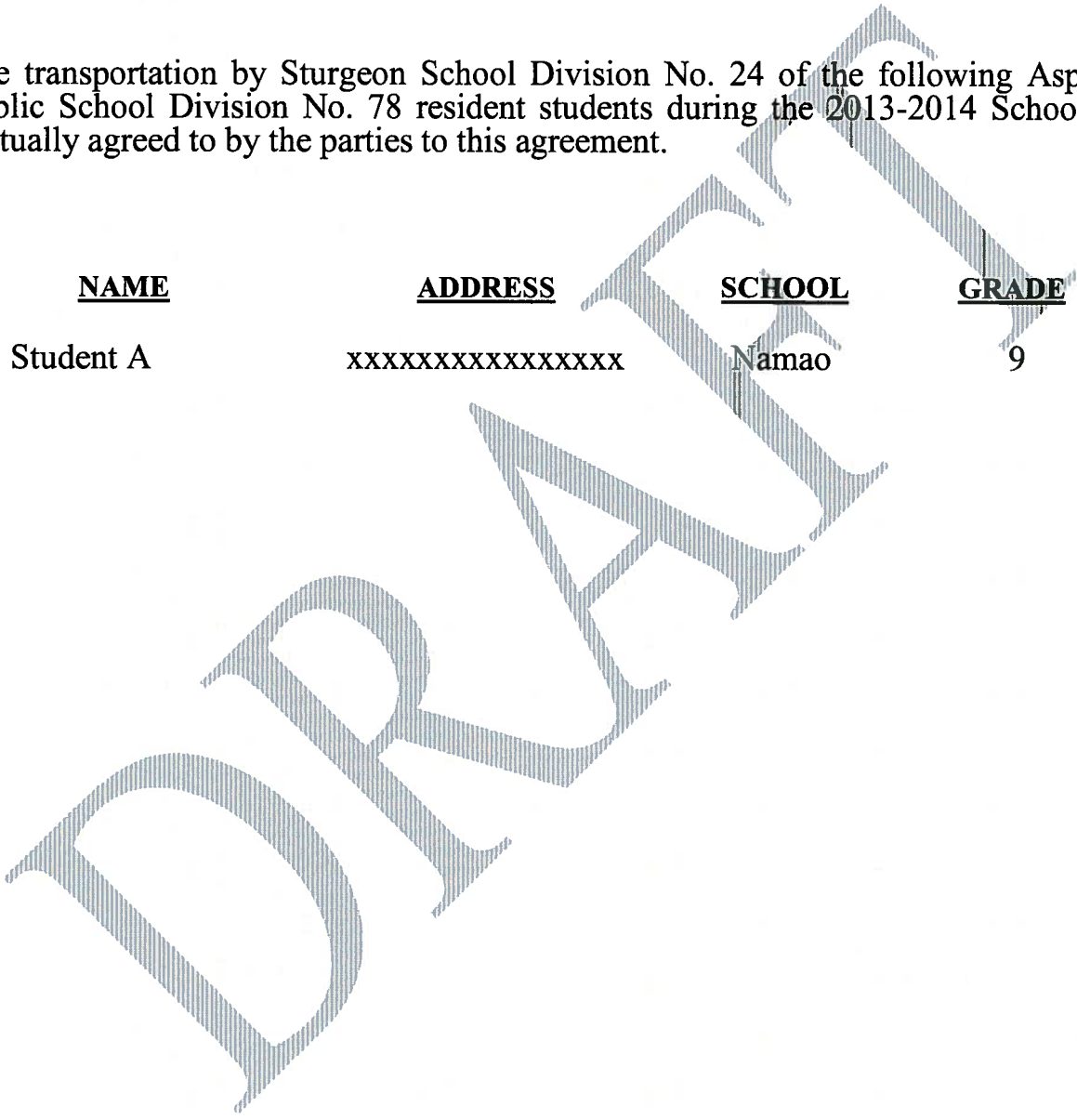
Per: _____

APPENDIX 'A'

2013-2014 School Year

The transportation by Sturgeon School Division No. 24 of the following Aspen View Public School Division No. 78 resident students during the 2013-2014 School Year is mutually agreed to by the parties to this agreement.

<u>NAME</u>	<u>ADDRESS</u>	<u>SCHOOL</u>	<u>GRADE</u>
Student A	XXXXXXXXXXXXXXXXXX	Namao	9





Board Memorandum

Date: May 22, 2013
To: Board of Trustees
From: Committee of the Whole
Subject: Supplementary Lease - Department of National Defence - Guthrie School

Background:

Please find a Supplementary Lease with the Department of National Defence with respect to Guthrie School. This Lease was reviewed at the May 8, 2013 meeting of the Committee of the Whole.

The Supplementary Lease identifies the addition of three portables that have been attached to Guthrie School.

The Site Plan identifies the addition of these portables as:

- 1) Breezeway and Portables “B”
- 2) Breezeway and Portables “C”
- 3) Breezeway and Portables “D”

Recommendation:

That the Board of Trustees approve the Supplementary Lease with the Department of National Defence with respect to the portable addition at Guthrie School.

AGREEMENT made effective as of the ___ day of _____, _____.

BETWEEN:

HER MAJESTY THE QUEEN in right of Canada
represented by the Minister of National Defence
P.O. Box 10500 Stn Forces
Edmonton, AB T5J 4J5

(hereinafter referred to as the "Landlord")

- and -

**THE BOARD OF TRUSTEES OF
THE STURGEON SCHOOL DIVISION No. 24**
9820-104th Street
Morinville, AB T8R 1L8

(hereinafter referred to as the "Tenant")

SUPPLEMENTARY LEASE

SUPPLEMENTARY to the lease dated the 15th day of December 2000, made between the Landlord and the Tenant ("the Parties"), (hereinafter referred to as "the Principal Lease").

WHEREAS the Parties hereto wish to alter and amend the Principal Lease in the manner hereinafter provided;

NOW THEREFORE THIS LEASE WITNESSETH that it is mutually agreed by and between the Parties hereto as follows:

1. "The Site Plan for Parcel 1" of the Principal Lease shall be amended as shown outlined in Area B, C & D on Schedule A attached hereto; and,
2. The covenants, provisos and stipulations expressed in the Principal Lease shall continue as fully and effectively as if the same had been repeated in full in this supplementary lease with such modifications only as are necessary to make the same applicable to the said Principal Lease as altered and amended hereby.

IN WITNESS WHEREOF this agreement has been executed by the Director General Real Property, Department of National Defence, on behalf of Her Majesty the Queen in right of Canada, and by The Board of Trustees of the Sturgeon School Division No. 24, by affixing its corporate seal attested to by the hands of its officers duly authorized in that behalf, as at the effective date of this agreement.

**SIGNED, SEALED AND
DELIVERED IN THE
PRESENCE OF:**

)
)
)
)
)
)
)

**THE BOARD OF TRUSTEES OF
THE STURGEON SCHOOL DIVISION NO. 24**

Per: _____

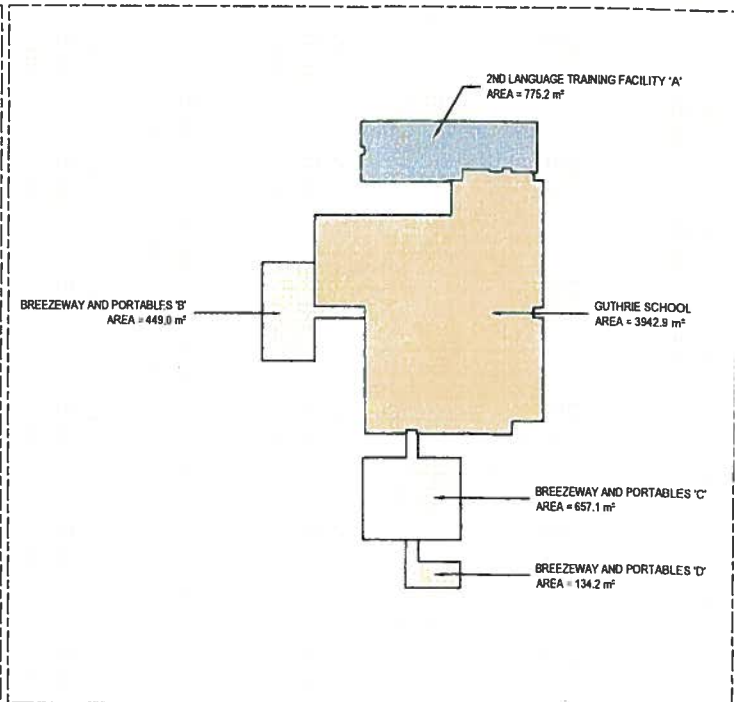
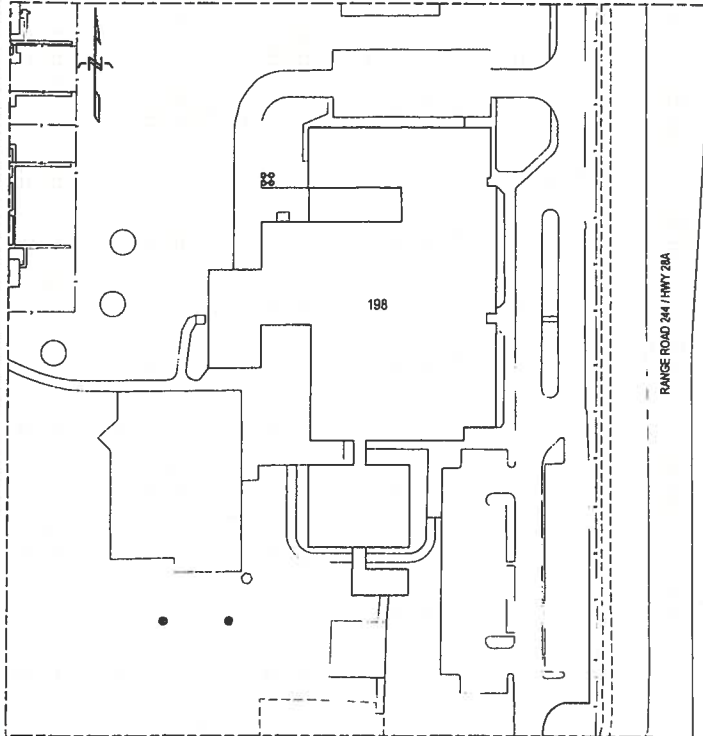
**SIGNED, SEALED AND
DELIVERED IN THE
PRESENCE OF:**

)
)
)
)
)
)
)

**HER MAJESTY THE QUEEN in right of
Canada, as represented by the MINISTER
OF NATIONAL DEFENCE**

Per: _____

**S.J. Chambers
Director General Real Property**



BUILDING AREAS

SCALE: 1:1000m

EXISTING SITE PLAN

SCALE: 1:1000m

1:1000



PROJECT: SCHEDULE "A" TO AMENDMENT
 PROJÉT: OF LEASE D14718

SUBJECT: SITE PLAN & AREAS
 SUJET:

DATE: 2013/04/12

APPROVED:	
APPROUVÉ PAR:	
SCALE:	1:1000m
ÉCHELLE:	
WBS NO.:	
NO. OTP:	
PF NO.:	
NO. DP:	
DWG NO.:	
NO. DESSIN:	SCHEDULE 'A'



Board Memorandum

Date: May 22, 2013
To: Board of Trustees
From: Committee of the Whole
Subject: **Locally Developed Courses Approval**

Film Studies 15, 25, 35 (5 credits) acquired from Calgary School District No. 19

Background:

Alberta Education requires school divisions to approve or renew locally developed courses within a three year cycle.

The process includes:

- Sending notification to the originating board
- Receiving their approval to use the requested locally developed course
- Course submission to Alberta Education after completing the section with our implementation details
- Approval from Alberta Education to proceed with Board motion
- Board motion to approve use within our division
- Submission of motion to Alberta Education
- Assignment of a course code by Alberta Education

As per these guidelines, through the LDCOM (Locally Developed Courses Online Management System), Sturgeon School Division has received both outside board approval and Alberta Education pre-approval, for extending or renewing the above noted courses. The next step in this process is to receive Sturgeon Board approval for this authorization. Upon the Board motion a copy will be submitted to Alberta Education for final approval and assignment of a course code.

The course descriptions for the locally developed courses Film Studies 15, 25, 35 for 5 credits, acquired from Calgary School District No. 19, were presented to the Committee of the Whole on May 8, 2013.

Recommendation:

That the Board of Trustees for Sturgeon School Division, approve locally developed courses Film Studies 15, 25, and 35 for 5 credits, acquired from Calgary School District No. 19, to be authorized as courses of study within Sturgeon School Division from September 1, 2013 to August 31, 2016 using the listed resources as per the course outline.

BOARD 7.4

LOCALLY DEVELOPED COURSE OUTLINE

Film Studies 15-5

Submitted By:
Sturgeon School Division No. 24

Submitted On:
Apr. 11, 2013

Board Motion

Motion Conclusion

Motion Date

Motion Number

Motions

Course Basic Information

Course Name	Film Studies 15
Credit Number	5
Hours of Instruction	125.00 hrs
Implementation Dates	9/1/2013 - 8/31/2016
Proposal Type	New
Development Type	Acquired
Designed Grade Level	Grade 10 Grade 11 Grade 12
Course Description	Film Studies 15, 25, 35 is designed to develop an appreciation of film as a distinct form of art, communication, technology and visual media that reflects diverse social, cultural and global perspectives.
Course Prerequisite	

Philosophy

Film Studies 15, 25, 35 provide additional opportunities for students to develop and refine the learner competencies outlined in the Alberta Education's Inspiring Education.

Film Studies 15, 25, 35 is designed to develop an appreciation of film as a distinct form of art, communication, technology and visual media that reflects diverse social, cultural and global perspectives. Students will develop an understanding of the filmmaking process and the film industry.

Through the exploration of various visual media forms, students will practice analysis, evaluation and metacognitive skills to become critical consumers of popular media. Students will develop an appreciation for the creative work of others while striving to understand and interpret the thoughts, ideas and emotions presented in those films.

Students will also have the opportunity to use their own imagination to create original films in order to express themselves for a variety of audiences and purposes. For the successful creation of a film, students will need to communicate and collaborate with others by building positive relationships, sharing responsibility, showing flexibility and influencing others in a positive manner. Students will be required to access, understand and apply various film technologies in an ethical and responsible manner. Student success is largely dependent on a strong work ethic, individual perseverance and self-discipline.

Film Studies 15, 25, 35 may act as a stepping stone for students wishing to consider a career in the film industry. Students will explore various career possibilities and are encouraged to seek additional opportunities to participate in film within their local and global communities.




Rationale

Film Studies 15, 25, 35 responds to the exponential growth of digital culture and communication in modern society. Today's students are highly engaged with popular media as a form of artistic expression, communication and entertainment. In addition, the use of video as an educational tool is increasingly prominent in classroom settings as well as in online learning environments.

Film Studies 15, 25, 35 allows students the opportunity to explore and understand the use and impact of film media in modern society. Students will use film as a means of constructing knowledge, understanding multiple perspectives, and communicating ideas through the creation of original work. Students will develop a sense of digital citizenship as they acquire the knowledge, skills and attitudes required to demonstrate ethical, responsible and respectful behaviour in all aspects of film production. This course will require the rigorous intellectual, technical and artistic engagement of students.

Learner Outcomes



Film Studies 15, 25, 35 offers students the opportunity to study film as a subject in its own right. It is designed to offer students the chance to think and react creatively and critically through the study of film and the competencies within the discipline.

Students will develop an appreciation for the role and impact of film and the film industry as a means of communicating with an audience. As well, students will deepen their understanding of digital citizenship through their learning experiences in this course.

The general outcomes span all course levels. Film Studies as a curriculum is complex and spiralling in nature. The detail and specific demands required of students increases at each grade level. It often requires prior knowledge to be connected as new skills are introduced and applied. As well, the films studied also become increasingly more challenging, requiring more comprehensive understanding and involving understanding of complex themes and imagery. 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.

General and specific outcomes in Film Studies 15, 25, 35 courses support the development of competencies.

NOTE: Where the symbol √ appears at more than one level, it indicates an increased sophistication and independence in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially

General Outcomes

- 1 Critically interpret the social, cultural, and historical factors represented in film.**
- 2 Explore and assess the literary, dramatic and cinematic aspects of film and other visual media.**
- 3 Apply media and technology literacies to create and express new ideas through film.**
- 4 Develop and apply elements of film making to the current project and the local and global film community.**

Specific Learner Outcomes

1 Critically interpret the social, cultural, and historical factors represented in film.	15-5 25-5 35-5
1.1 Analyze and evaluate the social and cultural factors of a film (ex. classic film, Hollywood remake, foreign film, Western remake, classic or foreign film scene, student recreated scene)	X X X
1.2 Analyze and evaluate the influence of historical events on a film	X X X
1.3 Analyze the social, cultural and historical factors that influence the evolution of film from various perspectives (ex. industry in general, Canadian film industry, genre, auteur/director)	X X X
1.4 Analyze and make connections with the role media plays in society and in their personal lives	X X X

2 Explore and assess the literary, dramatic and cinematic aspects of film and other visual media.	15-5 25-5 35-5
2.1 Analyze and interpret the effects of different camera shots (ex. long, medium, close-up) and movements (ex. pan, tilt, dolly) in establishing point of view	X X X
2.2 Analyze and interpret the effects of diegetic or non-diegetic sound	X X X
2.3 Analyze and interpret the effects of imagery patterns in creating feeling	X X X
2.4 Analyze the functional aspects of mise-en-scene (ex. how the composition of a scene influences and reflects narrative intent)	X X X
2.5 Analyze the various codes, conventions and contexts of film (ex. Canadian, genres: screwball comedy, film noir, slapstick, horror, documentary)	X X X
2.6 Analyze and evaluate the literary, dramatic and cinematic aspects of a variety of films (ex. non-traditional films, print to film adaptations, various genres, etc.)	X X X

2.7 Apply various aspects of technical composition through student work (ex. camera shots, movements & angles, sound, editing, narrative).	X	X	X
2.8 Apply various performance skills (such as cheating, business, listening, shot size-acting choices, hit the mark, cueing, blocking, timing) to enhance acting	X	X	X

3 Apply media and technology literacies to create and express new ideas through film.	15-5	25-5	35-5
3.1 Review and evaluate source materials for films (ex. inspiration for ideas based on life experiences, short stories, poetry)	X	X	X
3.2 Create scripts of varying and increasing lengths and apply script formatting techniques	X	X	X
3.3 Analyze and apply the pre-production process of film production (ex. storyboarding, treatments, shot list, casting, location, scouting, scheduling and budgets)	X	X	X
3.4 Apply the use of appropriate digital film technologies in the film production process	X	X	X
3.5 Analyze and apply various film editing techniques in a scene or film	X	X	X
3.6 Analyze and apply the post-production process (i.e. import footage, export for viewing, distribution process, screenings, publicity and marketing)	X	X	X

4 Develop and apply elements of film making to the current project and the local and global film community.	15-5	25-5	35-5
4.1 Develop global and cultural understanding as reflected in film making	X	X	X
4.2 Create short films by collaborating with others (ex. re-creation, print to film adaptation, original)	X	X	X
4.3 Review and make connections between the various roles that exist within the film production process (ex. director, cinematographer, producer, crew)	X	X	X
4.4 Compare and contrast the differences in the Canadian film industry with that of other countries (ex. financing, grant application, distribution process, marketing)	X	X	X

4.5 Research and reflect upon career opportunities within the film industry (ex. research a career of interest)	X	X	X
4.6 Explore, experience and critique various film festivals (ex. local, global, attending and/or participating in a festival)	X	X	X
4.7 Demonstrate responsible and ethical thinking through film making (ex. digital citizenship)	X	X	X

Facilities or Equipment

Facility

Classroom suitable to accommodate 30-40 students.

Equipment

An LCD Projector; computers with internet access; various movies (DVD, Apple TV, or Internet, etc). A movie Screen and White board or Smartboards.

Learning Resources

All resources used to teach Locally Developed Courses are subject to Board of Trust approval and only those resources listed in this outline have been approved.

Barsam, Richard: Looking At Movies, 3rd Edition: An Introduction to Film; WW Norton Inc. 2009.

Begleiter, Marcie: From Word to Image – 2nd Edition: Storyboarding and the Filmmaking Process; Michael Wiese Productions, 2010.

Bordwell, David & Thompson, Kristin: Film Art, 9th Edition – An Introduction; McGraw Higher Education. 2009.

Cousins, Mark: The Story of Film; Thunder's Mouth Press, New York, 2004.

Sonnenschein, David: Sound Design, The Expressive Power of Music - Voice, and Effects in Cinema; Michael Wiese Productions, 2001.

Tibbetts, John C. & Welsh, James: Novels Into Film: The Encyclopedia of Movies Adapted from Books; Checkmark Books, 2002.

Others

Identification of Controversial or Sensitive Course Content

The emphasis is on teaching, analyzing, evaluating and interpretation of film, not professional production. The teacher will choose and adapt movie or video selections that are appropriate to the school community in which they teach.

Identification of Safety Components

No risks or hazards identified with this course.

Significant Overlap with Provincial Curriculum

Film Studies 15, 25, 35 allows students to go beyond the outcomes of technical production in film/media to explore an analytical study of film/media and develop an understanding and appreciation of film/media as an art form and a form of communication.

This course is a reauthorization and previously has been found by Alberta Education not to have any significant overlap with existing provincially developed courses.

Assessment

Assessment practices should reflect the complex and spiralling nature of Film Studies and take into consideration, the attitudes, skills and knowledge required of students at each level of complexity; as film studies becomes increasingly more challenging, within each level of the course, it requires evidence of a more comprehensive understanding.

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.

Assessment practices for this course should invite student participation in articulating learning targets and setting criteria for success, in providing evidence of understanding and in developing appropriate grading practices. Assessment and grading practices should also reflect the context of particular student, school and classroom learning needs.

Teachers will set specific criteria and grading practices, with students, as they assess student learning based on the learning outcomes from the course. These criteria form the basis for assessing, grading and reporting student progress. Communicating student progress is an ongoing conversation between the teacher, the student and the parent, throughout the course, with the goal of improving student learning.

The validity of assessment will be enhanced if evidence of student achievement, related to the general and specific outcomes, is gathered over time, and through communication with students as they build understanding, revise misunderstandings and refine approaches to learning. Careful observation of students as they engage in learning tasks and critical examination of the work they produce allows teachers to build out a multi-dimensional picture of student learning.

Valid grading reflects a student's achievement towards the learning outcomes. The reporting of behavior, effort, attendance, neatness, group contribution, initiative etc. is reported separately (Webber, Aitken, Lupart, & Scott, 2009, Guskey, 2006, Reeves, 2004).

To be credible and defensible, assessment information that is used in grading a body of evidence, samples student performance, and is related to specified outcomes, based on professional judgment rather than being based on a calculated mean (average).

Assessment and grading practices should take into consideration the helical nature of learning - the recursive and increasingly complex skills and knowledge required of students as they demonstrate what they know and can do in relation to each of the specific and general outcomes. As the complexity of learning outcomes increases within each level of the course (15-25-25), evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels (15-25-35), students are expected to show an increasing level of sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Teachers should adhere to the following assessment standards when determining

appropriate assessment and grading practices for this Locally Developed Course.

Assessment practices should reflect the following principles:

- Assessment of student performance is explicitly tied to the learning outcomes of the course
- Students are involved in understanding and articulating learning targets and criteria of success
- Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for summative evaluation
- Assessments are purposefully designed in ways that motivate and challenge students, and are respectful of student diversity
- Students are provided choice in how they demonstrate learning
- Assessment data is gathered from a broad range of assessment activities and includes information from student work products and performances, from teacher observations of student learning processes, and from student reflections/student-provided evidence of success
- Assigned grades emphasize the most recent and most consistent evidence of student learning
- Assessment of Citizenship, Personal Development and Character is considered within all learning programs as included within the Calgary Board of Education Board of Trustees' Governance Policies.

References

- Guskey, T. R. (May, 2006). Making high school grades meaningful. *Phi Delta Kappa International*, 87(9), pp. 670-675. Retrieved from <http://www.jstor.org/stable/20442125>
- Reeves, D.B. (Dec 2004). The case against zeros. *Phi Delta Kappan* 86 (4). Retrieved from <http://schools.esu13.org/bannercounty/Documents/caseagainstzero.pdf>
- Webber, C.F., Aitken, N. Lupart, J. & Scott, S. (2009). The Alberta student assessment study final report. Edmonton, Canada:

Course Evaluation and Monitoring

The school's principal will ensure the objectives of the course are being met. The teachers ensure that they are meeting the guidelines under which the course was intended. Curriculum Support will regularly review the course.

Appendix I

Appendix II

Table of Contents

Board Motion	2
Course Basic Information	2
Philosophy	3
Rationale	4
Learner Outcomes	4
General Outcomes	5
Specific Learner Outcor	6
Facilities or Equipment	8
Facility	8
Equipment	8
Learning Resources	8
Others	9
Identification of Controversial or Sensitive Course Components	9
Identification of Safety Components	9
Significant Overlap with Provincial Curriculum	9
Assessment	10
Appendix I	11
Appendix II	12

LOCALLY DEVELOPED COURSE OUTLINE

Film Studies 25-5

Submitted By:
Sturgeon School Division No. 24

Submitted On:
Apr. 11, 2013

Board Motion

Motion Conclusion

Motion Date

Motion Number

Motions

Course Basic Information

Course Name	Film Studies 25
Credit Number	5
Hours of Instruction	125.00 hrs
Implementation Dates	9/1/2013 - 8/31/2016
Proposal Type	New
Development Type	Acquired
Designed Grade Level	Grade 10 Grade 11 Grade 12
Course Description	Film Studies 15, 25, 35 is designed to develop an appreciation of film as a distinct form of art, communication, technology and visual media that reflects diverse social, cultural and global perspectives.
Course Prerequisite	

Philosophy

Film Studies 15, 25, 35 provide additional opportunities for students to develop and refine the learner competencies outlined in the Alberta Education's Inspiring Education.

Film Studies 15, 25, 35 is designed to develop an appreciation of film as a distinct form of art, communication, technology and visual media that reflects diverse social, cultural and global perspectives. Students will develop an understanding of the filmmaking process and the film industry.

Through the exploration of various visual media forms, students will practice analysis, evaluation and metacognitive skills to become critical consumers of popular media.

Students will develop an appreciation for the creative work of others while striving to understand and interpret the thoughts, ideas and emotions presented in those films.

Students will also have the opportunity to use their own imagination to create original films in order to express themselves for a variety of audiences and purposes. For the successful creation of a film, students will need to communicate and collaborate with others by building positive relationships, sharing responsibility, showing flexibility and influencing others in a positive manner. Students will be required to access, understand and apply various film technologies in an ethical and responsible manner. Student success is largely dependent on a strong work ethic, individual perseverance and self-discipline.

Film Studies 15, 25, 35 may act as a stepping stone for students wishing to consider a career in the film industry. Students will explore various career possibilities and are encouraged to seek additional opportunities to participate in film within their local and global communities.

Rationale

Film Studies 15, 25, 35 responds to the exponential growth of digital culture and communication in modern society. Today's students are highly engaged with popular media as a form of artistic expression, communication and entertainment. In addition, the use of video as an educational tool is increasingly prominent in classroom settings as well as in online learning environments.

Film Studies 15, 25, 35 allows students the opportunity to explore and understand the use and impact of film media in modern society. Students will use film as a means of constructing knowledge, understanding multiple perspectives, and communicating ideas through the creation of original work. Students will develop a sense of digital citizenship as they acquire the knowledge, skills and attitudes required to demonstrate ethical, responsible and respectful behaviour in all aspects of film production. This course will require the rigorous intellectual, technical and artistic engagement of students.

Learner Outcomes

Film Studies 15, 25, 35 offers students the opportunity to study film as a subject in its own right. It is designed to offer students the chance to think and react creatively and critically through the study of film and the competencies within the discipline.

Students will develop an appreciation for the role and impact of film and the film industry as a means of communicating with an audience. As well, students will deepen their understanding of digital citizenship through their learning experiences in this course.

The general outcomes span all course levels. Film Studies as a curriculum is complex and spiralling in nature. The detail and specific demands required of students increases at each grade level. It often requires prior knowledge to be connected as new skills are introduced and applied. As well, the films studied also become increasingly more challenging, requiring more comprehensive understanding and involving understanding of complex themes and imagery. 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.

General and specific outcomes in Film Studies 15, 25, 35 courses support the development of competencies.

NOTE: Where the symbol √ appears at more than one level, it indicates an increased sophistication and independence in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially

General Outcomes

- 1 Critically interpret the social, cultural, and historical factors represented in film.**
- 2 Explore and assess the literary, dramatic and cinematic aspects of film and other visual media.**
- 3 Apply media and technology literacies to create and express new ideas through film.**
- 4 Develop and apply elements of film making to the current project and the local and global film community.**

Specific Learner Outcomes

1 Critically interpret the social, cultural, and historical factors represented in film.	15-5 25-5 35-5
1.1 Analyze and evaluate the social and cultural factors of a film (ex. classic film, Hollywood remake, foreign film, Western remake, classic or foreign film scene, student recreated scene)	X X X
1.2 Analyze and evaluate the influence of historical events on a film	X X X
1.3 Analyze the social, cultural and historical factors that influence the evolution of film from various perspectives (ex. industry in general, Canadian film industry, genre, auteur/director)	X X X
1.4 Analyze and make connections with the role media plays in society and in their personal lives	X X X

2 Explore and assess the literary, dramatic and cinematic aspects of film and other visual media.	15-5 25-5 35-5
2.1 Analyze and interpret the effects of different camera shots (ex. long, medium, close-up) and movements (ex. pan, tilt, dolly) in establishing point of view	X X X
2.2 Analyze and interpret the effects of diegetic or non-diegetic sound	X X X
2.3 Analyze and interpret the effects of imagery patterns in creating feeling	X X X
2.4 Analyze the functional aspects of mise-en-scene (ex. how the composition of a scene influences and reflects narrative intent)	X X X
2.5 Analyze the various codes, conventions and contexts of film (ex. Canadian, genres: screwball comedy, film noir, slapstick, horror, documentary)	X X X
2.6 Analyze and evaluate the literary, dramatic and cinematic aspects of a variety of films (ex. non-traditional films, print to film adaptations, various genres, etc.)	X X X

2.7 Apply various aspects of technical composition through student work (ex. camera shots, movements & angles, sound, editing, narrative).	X	X	X
2.8 Apply various performance skills (such as cheating, business, listening, shot size-acting choices, hit the mark, cueing, blocking, timing) to enhance acting	X	X	X

3 Apply media and technology literacies to create and express new ideas through film.	15-5	25-5	35-5
3.1 Review and evaluate source materials for films (ex. inspiration for ideas based on life experiences, short stories, poetry)	X	X	X
3.2 Create scripts of varying and increasing lengths and apply script formatting techniques	X	X	X
3.3 Analyze and apply the pre-production process of film production (ex. storyboarding, treatments, shot list, casting, location, scouting, scheduling and budgets)	X	X	X
3.4 Apply the use of appropriate digital film technologies in the film production process	X	X	X
3.5 Analyze and apply various film editing techniques in a scene or film	X	X	X
3.6 Analyze and apply the post-production process (i.e. import footage, export for viewing, distribution process, screenings, publicity and marketing)	X	X	X

4 Develop and apply elements of film making to the current project and the local and global film community.	15-5	25-5	35-5
4.1 Develop global and cultural understanding as reflected in film making	X	X	X
4.2 Create short films by collaborating with others (ex. re-creation, print to film adaptation, original)	X	X	X
4.3 Review and make connections between the various roles that exist within the film production process (ex. director, cinematographer, producer, crew)	X	X	X
4.4 Compare and contrast the differences in the Canadian film industry with that of other countries (ex. financing, grant application, distribution process, marketing)	X	X	X

4.5 Research and reflect upon career opportunities within the film industry (ex. research a career of interest)	X	X	X
4.6 Explore, experience and critique various film festivals (ex. local, global, attending and/or participating in a festival)	X	X	X
4.7 Demonstrate responsible and ethical thinking through film making (ex. digital citizenship)	X	X	X

Facilities or Equipment

Facility

Classroom suitable to accommodate 30-40 students.

Equipment

An LCD Projector; computers with internet access; various movies (DVD, Apple TV, or Internet, etc). A movie Screen and White board or Smartboards.

Learning Resources

All resources used to teach Locally Developed Courses are subject to Board of Trust approval and only those resources listed in this outline have been approved.

Barsam, Richard: Looking At Movies, 3rd Edition: An Introduction to Film; WW Norton Inc. 2009.

Begleiter, Marcie: From Word to Image – 2nd Edition: Storyboarding and the Filmm Process; Michael Wiese Productions, 2010.

Bordwell, David & Thompson, Kristin: Film Art, 9th Edition – An Introduction; McGraw Higher Education. 2009.

Cousins, Mark: The Story of Film; Thunder's Mouth Press, New York, 2004.

Sonnenschein, David: Sound Design, The Expressive Power of Music - Voice, and Effects in Cinema; Michael Wiese Productions, 2001.

Tibbetts, John C. & Welsh, James: Novels Into Film: The Encyclopedia of Movies Adapted from Books; Checkmark Books, 2002.

Others

Identification of Controversial or Sensitive Course Content

The emphasis is on teaching, analyzing, evaluating and interpretation of film, not professional production. The teacher will choose and adapt movie or video selections that are appropriate to the school community in which they teach.

Identification of Safety Components

No risks or hazards identified with this course.

Significant Overlap with Provincial Curriculum

Film Studies 15, 25, 35 allows students to go beyond the outcomes of technical production in film/media to explore an analytical study of film/media and develop an understanding and appreciation of film/media as an art form and a form of communication.

This course is a reauthorization and previously has been found by Alberta Education not to have any significant overlap with existing provincially developed courses.

Assessment

Assessment practices should reflect the complex and spiralling nature of Film Studies and take into consideration, the attitudes, skills and knowledge required of students at each level of complexity; as film studies becomes increasingly more challenging, within each level of the course, it requires evidence of a more comprehensive understanding.

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.

Assessment practices for this course should invite student participation in articulating learning targets and setting criteria for success, in providing evidence of understanding and in developing appropriate grading practices. Assessment and grading practices should also reflect the context of particular student, school and classroom learning needs.

Teachers will set specific criteria and grading practices, with students, as they assess student learning based on the learning outcomes from the course. These criteria form the basis for assessing, grading and reporting student progress. Communicating student progress is an ongoing conversation between the teacher, the student and the parent, throughout the course, with the goal of improving student learning.

The validity of assessment will be enhanced if evidence of student achievement, related to the general and specific outcomes, is gathered over time, and through communication with students as they build understanding, revise misunderstandings and refine approaches to learning. Careful observation of students as they engage in learning tasks and critical examination of the work they produce allows teachers to build out a multi-dimensional picture of student learning.

Valid grading reflects a student's achievement towards the learning outcomes. The reporting of behavior, effort, attendance, neatness, group contribution, initiative etc. is reported separately (Webber, Aitken, Lupart, & Scott, 2009, Guskey, 2006, Reeves, 2004).

To be credible and defensible, assessment information that is used in grading a body of evidence, samples student performance, and is related to specified outcomes, based on professional judgment rather than being based on a calculated mean (average).

Assessment and grading practices should take into consideration the helical nature of learning - the recursive and increasingly complex skills and knowledge required of students as they demonstrate what they know and can do in relation to each of the specific and general outcomes. As the complexity of learning outcomes increases within each level of the course (15-25-25), evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels (15-25-35), students are expected to show an increasing level of sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Teachers should adhere to the following assessment standards when determining

appropriate assessment and grading practices for this Locally Developed Course.

Assessment practices should reflect the following principles:

- Assessment of student performance is explicitly tied to the learning outcomes of the course
- Students are involved in understanding and articulating learning targets and criteria of success
- Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for summative evaluation
- Assessments are purposefully designed in ways that motivate and challenge students, and are respectful of student diversity
- Students are provided choice in how they demonstrate learning
- Assessment data is gathered from a broad range of assessment activities and includes information from student work products and performances, from teacher observations of student learning processes, and from student reflections/student-provided evidence of success
- Assigned grades emphasize the most recent and most consistent evidence of student learning
- Assessment of Citizenship, Personal Development and Character is considered within all learning programs as included within the Calgary Board of Education Board of Trustees' Governance Policies.

References

Guskey, T. R. (May, 2006). Making high school grades meaningful. *Phi Delta Kappa International*, 87(9), pp. 670-675. Retrieved from <http://www.jstor.org/stable/20442125>

Reeves, D.B. (Dec 2004). The case against zeros. *Phi Delta Kappan* 86 (4). Retrieved from <http://schools.esu13.org/bannercounty/Documents/caseagainstzero.pdf>

Webber, C.F., Aitken, N. Lupart, J. & Scott, S. (2009). The Alberta student assessment study final report. Edmonton, Canada:

Course Evaluation and Monitoring

The school's principal will ensure the objectives of the course are being met. The teachers ensure that they are meeting the guidelines under which the course was intended.

Curriculum Support will regularly review the course.

Appendix I



Appendix II

Table of Contents

Board Motion	2
Course Basic Information	2
Philosophy	3
Rationale	4
Learner Outcomes	4
General Outcomes	5
Specific Learner Outcor	6
Facilities or Equipment	8
Facility	8
Equipment	8
Learning Resources	8
Others	9
Identification of Controversial or Sensitive Course Components	9
Identification of Safety Components	9
Significant Overlap with Provincial Curriculum	9
Assessment	10
Appendix I	11
Appendix II	12

LOCALLY DEVELOPED COURSE OUTLINE

Film Studies 35-5

Submitted By:
Sturgeon School Division No. 24

Submitted On:
Apr. 11, 2013

Board Motion

Motion Conclusion

Motion Date

Motion Number

Motions

Course Basic Information

Course Name	Film Studies 35
Credit Number	5
Hours of Instruction	125.00 hrs
Implementation Dates	9/1/2013 - 8/31/2016
Proposal Type	New
Development Type	Acquired
Designed Grade Level	Grade 10 Grade 11 Grade 12
Course Description	Film Studies 15, 25, 35 is designed to develop an appreciation of film as a distinct form of art, communication, technology and visual media that reflects diverse social, cultural and global perspectives.
Course Prerequisite	

Philosophy

Film Studies 15, 25, 35 provide additional opportunities for students to develop and refine the learner competencies outlined in the Alberta Education's Inspiring Education.

Film Studies 15, 25, 35 is designed to develop an appreciation of film as a distinct form of art, communication, technology and visual media that reflects diverse social, cultural and global perspectives. Students will develop an understanding of the filmmaking process and the film industry.

Through the exploration of various visual media forms, students will practice analysis, evaluation and metacognitive skills to become critical consumers of popular media. Students will develop an appreciation for the creative work of others while striving to understand and interpret the thoughts, ideas and emotions presented in those films.

Students will also have the opportunity to use their own imagination to create original films in order to express themselves for a variety of audiences and purposes. For the successful creation of a film, students will need to communicate and collaborate with others by building positive relationships, sharing responsibility, showing flexibility and influencing others in a positive manner. Students will be required to access, understand and apply various film technologies in an ethical and responsible manner. Student success is largely dependent on a strong work ethic, individual perseverance and self-discipline.

Film Studies 15, 25, 35 may act as a stepping stone for students wishing to consider a career in the film industry. Students will explore various career possibilities and are encouraged to seek additional opportunities to participate in film within their local and global communities.

Rationale

Film Studies 15, 25, 35 responds to the exponential growth of digital culture and communication in modern society. Today's students are highly engaged with popular media as a form of artistic expression, communication and entertainment. In addition, the use of video as an educational tool is increasingly prominent in classroom settings as well as in online learning environments.

Film Studies 15, 25, 35 allows students the opportunity to explore and understand the use and impact of film media in modern society. Students will use film as a means of constructing knowledge, understanding multiple perspectives, and communicating ideas through the creation of original work. Students will develop a sense of digital citizenship as they acquire the knowledge, skills and attitudes required to demonstrate ethical, responsible and respectful behaviour in all aspects of film production. This course will require the rigorous intellectual, technical and artistic engagement of students.

Learner Outcomes

Film Studies 15, 25, 35 offers students the opportunity to study film as a subject in its own right. It is designed to offer students the chance to think and react creatively and critically through the study of film and the competencies within the discipline.

Students will develop an appreciation for the role and impact of film and the film industry as a means of communicating with an audience. As well, students will deepen their understanding of digital citizenship through their learning experiences in this course.

The general outcomes span all course levels. Film Studies as a curriculum is complex and spiralling in nature. The detail and specific demands required of students increases at each grade level. It often requires prior knowledge to be connected as new skills are introduced and applied. As well, the films studied also become increasingly more challenging, requiring more comprehensive understanding and involving understanding of complex themes and imagery. 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.

General and specific outcomes in Film Studies 15, 25, 35 courses support the development of competencies.

NOTE: Where the symbol √ appears at more than one level, it indicates an increased sophistication and independence in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially

General Outcomes

- 1 Critically interpret the social, cultural, and historical factors represented in film.**
- 2 Explore and assess the literary, dramatic and cinematic aspects of film and other visual media.**
- 3 Apply media and technology literacies to create and express new ideas through film.**
- 4 Develop and apply elements of film making to the current project and the local and global film community.**

Specific Learner Outcomes

1 Critically interpret the social, cultural, and historical factors represented in film.	15-5 25-5 35-5
1.1 Analyze and evaluate the social and cultural factors of a film (ex. classic film, Hollywood remake, foreign film, Western remake, classic or foreign film scene, student recreated scene)	X X X
1.2 Analyze and evaluate the influence of historical events on a film	X X X
1.3 Analyze the social, cultural and historical factors that influence the evolution of film from various perspectives (ex. industry in general, Canadian film industry, genre, auteur/director)	X X X
1.4 Analyze and make connections with the role media plays in society and in their personal lives	X X X

2 Explore and assess the literary, dramatic and cinematic aspects of film and other visual media.	15-5 25-5 35-5
2.1 Analyze and interpret the effects of different camera shots (ex. long, medium, close-up) and movements (ex. pan, tilt, dolly) in establishing point of view	X X X
2.2 Analyze and interpret the effects of diegetic or non-diegetic sound	X X X
2.3 Analyze and interpret the effects of imagery patterns in creating feeling	X X X
2.4 Analyze the functional aspects of mise-en-scene (ex. how the composition of a scene influences and reflects narrative intent)	X X X
2.5 Analyze the various codes, conventions and contexts of film (ex. Canadian, genres: screwball comedy, film noir, slapstick, horror, documentary)	X X X
2.6 Analyze and evaluate the literary, dramatic and cinematic aspects of a variety of films (ex. non-traditional films, print to film adaptations, various genres, etc.)	X X X

2.7 Apply various aspects of technical composition through student work (ex. camera shots, movements & angles, sound, editing, narrative).	X	X	X
2.8 Apply various performance skills (such as cheating, business, listening, shot size-acting choices, hit the mark, cueing, blocking, timing) to enhance acting	X	X	X

3 Apply media and technology literacies to create and express new ideas through film.	15-5	25-5	35-5
3.1 Review and evaluate source materials for films (ex. inspiration for ideas based on life experiences, short stories, poetry)	X	X	X
3.2 Create scripts of varying and increasing lengths and apply script formatting techniques	X	X	X
3.3 Analyze and apply the pre-production process of film production (ex. storyboarding, treatments, shot list, casting, location, scouting, scheduling and budgets)	X	X	X
3.4 Apply the use of appropriate digital film technologies in the film production process	X	X	X
3.5 Analyze and apply various film editing techniques in a scene or film	X	X	X
3.6 Analyze and apply the post-production process (i.e. import footage, export for viewing, distribution process, screenings, publicity and marketing)	X	X	X

4 Develop and apply elements of film making to the current project and the local and global film community.	15-5	25-5	35-5
4.1 Develop global and cultural understanding as reflected in film making	X	X	X
4.2 Create short films by collaborating with others (ex. re-creation, print to film adaptation, original)	X	X	X
4.3 Review and make connections between the various roles that exist within the film production process (ex. director, cinematographer, producer, crew)	X	X	X
4.4 Compare and contrast the differences in the Canadian film industry with that of other countries (ex. financing, grant application, distribution process, marketing)	X	X	X

4.5 Research and reflect upon career opportunities within the film industry (ex. research a career of interest)	X	X	X
4.6 Explore, experience and critique various film festivals (ex. local, global, attending and/or participating in a festival)	X	X	X
4.7 Demonstrate responsible and ethical thinking through film making (ex. digital citizenship)	X	X	X

Facilities or Equipment

Facility

Classroom suitable to accommodate 30-40 students.

Equipment

An LCD Projector; computers with internet access; various movies (DVD, Apple TV, or Internet, etc). A movie Screen and White board or Smartboards.

Learning Resources

All resources used to teach Locally Developed Courses are subject to Board of Trust approval and only those resources listed in this outline have been approved.

Barsam, Richard: Looking At Movies, 3rd Edition: An Introduction to Film; WW Norton Inc. 2009.

Begleiter, Marcie: From Word to Image – 2nd Edition: Storyboarding and the Filmm Process; Michael Wiese Productions, 2010.

Bordwell, David & Thompson, Kristin: Film Art, 9th Edition – An Introduction; McGraw Higher Education. 2009.

Cousins, Mark: The Story of Film; Thunder's Mouth Press, New York, 2004.

Sonnenschein, David: Sound Design, The Expressive Power of Music - Voice, and Effects in Cinema; Michael Wiese Productions, 2001.

Tibbetts, John C. & Welsh, James: Novels Into Film: The Encyclopedia of Movies Adapted from Books; Checkmark Books, 2002.

Others

Identification of Controversial or Sensitive Course Content

The emphasis is on teaching, analyzing, evaluating and interpretation of film, not professional production. The teacher will choose and adapt movie or video selections that are appropriate to the school community in which they teach.

Identification of Safety Components

No risks or hazards identified with this course.

Significant Overlap with Provincial Curriculum

Film Studies 15, 25, 35 allows students to go beyond the outcomes of technical production in film/media to explore an analytical study of film/media and develop an understanding and appreciation of film/media as an art form and a form of communication.

This course is a reauthorization and previously has been found by Alberta Education not to have any significant overlap with existing provincially developed courses.

Assessment

Assessment practices should reflect the complex and spiralling nature of Film Studies and take into consideration, the attitudes, skills and knowledge required of students at each level of complexity; as film studies becomes increasingly more challenging, within each level of the course, it requires evidence of a more comprehensive understanding.

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.

Assessment practices for this course should invite student participation in articulating learning targets and setting criteria for success, in providing evidence of understanding and in developing appropriate grading practices. Assessment and grading practices should also reflect the context of particular student, school and classroom learning needs.

Teachers will set specific criteria and grading practices, with students, as they assess student learning based on the learning outcomes from the course. These criteria form the basis for assessing, grading and reporting student progress. Communicating student progress is an ongoing conversation between the teacher, the student and the parent, throughout the course, with the goal of improving student learning.

The validity of assessment will be enhanced if evidence of student achievement, related to the general and specific outcomes, is gathered over time, and through communication with students as they build understanding, revise misunderstandings and refine approaches to learning. Careful observation of students as they engage in learning tasks and critical examination of the work they produce allows teachers to build out a multi-dimensional picture of student learning.

Valid grading reflects a student's achievement towards the learning outcomes. The reporting of behavior, effort, attendance, neatness, group contribution, initiative etc. is reported separately (Webber, Aitken, Lupart, & Scott, 2009, Guskey, 2006, Reeves, 2004).

To be credible and defensible, assessment information that is used in grading a body of evidence, samples student performance, and is related to specified outcomes, based on professional judgment rather than being based on a calculated mean (average).

Assessment and grading practices should take into consideration the helical nature of learning - the recursive and increasingly complex skills and knowledge required of students as they demonstrate what they know and can do in relation to each of the specific and general outcomes. As the complexity of learning outcomes increases within each level of the course (15-25-25), evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels (15-25-35), students are expected to show an increasing level of sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Teachers should adhere to the following assessment standards when determining

appropriate assessment and grading practices for this Locally Developed Course.

Assessment practices should reflect the following principles:

- Assessment of student performance is explicitly tied to the learning outcomes of the course
- Students are involved in understanding and articulating learning targets and criteria of success
- Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for summative evaluation
- Assessments are purposefully designed in ways that motivate and challenge students, and are respectful of student diversity
- Students are provided choice in how they demonstrate learning
- Assessment data is gathered from a broad range of assessment activities and includes information from student work products and performances, from teacher observations of student learning processes, and from student reflections/student-provided evidence of success
- Assigned grades emphasize the most recent and most consistent evidence of student learning
- Assessment of Citizenship, Personal Development and Character is considered within all learning programs as included within the Calgary Board of Education Board of Trustees' Governance Policies.

References

- Guskey, T. R. (May, 2006). Making high school grades meaningful. *Phi Delta Kappa International*, 87(9), pp. 670-675. Retrieved from <http://www.jstor.org/stable/20442125>
- Reeves, D.B. (Dec 2004). The case against zeros. *Phi Delta Kappan* 86 (4). Retrieved from <http://schools.esu13.org/bannercounty/Documents/caseagainstzero.pdf>
- Webber, C.F., Aitken, N. Lupart, J. & Scott, S. (2009). The Alberta student assessment study final report. Edmonton, Canada:

Course Evaluation and Monitoring

The school's principal will ensure the objectives of the course are being met. The teachers ensure that they are meeting the guidelines under which the course was intended.

Curriculum Support will regularly review the course.

Appendix I

Appendix II

Table of Contents

Board Motion	2
Course Basic Information	2
Philosophy	3
Rationale	4
Learner Outcomes	4
General Outcomes	5
Specific Learner Outcomes	6
Facilities or Equipment	8
Facility	8
Equipment	8
Learning Resources	8
Others	9
Identification of Controversial or Sensitive Course Components	9
Identification of Safety Components	9
Significant Overlap with Provincial Curriculum	9
Assessment	10
Appendix I	11
Appendix II	12



Board Memorandum

Date: May 22, 2013
To: Board of Trustees
From: Committee of the Whole
Subject: **Locally Developed Courses Approval**

Instrumental Jazz 15, 25, 35 (3 credits) acquired from Calgary School District No. 19

Background:

Alberta Education requires school divisions to approve or renew locally developed courses within a three year cycle.

The process includes:

- Sending notification to the originating board
- Receiving their approval to use the requested locally developed course
- Course submission to Alberta Education after completing the section with our implementation details
- Approval from Alberta Education to proceed with Board motion
- Board motion to approve use within our division
- Submission of motion to Alberta Education
- Assignment of a course code by Alberta Education

As per these guidelines, through the LDCOM (Locally Developed Courses Online Management System), Sturgeon School Division has received both outside board approval and Alberta Education pre-approval, for extending or renewing the above noted courses. The next step in this process is to receive Sturgeon Board approval for this authorization. Upon the Board motion a copy will be submitted to Alberta Education for final approval and assignment of a course code.

The course descriptions for the locally developed courses Instrumental Jazz 15, 25, 35 for 3 credits, acquired from Calgary School District No. 19, were presented to the Committee of the Whole on May 8, 2013.

Recommendation:

That the Board of Trustees for Sturgeon School Division, approve locally developed courses Instrumental Jazz 15, 25, 35 for 3 credits, acquired from Calgary School District No. 19, to be authorized as courses of study within Sturgeon School Division from September 1, 2013 to August 31, 2016 using the listed resources as per the course outline.

BOARD 7.5

LOCALLY DEVELOPED COURSE OUTLINE

Instrumental Jazz 15-3

Submitted By:
Sturgeon School Division No. 24

Submitted On:
Apr. 11, 2013

Course Basic Information

Course Name	Instrumental Jazz 15
Credit Number	3
Hours of Instruction	75.00 hrs
Implementation Dates	9/1/2013 - 8/31/2016
Proposal Type	Extension
Development Type	Acquired
Designed Grade Level	Grade 10 Grade 11 Grade 12
Course Description	Instrumental Jazz 15 25 35 offers students the opportunity to refine musicianship through personal practice, rehearsal and performance.
Course Prerequisite	Instrumental Jazz 15: co-requisites - Instrumental Music 10 and/or Band 15 Instrumental Jazz 25: recommended - Instrumental Music 10 and/or Band 15 co-requisites - Instrumental Music 20 and/or Band 25 Instrumental Jazz 35 recommended - Instrumental Music 20 and/or Band 25 co-requisites - Instrumental Music 30 and Band 35 Enrolment in Instrumental Jazz 15, 25, 35 without the recommended course sequence and/or co-requisite is permitted with the music teacher's recommendation and permission of the principal.

LOCALLY DEVELOPED COURSE OUTLINE

Instrumental Jazz 25-3

Submitted By:
Sturgeon School Division No. 24

Submitted On:
Apr. 11, 2013

Course Basic Information

Course Name	Instrumental Jazz 25
Credit Number	3
Hours of Instruction	75.00 hrs
Implementation Dates	9/1/2013 - 8/31/2016
Proposal Type	Extension
Development Type	Acquired
Designed Grade Level	Grade 10 Grade 11 Grade 12
Course Description	Instrumental Jazz 15 25 35 offers students the opportunity to refine musicianship through personal practice, rehearsal and performance.
Course Prerequisite	Instrumental Jazz 15: co-requisites - Instrumental Music 10 and/or Band 15 Instrumental Jazz 25: recommended - Instrumental Music 10 and/or Band 15 co-requisites - Instrumental Music 20 and/or Band 25 Instrumental Jazz 35 recommended - Instrumental Music 20 and/or Band 25 co-requisites - Instrumental Music 30 and Band 35 Enrolment in Instrumental Jazz 15, 25, 35 without the recommended course sequence and/or co-requisite is permitted with the music teacher's recommendation and permission of the principal.

LOCALLY DEVELOPED COURSE OUTLINE

Instrumental Jazz 35-3

Submitted By:
Sturgeon School Division No. 24

Submitted On:
Apr. 24, 2013

Course Basic Information

Course Name	Instrumental Jazz 35
Credit Number	3
Hours of Instruction	75.00 hrs
Implementation Dates	9/1/2013 - 8/31/2016
Proposal Type	New
Development Type	Acquired
Designed Grade Level	Grade 10 Grade 11 Grade 12
Course Description	Instrumental Jazz 15 25 35 offers students the opportunity to refine musicianship through personal practice, rehearsal and performance.
Course Prerequisite	Instrumental Jazz 15: co-requisites - Instrumental Music 10 and/or Band 15 Instrumental Jazz 25: recommended - Instrumental Music 10 and/or Band 15 co-requisites - Instrumental Music 20 and/or Band 25 Instrumental Jazz 35 recommended - Instrumental Music 20 and/or Band 25 co-requisites - Instrumental Music 30 and Band 35 Enrolment in Instrumental Jazz 15, 25, 35 without the recommended course sequence and/or co-requisite is permitted with the music teacher's recommendation and permission of the principal.



Board Memorandum

Date: May 22, 2013
To: Board of Trustees
From: Committee of the Whole
Subject: **Locally Developed Courses Approval**

Instrumental Jazz 15, 25, 35 (5 credits) acquired from Calgary School District No. 19

Background:

Alberta Education requires school divisions to approve or renew locally developed courses within a three year cycle.

The process includes:

- Sending notification to the originating board
- Receiving their approval to use the requested locally developed course
- Course submission to Alberta Education after completing the section with our implementation details
- Approval from Alberta Education to proceed with Board motion
- Board motion to approve use within our division
- Submission of motion to Alberta Education
- Assignment of a course code by Alberta Education

As per these guidelines, through the LDCOM (Locally Developed Courses Online Management System), Sturgeon School Division has received both outside board approval and Alberta Education pre-approval, for extending or renewing the above noted courses. The next step in this process is to receive Sturgeon Board approval for this authorization. Upon the Board motion a copy will be submitted to Alberta Education for final approval and assignment of a course code.

The course descriptions for the locally developed courses Instrumental Jazz 15, 25, 35 for 5 credits, acquired from Calgary School District No. 19, were presented to the Committee of the Whole on May 8, 2013.

Recommendation:

That the Board of Trustees for Sturgeon School Division, approve locally developed courses Instrumental Jazz 15, 25, 35 for 5 credits, acquired from Calgary School District No. 19, to be authorized as courses of study within Sturgeon School Division from September 1, 2013 to August 31, 2016 using the listed resources as per the course outline.

BOARD 7.6

LOCALLY DEVELOPED COURSE OUTLINE

Instrumental Jazz 15-5

Submitted By:
Sturgeon School Division No. 24

Submitted On:
Apr. 11, 2013

Course Basic Information

Course Name	Instrumental Jazz 15
Credit Number	5
Hours of Instruction	125.00 hrs
Implementation Dates	9/1/2013 - 8/31/2016
Proposal Type	Extension
Development Type	Acquired
Designed Grade Level	Grade 10 Grade 11 Grade 12
Course Description	Instrumental Jazz 15 25 35 offers students the opportunity to refine musicianship through personal practice, rehearsal and performance.
Course Prerequisite	Instrumental Jazz 15: co-requisites - Instrumental Music 10 and/or Band 15 Instrumental Jazz 25: recommended - Instrumental Music 10 and/or Band 15 co-requisites - Instrumental Music 20 and/or Band 25 Instrumental Jazz 35 recommended - Instrumental Music 20 and/or Band 25 co-requisites - Instrumental Music 30 and Band 35 Enrolment in Instrumental Jazz 15, 25, 35 without the recommended course sequence and/or co-requisite is permitted with the music teacher's recommendation and permission of the principal.

LOCALLY DEVELOPED COURSE OUTLINE

Instrumental Jazz 25-5

Submitted By:
Sturgeon School Division No. 24

Submitted On:
Apr. 11, 2013

Course Basic Information

Course Name	Instrumental Jazz 25
Credit Number	5
Hours of Instruction	125.00 hrs
Implementation Dates	9/1/2013 - 8/31/2016
Proposal Type	Extension
Development Type	Acquired
Designed Grade Level	Grade 10 Grade 11 Grade 12
Course Description	Instrumental Jazz 15 25 35 offers students the opportunity to refine musicianship through personal practice, rehearsal and performance.
Course Prerequisite	Instrumental Jazz 15: co-requisites - Instrumental Music 10 and/or Band 15 Instrumental Jazz 25: recommended - Instrumental Music 10 and/or Band 15 co-requisites - Instrumental Music 20 and/or Band 25 Instrumental Jazz 35 recommended - Instrumental Music 20 and/or Band 25 co-requisites - Instrumental Music 30 and Band 35 Enrolment in Instrumental Jazz 15, 25, 35 without the recommended course sequence and/or co-requisite is permitted with the music teacher's recommendation and permission of the principal.

LOCALLY DEVELOPED COURSE OUTLINE

Instrumental Jazz 35-5

Submitted By:
Sturgeon School Division No. 24

Submitted On:
Apr. 11, 2013

Course Basic Information

Course Name	Instrumental Jazz 35
Credit Number	5
Hours of Instruction	125.00 hrs
Implementation Dates	9/1/2013 - 8/31/2016
Proposal Type	Extension
Development Type	Acquired
Designed Grade Level	Grade 10 Grade 11 Grade 12
Course Description	Instrumental Jazz 15 25 35 offers students the opportunity to refine musicianship through personal practice, rehearsal and performance.
Course Prerequisite	Instrumental Jazz 15: co-requisites - Instrumental Music 10 and/or Band 15 Instrumental Jazz 25: recommended - Instrumental Music 10 and/or Band 15 co-requisites - Instrumental Music 20 and/or Band 25 Instrumental Jazz 35 recommended - Instrumental Music 20 and/or Band 25 co-requisites - Instrumental Music 30 and Band 35 Enrolment in Instrumental Jazz 15, 25, 35 without the recommended course sequence and/or co-requisite is permitted with the music teacher's recommendation and permission of the principal.



Board Memorandum

Date: May 22, 2013
To: Board of Trustees
From: Committee of the Whole
Subject: **Locally Developed Courses Approval**

Vocal Jazz 15, 25, 35 (3 credits) acquired from Calgary School District No. 19

Background:

Alberta Education requires school divisions to approve or renew locally developed courses within a three year cycle.

The process includes:

- Sending notification to the originating board
- Receiving their approval to use the requested locally developed course
- Course submission to Alberta Education after completing the section with our implementation details
- Approval from Alberta Education to proceed with Board motion
- Board motion to approve use within our division
- Submission of motion to Alberta Education
- Assignment of a course code by Alberta Education

As per these guidelines, through the LDCOM (Locally Developed Courses Online Management System), Sturgeon School Division has received both outside board approval and Alberta Education pre-approval, for extending or renewing the above noted courses. The next step in this process is to receive Sturgeon Board approval for this authorization. Upon the Board motion a copy will be submitted to Alberta Education for final approval and assignment of a course code.

The course descriptions for the locally developed courses Vocal Jazz 15, 25, 35 for 3 credits, acquired from Calgary School District No. 19, were presented to the Committee of the Whole on May 8, 2013.

Recommendation:

That the Board of Trustees for Sturgeon School Division, approve locally developed courses Vocal Jazz 15, 25, and 35 for 3 credits, acquired from Calgary School District No. 19, to be authorized as courses of study within Sturgeon School Division from September 1, 2013 to August 31, 2016 using the listed resources as per the course outline.

BOARD 7.7

LOCALLY DEVELOPED COURSE OUTLINE

Vocal Jazz 15-3

Submitted By:
Sturgeon School Division No. 24

Submitted On:
Apr. 11, 2013

Course Basic Information

Course Name	Vocal Jazz 15
Credit Number	3
Hours of Instruction	75.00 hrs
Implementation Dates	9/1/2013 - 8/31/2016
Proposal Type	Extension
Development Type	Acquired
Designed Grade Level	Grade 10 Grade 11 Grade 12
Course Description	Vocal Jazz course offers students the opportunity to study the jazz idiom as a subject in its own right and as an integral part of the Fine Arts program, which is developmental in nature. Jazz is the study of the history of people through a uniquely North American art form that began as a vocal form.
Course Prerequisite	Vocal Jazz 15: recommended or co-requisite is Choral 10 and/or Choir 15 Vocal Jazz 25: recommended is Vocal Jazz 15 co-requisite is Choral 20 and/or Choir 25 Vocal Jazz 35: recommended is Vocal Jazz 25 co-requisite is Choral 30 and/or Choir 35 Enrolment in Vocal Jazz 15, 25, 35 without the recommended course sequence and/or co-requisite is permitted with the music teacher's recommendation and the approval of the principal.

LOCALLY DEVELOPED COURSE OUTLINE

Vocal Jazz 25-3

Submitted By:
Sturgeon School Division No. 24

Submitted On:
Apr. 11, 2013

Course Basic Information

Course Name	Vocal Jazz 25
Credit Number	3
Hours of Instruction	75.00 hrs
Implementation Dates	9/1/2013 - 8/31/2016
Proposal Type	Extension
Development Type	Acquired
Designed Grade Level	Grade 10 Grade 11 Grade 12
Course Description	Vocal Jazz course offers students the opportunity to study the jazz idiom as a subject in its own right and as an integral part of the Fine Arts program, which is developmental in nature. Jazz is the study of the history of people through a uniquely North American art form that began as a vocal form.
Course Prerequisite	Vocal Jazz 15: recommended or co-requisite is Choral 10 and/or Choir 15 Vocal Jazz 25: recommended is Vocal Jazz 15 co-requisite is Choral 20 and/or Choir 25 Vocal Jazz 35: recommended is Vocal Jazz 25 co-requisite is Choral 30 and/or Choir 35 Enrolment in Vocal Jazz 15, 25, 35 without the recommended course sequence and/or co-requisite is permitted with the music teacher's recommendation and the approval of the principal.

LOCALLY DEVELOPED COURSE OUTLINE

Vocal Jazz 35-3

Submitted By:
Sturgeon School Division No. 24

Submitted On:
Apr. 24, 2013

Course Basic Information

Course Name	Vocal Jazz 35
Credit Number	3
Hours of Instruction	75.00 hrs
Implementation Dates	9/1/2013 - 8/31/2016
Proposal Type	New
Development Type	Acquired
Designed Grade Level	Grade 10 Grade 11 Grade 12
Course Description	Vocal Jazz course offers students the opportunity to study the jazz idiom as a subject in its own right and as an integral part of the Fine Arts program, which is developmental in nature. Jazz is the study of the history of people through a uniquely North American art form that began as a vocal form.
Course Prerequisite	Vocal Jazz 15: recommended or co-requisite is Choral 10 and/or Choir 15 Vocal Jazz 25: recommended is Vocal Jazz 15 co-requisite is Choral 20 and/or Choir 25 Vocal Jazz 35: recommended is Vocal Jazz 25 co-requisite is Choral 30 and/or Choir 35 Enrolment in Vocal Jazz 15, 25, 35 without the recommended course sequence and/or co-requisite is permitted with the music teacher's recommendation and the approval of the principal.



Board Memorandum

Date: May 22, 2013
To: Board of Trustees
From: Committee of the Whole
Subject: **Locally Developed Courses Approval**

Vocal Jazz 15, 25, 35 (5 credits) acquired from Calgary School District No. 19

Background:

Alberta Education requires school divisions to approve or renew locally developed courses within a three year cycle.

The process includes:

- Sending notification to the originating board
- Receiving their approval to use the requested locally developed course
- Course submission to Alberta Education after completing the section with our implementation details
- Approval from Alberta Education to proceed with Board motion
- Board motion to approve use within our division
- Submission of motion to Alberta Education
- Assignment of a course code by Alberta Education

As per these guidelines, through the LDCOM (Locally Developed Courses Online Management System), Sturgeon School Division has received both outside board approval and Alberta Education pre-approval, for extending or renewing the above noted courses. The next step in this process is to receive Sturgeon Board approval for this authorization. Upon the Board motion a copy will be submitted to Alberta Education for final approval and assignment of a course code.

The course descriptions for the locally developed courses Vocal Jazz 15, 25, 35 for 5 credits, acquired from Calgary School District No. 19, were presented to the Committee of the Whole on May 8, 2013.

Recommendation:

That the Board of Trustees for Sturgeon School Division, approve locally developed courses Vocal Jazz 15, 25, and 35 for 5 credits, acquired from Calgary School District No. 19, to be authorized as courses of study within Sturgeon School Division from September 1, 2013 to August 31, 2016 using the listed resources as per the course outline.

BOARD 1.8

LOCALLY DEVELOPED COURSE OUTLINE

Vocal Jazz 15-5

Submitted By:
Sturgeon School Division No. 24

Submitted On:
Apr. 11, 2013

Course Basic Information

Course Name	Vocal Jazz 15
Credit Number	5
Hours of Instruction	125.00 hrs
Implementation Dates	9/1/2013 - 8/31/2016
Proposal Type	Extension
Development Type	Acquired
Designed Grade Level	Grade 10 Grade 11 Grade 12
Course Description	Vocal Jazz course offers students the opportunity to study the jazz idiom as a subject in its own right and as an integral part of the Fine Arts program, which is developmental in nature. Jazz is the study of the history of people through a uniquely North American art form that began as a vocal form.
Course Prerequisite	Vocal Jazz 15: recommended or co-requisite is Choral 10 and/or Choir 15 Vocal Jazz 25: recommended is Vocal Jazz 15 co-requisite is Choral 20 and/or Choir 25 Vocal Jazz 35: recommended is Vocal Jazz 25 co-requisite is Choral 30 and/or Choir 35 Enrolment in Vocal Jazz 15, 25, 35 without the recommended course sequence and/or co-requisite is permitted with the music teacher's recommendation and the approval of the principal.

LOCALLY DEVELOPED COURSE OUTLINE

Vocal Jazz 25-5

Submitted By:
Sturgeon School Division No. 24

Submitted On:
Apr. 11, 2013

Course Basic Information

Course Name	Vocal Jazz 25
Credit Number	5
Hours of Instruction	125.00 hrs
Implementation Dates	9/1/2013 - 8/31/2016
Proposal Type	Extension
Development Type	Acquired
Designed Grade Level	Grade 10 Grade 11 Grade 12
Course Description	Vocal Jazz course offers students the opportunity to study the jazz idiom as a subject in its own right and as an integral part of the Fine Arts program, which is developmental in nature. Jazz is the study of the history of people through a uniquely North American art form that began as a vocal form.
Course Prerequisite	Vocal Jazz 15: recommended or co-requisite is Choral 10 and/or Choir 15 Vocal Jazz 25: recommended is Vocal Jazz 15 co-requisite is Choral 20 and/or Choir 25 Vocal Jazz 35: recommended is Vocal Jazz 25 co-requisite is Choral 30 and/or Choir 35 Enrolment in Vocal Jazz 15, 25, 35 without the recommended course sequence and/or co-requisite is permitted with the music teacher's recommendation and the approval of the principal.

LOCALLY DEVELOPED COURSE OUTLINE

Vocal Jazz 35-5

Submitted By:
Sturgeon School Division No. 24

Submitted On:
Apr. 11, 2013

Course Basic Information

Course Name	Vocal Jazz 35
Credit Number	5
Hours of Instruction	125.00 hrs
Implementation Dates	9/1/2013 - 8/31/2016
Proposal Type	Extension
Development Type	Acquired
Designed Grade Level	Grade 10 Grade 11 Grade 12
Course Description	Vocal Jazz course offers students the opportunity to study the jazz idiom as a subject in its own right and as an integral part of the Fine Arts program, which is developmental in nature. Jazz is the study of the history of people through a uniquely North American art form that began as a vocal form.
Course Prerequisite	Vocal Jazz 15: recommended or co-requisite is Choral 10 and/or Choir 15 Vocal Jazz 25: recommended is Vocal Jazz 15 co-requisite is Choral 20 and/or Choir 25 Vocal Jazz 35: recommended is Vocal Jazz 25 co-requisite is Choral 30 and/or Choir 35 Enrolment in Vocal Jazz 15, 25, 35 without the recommended course sequence and/or co-requisite is permitted with the music teacher's recommendation and the approval of the principal.



Board Memorandum

Date: May 22, 2013
To: Board of Trustees
From: Committee of the Whole
Subject: **Locally Developed Courses Approval**

Literature and Composition (AP) 25 (3 credits) acquired from Parkland School
District No. 70

Background:

Alberta Education requires school divisions to approve or renew locally developed courses within a three year cycle.

The process includes:

- Sending notification to the originating board
- Receiving their approval to use the requested locally developed course
- Course submission to Alberta Education after completing the section with our implementation details
- Approval from Alberta Education to proceed with Board motion
- Board motion to approve use within our division
- Submission of motion to Alberta Education
- Assignment of a course code by Alberta Education

As per these guidelines, through the LDCOM (Locally Developed Courses Online Management System), Sturgeon School Division has received both outside board approval and Alberta Education pre-approval, for extending or renewing the above noted courses. The next step in this process is to receive Sturgeon Board approval for this authorization. Upon the Board motion a copy will be submitted to Alberta Education for final approval and assignment of a course code.

The course description for the locally developed course Literature and Composition (AP) for 3 credits, acquired from Parkland School District No. 70, was presented to the Committee of the Whole on May 8, 2013.

Recommendation:

That the Board of Trustees for Sturgeon School Division, approve locally developed course Literature and Composition (AP) 25 for 3 credits, acquired from Parkland School District No. 70, to be authorized as a course of study within Sturgeon School Division from September 1, 2013 to August 31, 2016 using the listed resources as per the course outline.

BOARD 7.9

LOCALLY DEVELOPED COURSE OUTLINE

Literature and Composition (AP)

25-3

Submitted By:
Sturgeon School Division No. 24

Submitted On:
Apr. 25, 2013

Board Motion

Motion Conclusion

Motion Date

Motion Number

Motions

Course Basic Information

Course Name	Literature and Composition (AP) 25
Credit Number	3
Hours of Instruction	62.50 hrs
Implementation Dates	9/1/2013 - 8/31/2016
Proposal Type	New
Development Type	Acquired
Designed Grade Level	Grade 10 Grade 11
Course Description	The intent of this course is to deepen students understanding, to read and analyze works of American and British literature considered to be demanding, and to improve students' critical thinking abilities and their written compositions through instruction in style analysis techniques and through practice in analytical writing.
Course Prerequisite	A prerequisite of English 10-1



Board Memorandum

Date: May 22, 2013

To: Board of Trustees

From: Committee of the Whole

Subject: **Locally Developed Courses Approval**
English (AP) 35 (5 credits) acquired from Red Deer Public Schools

Background:

Alberta Education requires school divisions to approve or renew locally developed courses within a three year cycle.

The process includes:

- Sending notification to the originating board
- Receiving their approval to use the requested locally developed course
- Course submission to Alberta Education after completing the section with our implementation details
- Approval from Alberta Education to proceed with Board motion
- Board motion to approve use within our division
- Submission of motion to Alberta Education
- Assignment of a course code by Alberta Education

As per these guidelines, through the LDCOM (Locally Developed Courses Online Management System), Sturgeon School Division has received both outside board approval and Alberta Education pre-approval, for extending or renewing the above noted courses. The next step in this process is to receive Sturgeon Board approval for this authorization. Upon the Board motion a copy will be submitted to Alberta Education for final approval and assignment of a course code.

The course description for the locally developed course English (AP) 35 for 5 credits, acquired from Red Deer Public Schools, was presented to the Committee of the Whole on May 8, 2013.

Recommendation:

That the Board of Trustees for Sturgeon School Division, approve locally developed course English (AP) 35 for 5 credits, acquired from Red Deer Public Schools, to be authorized as a course of study within Sturgeon School Division from September 1, 2013 to August 31, 2016 using the listed resources as per the course outline.

BOARD 7.10

English (AP) 35-5

Submitted By:
Sturgeon School Division No. 24

Submitted On:
Apr. 25, 2013

Course Basic Information

Course Name	English (AP) 35
Credit Number	5
Hours of Instruction	125.00 hrs
Implementation Dates	9/1/2013 - 8/31/2016
Proposal Type	New
Development Type	Acquired
Designed Grade Level	Grade 11 Grade 12

Course Description	<p>Understandings: What will students understand (about what big ideas) as a result of the unit? Students will understand that:</p> <ul style="list-style-type: none"> · Literature provides a mirror to help us understand ourselves and others. · Writing is a form of communication across the ages. · Literature reflects the human condition. · Literature deals with universal themes, i.e., man vs. man, man vs. self, man vs. nature, man vs. God · Literature reflects its social, cultural, and historical values. <p>Essential Questions: What arguable, recurring and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?</p> <ul style="list-style-type: none"> · How does literature help us understand ourselves and others? · How has writing become a communication tool across the ages? · How does literature reflect the human condition? · How does literature express universal themes? · How does literature provide for a critical examination of society and the world we live in?
Course Prerequisite	



Board Memorandum

Date: May 22, 2013
To: Board of Trustees
From: Karen Parasynchuk, Secretary-Treasurer
Subject: Local Authorities Election, October 21st, 2013

Recommendation:

That the Board approve the following provisions for the Local Authorities Election to be held October 21, 2013 as per Section 28(1) – Local Authorities Election Act.

1. nominations for the position of Trustee be received between the hours of 10:00 a.m. – 12:00 noon on Monday, September 23, 2013 at Frank Robinson Education Centre, 9820 – 104 Street., Morinville, Alberta.
2. a nomination fee of \$25 cash, certified cheque or money order be collected – Local Authorities Election Act – Section 30(1)/Sturgeon School Division By-Law 2-83.
3. an advance poll be held jointly with the Sturgeon County and the Towns of Bon Accord, Gibbons, Morinville and Redwater– dates to be determined.
4. that fees for the following be in line with the Surgeon County fees:
 - Returning Officer's Basic Fee
 - Deputy Returning Officer's Basic Fee
 - Deputy Returning Officer's Training Seminar Fee
 - Transportation Allowance
5. that the following tentative locations for polling stations for the election on October 21, 2013 be approved:

Alcomdale Hall	Military Family Resource Centre (Edmonton Garrison)
Bon Accord Jewel Box	Morinville Community Cultural Centre
Calahoo Fire Hall	Namao Hall
Cardiff Hall	Pembina Place, Redwater
Coronado Hall	Riviere Qui Barre Arena
Fedorah Hall	Sturgeon Heights School
Fort-In-View Golf Course	Sturgeon Valley Golf Course
Gibbons Community Hall	West Country Hearth
Legal Club 60 Roses	



Board Memorandum

Date: May 22, 2013
To: Board of Trustees
From: Committee of the Whole
Subject: Establishment of a Plan for School Space in Morinville

Background:

At the May, 2013 Committee of the Whole meeting, the following Notice of Motion was presented:

That Sturgeon School Division work to establish a plan for presenting our need for school space in Morinville to accommodate our public school students' future instructional programming up to and including Grade 12.

Recommendation:

That the Board of Trustees review the above Notice of Motion and advise Senior Administration accordingly.



Board Memorandum

Date: May 22, 2013
To: Board of Trustees
From: Committee of the Whole
Subject: Sturgeon School Division Annual Satisfaction Survey

Background:

At the May, 2013 Committee of the Whole meeting, the following Notice of Motion was presented:

That Sturgeon School Division create an annual satisfaction survey to be offered for anonymous completion by all Sturgeon School Division students, staff and parents/guardians.

Recommendation:

That the Board of Trustees review the above Notice of Motion and advise Senior Administration accordingly.



Board Memorandum

Date: May 22, 2013
To: Board of Trustees
From: Committee of the Whole
Subject: Family School Liaison Program

Background:

At the May, 2013 Committee of the Whole meeting, the following Notice of Motion was presented:

- ONE: The Board of Trustees approve and budget \$25,000.00 to assist in partnering and partially funding the Family School Liaison Program in Sturgeon County.
- OR TWO: Sturgeon School Division, in partnership with the County of Sturgeon, continue to partially fund the Family School Liaison Program, under the condition that parameters and terms of reference are formulated and contractually agreed upon between Sturgeon School Division and the County.

Recommendation:

That the Board of Trustees review the above Notice of Motion and advise Senior Administration accordingly.