

2025 – 2026

Regular Board Meetings/Organizational Meeting Results Reviews GSD/Finance Meetings

August 2025

August 28 Regular Board Meeting

September 2025

September 16 Regular Board Meeting

October 2025

October 7 Regular Board Meeting
October 20 Election Day
October 28 Trustee Orientation/Organizational Meeting/Regular Board Meeting

November 2025

November 25 Regular Board Meeting
November 26 and 27 Results Reviews

December 2025

December 16 Regular Board Meeting

January 2026

January 20 Regular Board Meeting

February 2026

February 16 Finance/GSD Meeting
February 17 Regular Board Meeting

March 2026

March 17 Regular Board Meeting

April 2026

April 14 Regular Board Meeting

May 2026

May 12 Regular Board Meeting
May 19 Finance/GSD Meeting
May 26 Regular Board Meeting

June 2026

June 23 Regular Board Meeting

Bylaw No. 1-25
of
The Northern Gateway School Division

A Bylaw of the Northern Gateway School Division (the “School Division”) in the Province of Alberta, relating to the provision of more than one voting station for each ward/electoral subdivision for the School Division.

WHEREAS Section 37 (3) of the Local Authorities Election Act provides that an elected authority may pass a by-law by June 30 of a year in which a general election is to be held allowing the Returning Officer of the elected authority to designate more than one voting station for each subdivision and the location of those voting stations for that election; and

WHEREAS The Board of Trustees of the School Division desires to provide for more than one voting station for wards/electoral subdivisions.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of the School Division establishes that the Returning Officer for the School Division is hereby authorized to designate more than one voting station for wards/electoral subdivisions and the location of those voting stations.

RECEIVED FIRST READING this 15th DAY OF April, 2025.

	Seal	
Board Chair		Secretary-Treasurer

RECEIVED SECOND READING this 27th DAY OF May, 2025.

	Seal	
Board Chair		Secretary-Treasurer

RECEIVED THIRD and FINAL READING and PASSED THIS 17th DAY OF June, 2025.

	Seal	
Board Chair		Secretary-Treasurer

Bylaw No. 2-25
of
The Northern Gateway School Division

A Bylaw of the Northern Gateway School Division (the “School Division”) in the Province of Alberta, relating to the provision of more than one voting station remain open at the same time as municipal voting stations within the School Division.

WHEREAS Section 46 (2) of the Local Authorities Election Act provides that an elected authority may, by a by-law passed prior to June 30 of a year in which an election is to be held, provides that the voting station is to be open before 10:00 a.m.; and

WHEREAS The Board of Trustees of the School Division desires to set the voting hours for the voting stations in alignment with the municipal voting stations within the School Division.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of the School Division establishes the following voting hours:

1. Whereby any Municipal voting station is opened prior to 10:00 a.m., the voting station for Northern Gateway School Division will be open at the same location at the same time.
2. All other voting stations in the Northern Gateway School Division will be open from 10:00 a.m. until 8:00 p.m.

RECEIVED FIRST READING this 15th DAY OF April, 2025.

	Seal	
Board Chair		Secretary-Treasurer

RECEIVED SECOND READING this 27th DAY OF May, 2025.

	Seal	
Board Chair		Secretary-Treasurer

RECEIVED THIRD and FINAL READING and PASSED THIS 17th DAY OF June, 2025.

	Seal	
Board Chair		Secretary-Treasurer



Locally Developed Courses

Workplace Essential Skills

For the 2025-2026 School Year

Introduction to the Workplace Essential Skills Course Sequence

Subject: Personal Development - Discipline: Other Personal Development

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

Student Need

Workplace Essential Skills is designed to provide opportunities for students at risk of not completing high school to develop essential workplace skills, thereby preparing them for employment and lifelong learning. Outcomes in this course sequence address the knowledge, understanding, skills and attitudes that students may need as they pursue further studies, training and employment. Workplace Essential Skills focuses on the workplace environment, providing students with opportunities to engage in relevant and real-life learning in different workplace contexts.

Courses in the Workplace Essential Skills Course Sequence

Workplace Essential Skills 25 (LDC2743)

In Workplace Essential Skills 25, students have the opportunity to build literacy and foundational skills that may be used to effectively access information and solve problems in today's complex world of work. These skills include reading, document use, numeracy (money math, scheduling, budgeting and accounting, measurement and calculation, data analysis, numerical estimation), writing, oral communication, working with others, thinking skills (job task planning, decision making, problem solving, finding information), digital technology, and continuous learning.

In this course, students examine how thinking skills are important when making decisions and solving problems. As well, students consider how actions in the digital world carry both risks and benefits. In Workplace Essential Skills 25, there is a focus on exploring how effective communication and collaboration skills fosters the ability to accomplish goals and interact respectfully in the work environment. Students in this course also examine how financial literacy and numeracy skills can be applied in the workplace.

| No required facilities.

Prerequisites:

- 1 of the following:
 - English Language Arts 10-1 (ELA1105)
 - English Language Arts 10-2 (ELA1104)
 - English Language Arts 10-4 (KAE1780)
 - Mathematics 10-3 (MAT1793)
 - Mathematics 10-4 (KAE1782)
 - Mathematics 10C (MAT1791)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
5	2025-2026	2028-2029

Workplace Essential Skills 35 (LDC3743)

Workplace Essential Skills 35 provides students with the opportunity to develop and refine various literacy and foundational skills that are necessary in the workplace. These skills include reading, document use, numeracy (money math, scheduling, budgeting and accounting, measurement and calculation, data analysis, numerical estimation), writing, oral communication, working with others, thinking skills (job task planning, decision making, problem solving, finding information), digital technology, and continuous learning.

In this course, students apply thinking skills when presented with various workplace scenarios involving decision making and problem solving. Throughout Workplace Essential Skills 35, students refine their communication and collaboration skills in a variety of workplace contexts. In this course, students engage with a variety of workplace texts to develop their ability to locate key information, determine purpose and intent, and convey information. In Workplace Essential Skills 35, students develop their financial literacy and numeracy skills as they apply financial processes, solve simple and complex problems and work with calculating material and labour costs.

| No required facilities.

Prerequisites:

- 1 of the following:
 - Workplace Essential Skills 25 (LDC2743)
 - Workplace Essential Skills 25 (LDC2343)
 - Workplace Essential Skills 25 (LDC2022)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
5	2025-2026	2028-2029

Curriculum

Curriculum Elements		Workplace Essential Skills 25-5	Workplace Essential Skills 35-5
1	<p>Topic</p> <p>Exploring skills that are essential in the workplace provides an opportunity to develop new understandings and achieve personal growth.</p>	✓	✓
1.1	<p>General Outcome</p> <p>How can an examination of essential workplace skills help to prepare for the world of work?</p>	✓	
1.1.1	<p>Specific Outcome</p> <p>Describe and explain skills that are viewed as essential for the workplace*.</p> <p>*Essential workplace skills include reading, document use, numeracy (money math, scheduling, budgeting and accounting, measurement and calculation, data analysis, numerical estimation), writing, oral communication, working with others, thinking skills (job task planning, decision making, problem solving, finding information), digital technology, and continuous learning.</p>	✓	
1.1.2	<p>Specific Outcome</p> <p>Describe and explain skills, attitudes and behaviors that may help them enter and progress in the world of work.</p>	✓	
1.2	<p>General Outcome</p> <p>How can thinking skills help to make decisions and solve problems in the workplace?</p>	✓	
1.2.1	<p>Specific Outcome</p> <p>Explain the importance of applying thinking skills when making decisions and solving problems in the workplace.</p>	✓	
1.3	<p>General Outcome</p> <p>How can actions in the digital world affect individuals in the workplace?</p>	✓	
1.3.1	<p>Specific Outcome</p> <p>Explain the risks and benefits associated with actions in the digital world.</p>	✓	
1.4	<p>General Outcome</p> <p>How can understanding essential workplace skills and reflecting on one's own skills help to prepare for the world of work?</p>		✓

Curriculum Elements		Workplace Essential Skills 25-5	Workplace Essential Skills 35-5
1.4.1	<p>Specific Outcome</p> <p>Examine and analyze the importance of essential workplace skills* in a variety of workplace contexts.</p> <p>*Essential workplace skills include reading and writing skills, numeracy (money math, scheduling, budgeting and accounting, measurement and calculation, data analysis, numerical estimation), oral communication, thinking skills (job task planning, decision-making, problem solving, finding information), working with others and continuous learning.</p>		✓
1.4.2	<p>Specific Outcome</p> <p>Assess their skills, attitudes and behaviors and reflect on how they may be utilized in the world of work.</p>		✓
1.5	<p>General Outcome</p> <p>How can thinking skills be applied when making decisions and solving problems in the workplace?</p>		✓
1.5.1	<p>Specific Outcome</p> <p>Apply thinking skills when making decisions and solving problems in workplace contexts.</p>		✓
1.6	<p>General Outcome</p> <p>How can actions in the digital world impact the ability to market oneself to employers?</p>		✓
1.6.1	<p>Specific Outcome</p> <p>Reflect on how actions in the digital world may affect their ability to market themselves to employers.</p>		✓
2	<p>Topic</p> <p>Developing effective communication and collaboration skills fosters the ability to accomplish goals and interact respectfully in the workplace.</p>	✓	✓
2.1	<p>General Outcome</p> <p>How can communication skills and collaboration be used in the workplace?</p>	✓	
2.1.1	<p>Specific Outcome</p> <p>Examine verbal and non-verbal workplace communication skills that are used to exchange ideas and information.</p>	✓	
2.1.2	<p>Specific Outcome</p> <p>Explain the importance of respectful collaboration and teamwork in the workplace.</p>	✓	
2.2	<p>General Outcome</p> <p>How can applying reading skills and techniques help to determine meaning and locate information in workplace texts?</p>	✓	
2.2.1	<p>Specific Outcome</p> <p>Apply scanning and skimming techniques to locate key information in simple workplace texts.</p>	✓	

Curriculum Elements		Workplace Essential Skills 25-5	Workplace Essential Skills 35-5
2.2.2	Specific Outcome Apply reading comprehension skills to determine meaning in simple workplace texts.	✓	
2.3	General Outcome In what ways can information be presented in workplace documents?	✓	
2.3.1	Specific Outcome Describe key text features, such as format, structures, symbols and layout, in workplace documents.	✓	
2.3.2	Specific Outcome Select and apply an established format to present workplace information.	✓	
2.3.3	Specific Outcome Organize information into a workplace document.	✓	
2.4	General Outcome How can communication skills and collaboration be used effectively in the workplace?		✓
2.4.1	Specific Outcome Apply effective verbal and non-verbal workplace communication skills in a variety of workplace contexts.		✓
2.4.2	Specific Outcome Analyze the effectiveness of collaboration and teamwork in various workplace contexts.		✓
2.5	General Outcome How can strategies be used to determine the key information, purpose and intent in workplace texts?		✓
2.5.1	Specific Outcome Select and apply appropriate strategies to locate key information in a variety of workplace texts.		✓
2.5.2	Specific Outcome Explain the purpose and intent of a variety of workplace texts.		✓
2.6	General Outcome In what ways can workplace documents be used to effectively convey information?		✓
2.6.1	Specific Outcome Select and apply appropriate text features in a variety of workplace documents.		✓
2.6.2	Specific Outcome Select and apply a variety of workplace text forms to effectively present, request and share information.		✓
2.6.3	Specific Outcome Synthesize and present information from workplace documents.		✓

Curriculum Elements		Workplace Essential Skills 25-5	Workplace Essential Skills 35-5
3	Topic Developing financial literacy and numeracy skills contributes to effective problem solving and decision making in the workplace.	✓	✓
3.1	General Outcome How can financial literacy and numeracy skills be applied in the workplace?	✓	
3.1.1	Specific Outcome Explain how financial literacy and numeracy can be applied in the workplace.	✓	
3.1.2	Specific Outcome Apply appropriate financial vocabulary in a variety of workplace contexts.	✓	
3.1.3	Specific Outcome Apply financial processes to complete simple transactions, such as handling cash, making payments and e-transfers, and calculating discounts and tips.	✓	
3.1.4	Specific Outcome Solve simple problems by estimating, measuring and calculating, using imperial and metric (SI) units of measure for length, area and volume.	✓	
3.1.5	Specific Outcome Estimate and calculate the material and labour costs of a task.	✓	
3.2	General Outcome How can financial literacy and numeracy skills be applied in a variety of workplace contexts?		✓
3.2.1	Specific Outcome Explain how financial literacy and numeracy can be applied in a variety of workplace and real-life contexts.		✓
3.2.2	Specific Outcome Interpret and apply appropriate financial vocabulary in a variety of workplace contexts.		✓
3.2.3	Specific Outcome Apply various financial processes to complete a variety of transactions, such as handling cash and credit cards, making payments and e-transfers, and calculating discounts, tips, deductions and tax.		✓
3.2.4	Specific Outcome Solve simple and complex problems by estimating, measuring and calculating, using imperial and metric (SI) units of measure for length, area and volume.		✓
3.2.5	Specific Outcome Calculate projected material and labour costs of a task and prepare an invoice.		✓

Statement of Overlap with Existing Programs

Similar / Overlapping Courses	Description of Similarity / Overlap - Rationale
Career & Life Management	Workplace Essential Skills overlaps with Career and Life Management (CALM) in learning outcomes C8 and C9, which focus on the skills, attitudes and behaviours necessary to get and retain a job.
	Workplace Essential Skills provides students with opportunities to develop a variety of workplace skills that are essential as they prepare to enter the world of work and/or technical training. CALM focuses on three areas: personal choices, resource choices and career and life choices, and it is not specifically focused on developing workplace essential skills.
English Language Arts 10-1	Workplace Essential Skills (LO 5.1, 5.2 and 6.1) overlaps with ELA 10-1 (2.1.1: Understand and interpret content; 2.1.2: Discern and analyze context; 2.2.1: Relate form, structure and medium to purpose, audience and content).
	In Workplace Essential Skills, students apply strategies to locate and determine meaning in workplace texts, rather than in literary texts.
English Language Arts 10-2	Workplace Essential Skills (LO 5.1, 5.2 and 6.1) overlaps with ELA 10-2 (2.1.1: Understand and interpret content; 2.1.2: Discern and analyze context; 2.2.1: Relate form, structure and medium to purpose, audience and content).
	In Workplace Essential Skills, students apply strategies to locate and determine meaning in workplace texts, rather than in literary texts.
Job Maintenance	Workplace Essential Skills overlaps with CTR2010 Job Maintenance in one instance (identify and develop knowledge, skills and attitudes appropriate to acquiring and maintaining employment).
	Workplace Essential Skills provides students with opportunities to develop a variety of workplace skills that are essential as they prepare to enter the world of work and/or technical training. CTR2010 Job Maintenance is a 1-credit course focused on workplace requirements and rights and responsibilities.
Mathematics 10-3	Workplace Essential Skills (LO 7.4) overlaps with Mathematics 10-3 (Measurement - SO1, SO2, SO3).
	At various points throughout their math studies, students learn the skills needed to solve simple (and complex) problems by estimating, measuring and calculating, using imperial and metric units of measure for distance, area and volume. In Workplace Essential Skills, students put these skills together to solve workplace-related problems.
Mathematics 10C	Workplace Essential Skills (LO 7.4) overlaps with Mathematics 10C (Measurement - SO1).
	At various points throughout their math studies, students learn the skills needed to solve simple (and complex) problems by estimating, measuring and calculating, using imperial and metric units of measure for distance, area and volume. In Workplace Essential Skills, students put these skills together to solve workplace-related problems.
Mathematics 20-3	Workplace Essential Skills (LO 7.4) overlaps with Mathematics 20-3 (Measurement - SO3).

Similar / Overlapping Courses	Description of Similarity / Overlap - Rationale
	students learn the skills needed to solve simple (and complex) problems by estimating, measuring and calculating, using imperial and metric units of measure for distance, area and volume at various points throughout their math career. In Workplace Essential Skills, students put these skills together to solve workplace-related problems.



Locally Developed Courses

Forensic Studies

For the 2025-2026 School Year

Introduction to the Forensic Studies Course Sequence

Subject: Career and Technology Studies - Discipline: Legal Studies

In Forensic Studies, students explore how scientific principles, methodology and technologies are applied in the field of forensics. Throughout Forensic Studies, students use reasoned approaches to the analysis of forensic evidence and the examination of the ethical considerations surrounding the collection and application of forensic evidence. In this course sequence, there is an emphasis on observation, questioning, critical thinking, hands-on problem solving, collaboration and communication. Forensic Studies draws on a student's existing curricular knowledge and challenges them to look at problems in a new way, thereby creating unique pathways of thought. Through the investigation of various forensic case studies, students have opportunities to explore new ideas, experiment and apply their knowledge in innovative ways.

Student Need

Forensic Studies provides an opportunity for both science-minded and creative thinking students to apply scientific principles to real-world scenarios. In this course sequence, students refine their science process skills as they engage in an inquiry-driven exploration of the various techniques and processes used in forensics. Students in Forensic Studies have the opportunity to examine the ethical complexities that confront experts using forensic evidence. Through the study of forensics, students gain an understanding of the importance of having both an open mind and the intellectual flexibility to change their opinions and positions when necessitated by evidence. As well, through the exploration of possible career pathways in forensics, students in Forensic Studies develop an accurate and realistic picture of the rigour of the discipline of forensics.

Courses in the Forensic Studies Course Sequence

Forensic Studies 25 (LDC2256)

In Forensic Studies 25, students use real-world case studies and scenarios to explore how techniques and processes are used to examine forensic evidence at crime scenes and how forensic evidence can be analyzed. In this course, students examine the historical contributions of pioneers in the field of forensic science, the roles and responsibilities of a variety of forensic experts in a criminal investigation, and how forensic evidence may be used in legal proceedings. Throughout Forensic Studies 25, emphasis is placed on considering the ethical issues which exist in the field of forensics. As well, students have the opportunity to examine a variety of careers in the field of forensics.

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

Prerequisites:

- 1 of the following:
 - Science 10 (SCN1270)
 - Science 14 (SCN1288)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2025-2026	2028-2029

Forensic Studies 35 (LDC3256)

Forensic Studies 35 (3 Credits)

In Forensic Studies 35 (3 Credits), students engage in a critical examination of how forensic techniques and processes are used at crime scenes and how analytical techniques are applied to forensic evidence. In this course, students examine the ongoing evolution of the field of forensic science, the impact that effective collaboration between forensic experts has on a criminal investigation, and how forensic evidence can be used to determine outcomes in legal cases. Throughout Forensic Studies 35 (3 Credits), students analyze ethical considerations in the collection, interpretation and use of forensic evidence. Students also examine various perspectives on the ethics of using biometrics and other profiling techniques. In Forensic Studies 35 (3 Credits), students research a career of their choice in the field of forensics.

Forensic Studies 35 (5 credit)

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

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

Prerequisites:

- All of the following:
 - Forensic Studies 25 (LDC2256)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2025-2026	2028-2029
5	2025-2026	2028-2029

Curriculum

Curriculum Elements		Forensic Studies 25-3	Forensic Studies 35-3	Forensic Studies 35-5
1	<p>Topic</p> <p>Problem solving and scientific inquiry are developed through the knowledgeable, objective application of methodology, analytical reasoning and creativity.</p>	✓	✓	✓
1.1	<p>General Outcome</p> <p>How can techniques and processes be used to examine forensic evidence at crime scenes?</p>	✓		
1.1.1	<p>Specific Outcome</p> <p>Examine and apply techniques and processes used to secure, document and preserve a variety of crime scenes.</p>	✓		
1.1.2	<p>Specific Outcome</p> <p>Classify and describe a variety of types of forensic evidence found at a variety of crime scenes.</p>	✓		
1.1.3	<p>Specific Outcome</p> <p>Examine techniques and processes used to locate and collect forensic evidence found at a variety of crime scenes.</p>	✓		
1.2	<p>General Outcome</p> <p>How can forensic evidence be analyzed?</p>	✓		
1.2.1	<p>Specific Outcome</p> <p>Examine and apply a variety of techniques used to analyze different types of forensic evidence.</p>	✓		
1.2.2	<p>Specific Outcome</p> <p>Explain the sequence of steps involved in the analysis of different types of forensic evidence.</p>	✓		
1.2.3	<p>Specific Outcome</p> <p>Infer the strengths and limitations of a variety of analytical methods used to process forensic evidence.</p>	✓		
1.3	<p>General Outcome</p> <p>How can techniques and processes be effectively applied to forensic evidence at crime scenes?</p>		✓	✓
1.3.1	<p>Specific Outcome</p> <p>Apply and analyze techniques and processes used to secure, document and preserve a variety of crime scenes.</p>		✓	
1.3.2	<p>Specific Outcome</p> <p>Evaluate a variety of types of forensic evidence found at a variety of crime scenes.</p>		✓	
1.3.3	<p>Specific Outcome</p> <p>Analyze techniques and processes used to locate and collect forensic evidence found at a variety of crime scenes.</p>		✓	

Curriculum Elements		Forensic Studies 25-3	Forensic Studies 35-3	Forensic Studies 35-5
1.3.4	Specific Outcome Apply techniques and processes used to secure, document, and preserve a variety of crime scenes.			✓
1.3.5	Specific Outcome Recall techniques and processes used to locate and collect forensic evidence found at a variety of crime scenes.			✓
1.3.6	Specific Outcome Apply techniques and processes used to locate and collect forensic evidence found at a variety of crime scenes.			✓
1.4	General Outcome How can analytical techniques be effectively applied to forensic evidence?		✓	✓
1.4.1	Specific Outcome Apply a variety of analysis techniques to forensic evidence.		✓	✓
1.4.2	Specific Outcome Develop testable inferences (hypotheses) about a crime by applying a variety of forensic analysis techniques.		✓	
1.4.3	Specific Outcome Compare the effectiveness of a variety of analytical methods used to process forensic evidence.		✓	✓
1.4.4	Specific Outcome Recall the type of evidence that can be collected at a crime scene.			✓
1.4.5	Specific Outcome Describe testable inferences (hypotheses) about a crime by applying a variety of forensic analysis techniques.			✓
1.5	General Outcome How can techniques and processes be effectively applied to forensic evidence during an autopsy?			✓
1.5.1	Specific Outcome Examine a variety of techniques used to analyze the different types of forensic evidence that is gathered during an autopsy.			✓
1.5.2	Specific Outcome Apply a variety of analysis techniques used during an autopsy to predict cause of death.			✓
1.5.3	Specific Outcome Apply a variety of analysis techniques used during an autopsy to determine time of death.			✓
1.6	General Outcome How can analytical techniques be effectively applied to forensic evidence that has been collected from a secondary crime scene?			✓

Curriculum Elements		Forensic Studies 25-3	Forensic Studies 35-3	Forensic Studies 35-5
1.6.1	Specific Outcome Differentiate between a primary crime scene and a secondary crime scene.			✓
1.6.2	Specific Outcome Identify and apply forensic evidence that is collected at a secondary crime scene to help identify the location of the primary crime scene.			✓
1.7	General Outcome How can canine forensics be used in an investigation?			✓
1.7.1	Specific Outcome Examine techniques and processes used by canine forensics at a variety of crime scenes.			✓
1.8	General Outcome How can techniques and processes be effectively applied to digital forensic evidence?			✓
1.8.1	Specific Outcome Examine and apply a variety of techniques used to analyze different types of digital forensic evidence.			✓
1.8.2	Specific Outcome Investigate the right to privacy regarding digital materials.			✓
1.9	General Outcome How can criminal profiling and geographic profiling aid in criminal investigations?			✓
1.9.1	Specific Outcome Examine and explain the value that criminal profiling and geographic profiling serves in criminal investigations.			✓
1.10	General Outcome How can forensic evidence be used to reconstruct a crime?			✓
1.10.1	Specific Outcome Examine relevant forensic evidence and apply a variety of analysis techniques to reconstruct a crime.			✓
1.11	General Outcome How can individuals use forensic countermeasures to hinder investigations?			✓
1.11.1	Specific Outcome Critically analyze a variety of scenarios to determine what measures an individual could take to hinder a forensic investigation.			✓
2	Topic Development of effective and ethical practices in forensics is fostered through the dynamic interplay between innovation, collaboration and ethical considerations.	✓	✓	✓

Curriculum Elements		Forensic Studies 25-3	Forensic Studies 35-3	Forensic Studies 35-5
2.1	General Outcome How can individuals influence a field of study?	✓		
2.1.1	Specific Outcome Examine the historical contributions of pioneers in the field of forensic science.	✓		
2.2	General Outcome How do forensic experts from a variety of fields contribute to a criminal investigation?	✓		
2.2.1	Specific Outcome Examine the roles and responsibilities of a variety of forensic experts in a criminal investigation.	✓		
2.3	General Outcome How can forensic evidence be used in legal proceedings?	✓		
2.3.1	Specific Outcome Examine the role of forensic evidence in legal proceedings.	✓		
2.3.2	Specific Outcome Examine cases where forensic evidence informed a legal decision.	✓		
2.4	General Outcome In what ways do ethical considerations exist in the field of forensics?	✓		
2.4.1	Specific Outcome Examine ethical considerations in the collection, interpretation and use of forensic evidence.	✓		
2.4.2	Specific Outcome Examine ethical considerations that are raised by the use of biometrics and various profiling techniques.	✓		
2.5	General Outcome How can a field of study evolve over time?		✓	✓
2.5.1	Specific Outcome Explain the evolution of the field of forensic science.		✓	
2.5.2	Specific Outcome Describe the evolution of the field of forensic science.			✓
2.6	General Outcome How can forensic experts from a variety of fields collaborate to effectively impact a criminal investigation?		✓	
2.6.1	Specific Outcome Relate the effectiveness of the collaboration between forensic experts to the impact on a criminal investigation.		✓	
2.7	General Outcome How can forensic evidence be used to achieve outcomes in legal cases?		✓	

Curriculum Elements		Forensic Studies 25-3	Forensic Studies 35-3	Forensic Studies 35-5
2.7.1	Specific Outcome Evaluate how effectively forensic evidence is used in legal proceedings.		✓	
2.7.2	Specific Outcome Explain the role of forensic evidence in solving active cases and cold cases and in overturning wrongful convictions.		✓	
2.8	General Outcome Why is it important to consider a variety of perspectives on ethical issues in the field of forensics?		✓	✓
2.8.1	Specific Outcome Analyze ethical considerations in the collection, interpretation and use of forensic evidence.		✓	
2.8.2	Specific Outcome Analyze a variety of perspectives regarding the ethics of using biometrics and other profiling techniques.		✓	
2.8.3	Specific Outcome Discuss ethical considerations in the analysis of forensic evidence.			✓
2.8.4	Specific Outcome Discuss a variety of perspectives regarding the ethics of using biometrics and other investigative techniques.			✓
2.9	General Outcome With advancements with science and technology, what are some of the emerging technologies that may be used in future forensic analyses?			✓
2.9.1	Specific Outcome Research emerging forensic techniques.			✓
2.10	General Outcome How can forensic evidence be used to persuade outcomes in legal proceedings?			✓
2.10.1	Specific Outcome Evaluate how forensic evidence is used effectively in legal proceedings.			✓
2.10.2	Specific Outcome Explain the role of forensic evidence in solving active cases, cold cases, and in overturning wrongful convictions.			✓
2.10.3	Specific Outcome Investigate the reliability of various forensic techniques.			✓
3	Topic Exploring career opportunities promotes personal growth and lifelong learning.	✓	✓	✓
3.1	General Outcome What career opportunities are available in the field of forensics?	✓		

Curriculum Elements		Forensic Studies 25-3	Forensic Studies 35-3	Forensic Studies 35-5
3.1.1	Specific Outcome Examine a variety of careers in the field of forensics.	✓		
3.2	General Outcome How can engaging in research expand knowledge of career opportunities in the field of forensics?		✓	
3.2.1	Specific Outcome Research a career of their choice in the field of forensics.		✓	
3.3	General Outcome How can I expand my knowledge of career opportunities in the field of forensics?			✓
3.3.1	Specific Outcome Research a career of their choice in the field of forensics that would allow them to participate in a crime scene.			✓
3.3.2	Specific Outcome Research a career of their choice in the field of forensics that would allow them to participate in an autopsy.			✓
3.3.3	Specific Outcome Research a career of their choice in the field of forensics that would allow them to participate in a digital forensic investigation.			✓

Statement of Overlap with Existing Programs

Similar / Overlapping Courses	Description of Similarity / Overlap - Rationale
Biology 20	Forensic Studies overlaps with Biology 30 (Unit 3 - Genetics).
	In Forensic Studies, DNA evidence is examined in terms of its applications for solving crime.
Criminal Law	Forensic Studies overlaps with Criminal Law (3.7.9 - identifying and explaining issues related to evidence; e.g., hearsay, prior bad acts).
	In Forensic Studies, students examine forensic evidence that could be used in criminal cases and the ethics surrounding the use of evidence.
Public Law	Forensic Studies overlaps with Public Law (1.2 - examine laws that protect rights and responsibilities).
	In Forensic Studies, various ethical issues in forensics are examined.
Science 24	Forensic Studies overlaps with Science 24 (Unit C: Science, Technology and Knowledge Outcome 4 - DNA).
	In Forensic Studies, DNA evidence is examined in terms of its applications for solving crime.
Science 30	Forensic Studies overlaps with Science 30 (Unit A, GO 3).
	In Forensic Studies, DNA evidence is examined in terms of its applications for solving crime.

LOCALLY DEVELOPED COURSE OUTLINE

Classical Mythology15-3

Submitted By:

The Elk Island Catholic Separate School Division

Submitted On:

Mar. 24, 2022

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2022	08/31/2026	Developed	Reauthorization	G10

Course Description

Classical Mythology 15 is a 3-credit course which will introduce students to classical mythology through a broad survey of Greek and Roman myth. Students will study the various creation myths of the Greeks, the heroic narratives of Homer and Virgil, and the idiosyncrasies of Roman myth and religion. Students will work through case studies of how classical mythology is incorporated into our culture, as well as studying myth through the lens of critical theories (like Marxism and Feminism), with emphasis on Jungian thought surrounding myth and archetypes. By entering into these examples students will both come to learn the pervasiveness of myth in our culture as well as broadening their own capacity to identify and comprehend those elements.

This course relies on no particular resources, and presents no hazards or controversial issues to students.

Course Prerequisites

None.

Sequence Introduction (formerly: Philosophy)

Classical Mythology 15 is a 3-credit course which will introduce students to classical mythology through a broad survey of Greek and Roman myth. Students will study the various creation myths of the Greeks, progressing through to the genealogy and stories of the Titans, the Wars of the Gods and Titans, Zeus and the Olympians, and the demi-gods (those heroes of myth like Hercules and Perseus.) Students will study how the heroic narratives of Homer and Virgil, (*The Iliad*, *The Odyssey*, and *The Aeneid*) are the culmination of centuries of flowering myth. The course will present some of the idiosyncrasies of Roman myth and religion, as well as exposing students to a selection of the transformation narratives of Ovid. Students will also learn basic elements of Jungian thought, particularly in the area of archetypes.

Throughout the course, students will apply their knowledge by working through case studies of how classical mythology is incorporated into our culture. These myths are woven into our cultural identity in ways that are both obvious and subtle, from the names of the planets (Pluto, Jupiter) to words in our language (chronic, mercurial), from allusions in our literature to the many symbols we take for granted, like the *caduceus*, the snake-entwined staff of the medical profession. By entering into these examples students will both come to learn the pervasiveness of myth in our culture as well as broadening their own capacity to identify and comprehend those elements. Students will have a lesson in the application of critical, interpretive lenses through use of Jungian theory, and will come to see myth not as a series of quaint narratives, but as poetic attempts to wrestle with meaning, and life issues and big questions.

Student Need (formerly: Rationale)

Classical mythology, particularly Greek mythology, stands as one of the cornerstones of Western art, whether it be poetry, literature, sculpture, or drama. The study of Greek mythology is a valuable precursor to any serious study of the Humanities as well as being an interesting area of study for its own sake. These are not cute children's stories as popular culture might have us believe, but important cultural artifacts, ripe for interpretation through a number of critical lenses. Through studying Classical Mythology, students will come to learn respect for the founding narratives of other cultures, as well as an appreciation that even Western culture was never a monoculture, but a fusion of cultural elements. They will discover another vector for understanding complex works of art, like Shakespeare, and explore universal human truths through the application of Jungian theory to myth.

Scope and Sequence (formerly: Learner Outcomes)

Myth itself is often presented as a set of narratives explaining natural phenomena, but it is much more. A culture's mythology contains pre-rationalist attempts at making sense of the universe and our place in it. Myth contains wisdom which is at times culturally specific, and at times universal. The application of anthropological methods (like phenomenology) or psychological methods (particularly Jungian) presents students with an opportunity both to acquire foundational cultural knowledge. Last, students can now explore how broad knowledge of myth is itself an interpretive lens, and not merely something to study in and of itself, through interpretation of modern and early modern art in the light of what they've learned.

Guiding Questions (formerly: General Outcome)

- 1 What is the nature of myth?**
- 2 What are the archetypal forms and patterns of Greek myth and what did they mean?**
- 3 What are the heroic tales, and what do narratives surrounding demi-gods and humans suggest about Greek beliefs? Here we study the intersecting planes of divine and human in Greek thought.**
- 4 What happens to myth when a society moves from a pre-rationalist to a rationalist period of formal art and thought? Are mythological narratives discarded, or leveraged for other purposes?**
- 5 What roles has Greek mythology played in Western Society?**
- 6 What is critical theory, and how can it be applied to ancient founding stories?**

Learning Outcomes (formerly: Specific Outcomes)

1 What is the nature of myth?	15-3
1.1 Students will explore the nature of oral tradition, with brief case-studies of pre-literate societies and their emphasis on living memory (Druids, bardic traditions including the precursors to Homer.)	X
1.2 Students will explore myth as a system of understanding natural phenomena.	X
1.3 Students will explore the Greek focus on anthropomorphism and its roots in a classical humanism that saw the human form as divine.	X
1.4 Students will explore the difference between "humanist" paganism like the Greek and Roman and other forms. A case study of Phoenician religion will demonstrate this (ie: Baal and human sacrifice.)	X
1.5 Students will explore the varied sources and voices of Greek mythology (Hesiod, etc) and its reflection of Greek outlook (ie: Pandora's Box and a troubled world.)	X

2 What are the archetypal forms and patterns of Greek myth and what did they mean?	15-3
2.1 Students will explore the Greek myths of creation (Cronus and Rhea, the Titans)	X
2.2 Students will explore the genesis and rise of the Olympian gods (with attention to individual narratives)	X
2.3 Students will explore other important deities and their role in Greek narratives (Muses, Furies)	X
2.4 Students will explore the Fates, and the attending philosophy of Greek fatalism	X

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3 What are the heroic tales, and what do narratives surrounding demi-gods and humans suggest about Greek beliefs? Here we study the intersecting planes of divine and human in Greek thought.	15-3
3.1 Students will explore narratives surrounding the creation of humanity (Deucalian, Prometheus, Pandora) as a window into the ancient Greek worldview.	X
3.2 Students will explore the divine roots of many of the Greek heroes (and the growing tradition of great families claiming divine ancestry in the classical world.)	X
3.3 Students will explore the slow shift from folk myth and oral tradition to formal literature in Homer (Iliad and Odyssey)	X
3.4 Students will explore the thematic collection of Ovid's Metamorphoses as a case study in evolving narrative forms.	X

4 What happens to myth when a society moves from a pre-rationalist to a rationalist period of formal art and thought? Are mythological narratives discarded, or leveraged for other purposes?	15-3
4.1 Students will explore an example of times of intellectual revolution by exploring the life of Socrates and his effects.	X
4.2 Students will explore the importance of heroic myth in Greek narrative including Greek drama. This will include case studies of how Greek philosophy or morality was communicated in Greek art by use of mythological narratives. (ie: The Oedipus tales, including Oedipus Rex and Antigone.)	X
4.3 Students will explore the Roman appropriation of Greek narratives for its own propagandist purposes (Virgil's The Aeneid.) Do we begin to see a pattern of turning old stories to modern uses?	X

5 What roles has Greek mythology played in Western Society?	15-3
5.1 Students will explore why cultures turn back toward the past. The idea of a Golden Age (for Europe it was Greece and Rome) and how that view affects art and politics (for the better or the worse) even today.	X

5.2 Students will explore, research, identify, and understand case studies in Golden Age thinking in art, music, literature, even politics (Napoleon, or modern samples) as either a positive source of inspiration or a resource for manipulation/propaganda.	X
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6 What is critical theory, and how can it be applied to ancient founding stories?	15-3
6.1 Students will explore what critical theory is, with attention to its use, with a brief overview of some common schools of thought (Maxist, Feminist, Jungian, Freudian, Phenomenology)	X
6.2 Students will explore Jungian theory, with emphasis on Archetypes, with students applying the theory to one or more myths they have learned.	X
6.3 Students will explore Phenomenology as an tool (and a professional attitude) in the field of Anthropology, applied to sample Greek myths.	X

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

No required equipment.

Learning and Teaching Resources

No required resources specified.

Sensitive or Controversial Content

No sensitive or controversial content

Issue Management Strategy

Health and Safety

No directly related health and safety risks

Risk Management Strategy

Statement of Overlap with Existing Programs

Reasons as to why the LDC is necessary:

- there is an overlap with the Comparative Mythology LDC, but this course differs greatly in scope, specifically because it focuses on one regional and cultural set of narratives. It does not seek universality in narratives (though that is laudable) but seeks understanding of the distinctive classical fusion that contributed to Western civilization.

- the course has relevance and importance as a contributor to enriching general cultural background knowledge, as a path to building content literacy, and as a window into different modes of thinking and different ways of seeing which we often dismiss.

Student Assessment

No identified student assessments.

Course Approval Implementation and Evaluation

No unique processes identified.

Proposal for the Locally Developed Course: Classical Mythology 15
Mrs. Katherine Lewis

AP 219:

5	Description:
5.1	<p>Northern Gateway Public Schools Mayerthorpe Jr/Sr High School</p> <p>The course is currently offered at St. Isidore Catholic Learning Centre & Chesterton Academy of St. Isidore in the Elk Island Catholic Schools Division.</p> <p>I have received the course information from EICS, and they run the course online, mostly by correspondence. I will be adapting their materials to fit a classroom setting.</p>
5.2	Classical Mythology 15, 3 credits
5.3	Grades 10-12
5.4	<p>Classical Mythology 15 introduces students to the mythological traditions of Ancient Greece, exploring their influence on art, literature, psychology, philosophy, and modern culture. Students will gain an understanding of the Greek worldview, explore the significance of recurring myths and characters, and examine how these ancient stories continue to influence contemporary society.</p>
5.5	<p>I am aiming to have the course completed after 4-5 months of 1 semester. Due to this course being only 3 credits, I plan on incorporating 2 CTS modules to allow students to potentially end the semester with 5 credits. Students will spend the remaining 1-2 months working on these modules. 1 module will be a research-based project. 1 module will be a myth creation project.</p>
5.6	<p>Outcomes:</p> <p>General Outcome 1. Understand and appreciate the cultural and historical context of classical Greek mythology.</p> <ul style="list-style-type: none"> ● Identify key features of ancient Greek geography and explain how they influenced myth development. ● Describe the role of oral tradition in the preservation and transmission of myths. ● Explain the worldview and belief systems reflected in Greek mythology (e.g., fate, the gods' involvement in human affairs). ● Compare myths with legends and folktales, highlighting unique characteristics of each. ● Recognize the religious and societal functions of myths in ancient Greek life.

General Outcome 2. Analyze major myths, characters, and themes from Greek mythology.

- Summarize major creation myths and explain their symbolic significance.
 - Identify and explain the attributes, symbols, and domains of the Olympian gods.
 - Analyze the structure of the hero's journey using key mythological figures (e.g., Hercules, Perseus, Odysseus).
 - Examine recurring themes such as hubris, transformation, revenge, and justice in selected myths.
 - Discuss the moral or cultural lessons presented in specific myths.
-

General Outcome 3. Explore the influence of mythology on literature, language, and art.

- Identify mythological allusions in selected poems, plays, or novels (e.g., references to Achilles, Pandora, or the Fates).
 - Analyze how artists across time (e.g., Botticelli, Dali, contemporary illustrators) have interpreted mythological subjects.
 - Explore the etymology of common words and phrases derived from mythology (e.g., narcissism, Herculean, mentor).
 - Discuss how myth has shaped archetypes and storytelling conventions in Western literature.
-

General Outcome 4. Apply mythological frameworks to modern texts, media, and culture.

- Compare a classical myth to a modern retelling or adaptation in film, TV, or literature.
 - Identify examples of mythological references in branding, advertising, and pop culture (e.g., Nike, Amazon, movies like Percy Jackson).
 - Apply the structure of the hero's journey to analyze a modern protagonist in film or literature.
 - Discuss how themes from ancient mythology (e.g., forbidden knowledge, divine punishment) appear in science fiction or fantasy genres.
-

General Outcome 5. Engage in creative and analytical projects to demonstrate their learning.

Possible outcomes:

- Write a modern retelling of a Greek myth in a new setting or format (e.g., script, podcast, social media posts).
 - Create a visual representation of a myth (e.g., storyboard, comic, digital collage) demonstrating understanding of characters and themes.
 - Develop a group presentation comparing myths from different cultures that share similar motifs (e.g., flood myths, trickster tales).
 - Compose a personal narrative or short story using mythological archetypes and symbols.
 - Complete analytical writing assignments that explore the deeper meanings and cultural functions of a chosen myth.
-

	<p>Unit Details:</p> <p>Unit 1: Introduction to Myth & the Ancient World</p> <ul style="list-style-type: none"> ● What is a myth? How is it different from legend or folklore? ● Mythological thinking and worldview ● Overview of Greek geography and cultural context ● The oral tradition and epic poetry ● Introduction to the gods and cosmology <hr/> <p>Unit 2: The Titans and Creation Myths</p> <ul style="list-style-type: none"> ● Chaos and the primordial beings ● Gaia and Uranus, Cronus, the birth of Zeus ● The Titanomachy and the rise of the Olympians <hr/> <p>Unit 3: The Olympians: Gods & Goddesses</p> <ul style="list-style-type: none"> ● The Twelve Olympians and their domains ● Lesser gods and spirits (Nike, Eros, the Fates) ● Symbols, sacred animals, and rituals <hr/> <p>Unit 4: Heroes and Their Journeys</p> <ul style="list-style-type: none"> ● The Hero's Journey (monomyth framework) ● Hercules, Perseus, Theseus, Jason, Atalanta, Odysseus ● Tragic heroes and hubris <hr/> <p>Unit 5: The Underworld & Afterlife</p> <ul style="list-style-type: none"> ● Hades, Persephone, and the seasons ● Realms of the Underworld: Tartarus, Elysium, Asphodel ● Orpheus and Eurydice, Sisyphus, Tantalus <hr/> <p>Unit 6: Love, Trickery, and Transformation</p> <ul style="list-style-type: none"> ● Myths of love (Pygmalion, Echo & Narcissus, Cupid & Psyche) ● Trickster figures (Hermes, Prometheus) ● Shape-shifting and metamorphosis (Arachne, Daphne) <hr/> <p>Unit 7: Mythology in Art, Literature, and Pop Culture</p> <ul style="list-style-type: none"> ● Classical myths in Renaissance and modern art ● Mythological allusions in literature and film ● Myth in branding, fashion, and music videos
5.7	<p>Assessment Standards:</p> <p><i>Possible assignments</i></p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Quizzes ● Small writing assignments ● Myth timelines, plot diagrams ● Character assignments ● Maps ● Discussions/debates ● Film studies

	<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit final assignments ● Large writing assignments ● Research projects ● Presentations
5.8	<p>The course has the potential to overlap with ELA teachers' chosen texts for their courses. If approved, I will ensure I have a conversation with the ELA teachers about the content I am planning on covering in order to adapt any myths or topics that those teachers plan on covering. I will also discuss the possibility of collaboration with ELA teachers to cover similar content at the same time of the semester, to further enhance the cross-curricular connections possible.</p>
5.9	<p>No prerequisites</p>
5.10	<p>No special facilities or equipment necessary. Class will commence in my classroom. Depending on group dynamics and interest, we may use the drama room for re-enactments.</p>
5.11	<p>Controversial topics do arise in some Greek myths such as violence, misogynistic views on women, LGBTQ+ characters, and sexual content.</p> <p>I plan on addressing these themes similarly to how I would address sensitive content in my ELA classes: through open and honest conversations prior, during, and after reading or discussing these myths. Academic and professional language will be used in the myths and by myself. Students will be aware of the class expectations: questions are welcome, but the room is a safe space. Trigger warnings will be given at the start of any lesson covering topics that are sensitive to the class.</p> <p>I will also send a parent/guardian letter home at the start of the course that briefly outlines these topics so families can make the educated decision together on if the course is the right fit for the student.</p>
5.12	<p>Due to the course taking place in a classroom, there are no specialized risks or safety hazards other than the pre-established school health and safety assessments.</p>



Locally Developed Courses

Leadership, Character & Social Responsibility

For the 2025-2026 School Year

Introduction to the Leadership, Character & Social Responsibility Course Sequence

Subject: Career and Technology Studies - Discipline: Human & Social Services

Leadership, Character & Social Responsibility 15, 25, and 35 are designed to provide students with an opportunity to develop leadership skills and abilities through increasingly complex opportunities and situations. Students will develop leadership skills, social responsibility, and character through intentionally scaffolded outcomes. The focus is on personal leadership in a variety of settings rather than on governance, regulations, and procedures. Additionally, students will explore cultural awareness/sensitivity, local and global citizenship, and ethics. Students will have opportunities to take action in relation to local and global issues that will provide a unique lens and opportunity for student growth.

Student Need

Leadership, Character & Social Responsibility (2021) 15, 25, and 35 is designed to provide students with an opportunity to develop leadership skills and abilities. Most importantly, students will grow and develop as individuals while making a difference in their local and global community. Students need guided opportunities to learn and grow as leaders and to develop a stronger sense of their social responsibilities. The classroom environment created is safe, caring, and welcoming. This will in turn nurture a collaborative space, allowing students to grow from taking risks towards developing their own personal leadership style. This approach is unique because students are allowed to pursue individual goals through a variety of diverse experiences. Students will take steps outside of their comfort zone to grow into a global leader. Within local and global communities, leadership is demonstrated through a variety of connections and practical experiences. Leadership students identify needs based on personal interests and then develop strategies to meet those needs; they dedicate their time to leadership initiatives, which allows them to pursue their passions. Leadership extends the student's sense of community, opens their eyes to their potential, and provides opportunities for them to share their successes. Students begin to see how they can shape events rather than be shaped by them. Desired competencies for our students include collaboration, critical thinking, problem solving, managing information, creativity and innovation, cultural and global citizenship, communication, and personal growth and well-being. This course provides multiple opportunities for students to meaningfully develop these competencies, which will be assets as they continue as citizens of a globalized world. One advantage of these courses is the opportunity for local autonomy. Teachers are able to individualize learning experiences for students. The sequence of 15-25-35 offers continuity and opportunities for building leadership competencies year to year. Students are able to develop leadership, social responsibility, and character through intentional scaffolded outcomes. There is a focus on personal leadership in a variety of settings rather than on governance, regulations, and procedures. The second advantage of these courses is to raise importance on cultural awareness/sensitivity, local and global citizenship, and ethics. Students are able to take action on local and global issues that will provide a unique lens and opportunity for student growth, which is not covered to the same extent by other courses.

Courses in the Leadership, Character & Social Responsibility Course Sequence

Leadership, Character & Social Responsibility 15 (LDC1509)

LDC1509 is an introductory course that develops students' leadership skills, character, and a sense of social responsibility. The course supports students in developing an understanding and recognition of their personal leadership styles, and examines case studies to build a foundation to lead others by example. Through active participation in class and community initiatives, students apply what they learn in real-world contexts. Students explore diverse leadership styles and qualities of effective leaders. A key component of student success is the development of a self-growth plan to chart their personal goals, growth as a leader, and identify their key motivators in leadership. Emphasis is placed on decision making, collaboration, team building, and understanding how to build safe and inclusive environments. Communication is a key focus, with students learning to express their ideas clearly and build strong relationships. They also explore the role of technology and social media in modern leadership, and engage in individual and group leadership projects related to cultural awareness, sustainability, and global citizenship. Core values highlighted in the course include leadership in its many forms, critical thinking, creativity, empathy, communication and collaboration. By the end of the course students will have refined their leadership style, strengthened their character, and gained a deeper understanding of their responsibilities to themselves and others.

| No special facilities required

Prerequisites: None

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2025-2026	2028-2029
5	2025-2026	2028-2029

Leadership, Character & Social Responsibility 25 (LDC2509)

LDC2509 focuses on developing students' leadership abilities, character, and sense of social responsibility. The course supports students in developing an understanding and recognition of their personal leadership styles, and examines case studies to build a foundation to lead others by example. They will actively participate in both in-class and out of class initiatives, taking on leadership roles that challenge them to apply and reflect on their learning. The course emphasizes ethical leadership, decision making, effective communication, and teamwork. Students will continue to explore various leadership styles, deep diving into case studies, connecting with their own leadership style to analyze and evaluate. A key component of student success is the development of a self-growth plan to chart their personal goals, growth as a leader, and identify their key motivators in leadership. Students will engage in planning, leading, and evaluating leadership and training activities. Key topics include ethics and integrity, public relations, the value of community involvement and volunteerism, safe and developmentally appropriate practices, and conflict resolution. Students will demonstrate commitment to team success through responsibility, punctuality, and active involvement in decision making and operations. Through case studies, leadership projects, and reflective practice, students will learn to motivate others, communicate with passion, and influence their communities. Core values include leadership, critical thinking, communication, empathy, creativity and collaboration, helping students better understand themselves as leaders and develop the skills to lead in more structured, impactful ways.

| No special facilities required

Prerequisites:

- All of the following:
 - Leadership, Character & Social Responsibility 15 (LDC1509)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2025-2026	2028-2029
5	2025-2026	2028-2029

Leadership, Character & Social Responsibility 35 (LDC3509)

LDC3509 is the final course in the leadership, character, and social responsibility series where advanced development in leadership is emphasized. Building on prior learning, students will refine their personal leadership style and philosophy while deepening their understanding of what it means to lead with integrity, vision, and purpose. Students will take on significant leadership responsibilities in both in-class and out of class contexts, apply critical values and attitudes to lead by example. They will lead teams, plan and execute events, and conduct pre-, during-, and post-event evaluations. Focus areas include team assembly and dynamics, conflict resolution, ethical decision making, and public relations. Throughout the course, students will demonstrate strong communication skills in a variety of situations, maintaining respect, confidence, initiative, courage and trust. They will take responsibility for team commitments, punctuality, and performance improvement. Students will also analyze leadership techniques and strategies through case studies and real life applications. By developing a defined leadership philosophy and applying it to a leadership project, students will demonstrate the ability to motivate and inspire others, manage group processes, and lead larger, more structured teams. Core values including leadership, critical thinking, communication, empathy, creativity and collaboration - guide students as they emerge as confident, ethical, and socially responsible leaders.

| No special facilities required

Prerequisites:

- All of the following:
 - Leadership, Character & Social Responsibility 25 (LDC2509)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2025-2026	2028-2029
5	2025-2026	2028-2029

Curriculum

Curriculum Elements		Lead Char Soc Resp 15-3	Lead Char Soc Resp 15-5	Lead Char Soc Resp 25-3	Lead Char Soc Resp 25-5	Lead Char Soc Resp 35-3	Lead Char Soc Resp 35-5
1	<p>Topic</p> <p>Leadership Characteristics and Social Responsibility - Develop knowledge and skills related to leadership characteristics, styles, decision-making, collaboration, and social responsibility.</p>	✓	✓	✓	✓	✓	✓
1.1	<p>General Outcome</p> <p>Understand leadership characteristics in a local and global context, and develop a sense of active social responsibility. How can leadership skills and characteristics be developed?</p>	✓	✓	✓	✓	✓	✓
1.1.1	<p>Specific Outcome</p> <p>Identify what characterizes safe, and developmentally appropriate activities.</p>	✓	✓				
1.1.2	<p>Specific Outcome</p> <p>Examine what characterizes safe, and developmentally appropriate activities.</p>			✓			
1.1.3	<p>Specific Outcome</p> <p>Demonstrate an understanding of what characterizes safe and developmentally appropriate activities.</p>				✓		
1.1.4	<p>Specific Outcome</p> <p>Demonstrate safe, and developmentally appropriate activities.</p>					✓	
1.1.5	<p>Specific Outcome</p> <p>Model and demonstrate safe, and developmentally appropriate activities.</p>						✓
1.1.6	<p>Specific Outcome</p> <p>Demonstrate an understanding of the diversity of leadership, including leadership styles and cultures.</p>		✓				
1.1.7	<p>Specific Outcome</p> <p>Demonstrate an understanding of the diversity of leadership, including leadership styles and cultures, in a variety of situations.</p>		✓				
1.1.8	<p>Specific Outcome</p> <p>Analyze qualities and responsibilities of effective leadership and leaders.</p>	✓					
1.1.9	<p>Specific Outcome</p> <p>Identify and analyze qualities and responsibilities of effective leadership and leaders.</p>		✓				
1.1.10	<p>Specific Outcome</p> <p>Develop a self-growth strategy that includes the development of managing information and time.</p>	✓					

Curriculum Elements		Lead Char Soc Resp 15-3	Lead Char Soc Resp 15-5	Lead Char Soc Resp 25-3	Lead Char Soc Resp 25-5	Lead Char Soc Resp 35-3	Lead Char Soc Resp 35-5
1.1.11	Specific Outcome Develop and manage a self-growth strategy that includes the development of managing information and time.		✓				
1.1.12	Specific Outcome Demonstrate an ability to make effective leadership decisions.	✓					
1.1.13	Specific Outcome Demonstrate an ability to make multiple effective leadership decisions, in a variety of situations.		✓				
1.1.14	Specific Outcome Demonstrate an understanding of the meaning and importance of collaboration.	✓		✓			
1.1.15	Specific Outcome Demonstrate an understanding of the meaning and importance of collaboration, in a variety of situations.		✓		✓		
1.1.16	Specific Outcome Demonstrate an understanding of the skills associated with effective group management.		✓				
1.1.17	Specific Outcome Demonstrate an understanding of the skills associated with effective group management, in a variety of situations.		✓				
1.1.18	Specific Outcome Identify the impacts of volunteering on a community, in a local and/or global context.			✓			
1.1.19	Specific Outcome Demonstrate an understanding of the impact of volunteering on a community, in a local and/or global context.				✓		
1.1.20	Specific Outcome Demonstrate the importance of resiliency through a collaborative environment.				✓		
1.1.21	Specific Outcome Identify the importance of resiliency through a collaborative environment.			✓			
1.1.22	Specific Outcome Demonstrate familiarity with a variety of leadership styles and techniques.			✓			
1.1.23	Specific Outcome Demonstrate a sound understanding of a variety of leadership styles and techniques.				✓		
1.1.24	Specific Outcome Identify ethics in leadership and the ability to make ethical decisions.			✓			

Curriculum Elements		Lead Char Soc Resp 15-3	Lead Char Soc Resp 15-5	Lead Char Soc Resp 25-3	Lead Char Soc Resp 25-5	Lead Char Soc Resp 35-3	Lead Char Soc Resp 35-5
1.1.25	Specific Outcome Examine ethics in leadership and the ability to make ethical decisions.				✓		
1.1.26	Specific Outcome Demonstrate an understanding of ethics in leadership and the ability to make ethical decisions.					✓	
1.1.27	Specific Outcome Analyze ethics in leadership and the ability to make ethical decisions.						✓
1.1.28	Specific Outcome Demonstrate an understanding of the value of public relations and societal pressure.			✓			
1.1.29	Specific Outcome Demonstrate an understanding of positive and negative value of public relations and societal pressure.				✓		
1.1.30	Specific Outcome Demonstrate an understanding of how public relations and societal pressure can influence people, events, and activities.					✓	
1.1.31	Specific Outcome Demonstrate a strong understanding of how public relations and societal pressure can influence people, events, and activities.						✓
1.1.32	Specific Outcome Identify conflict resolution strategies.			✓			
1.1.33	Specific Outcome Demonstrate conflict resolution strategies.				✓		
1.1.34	Specific Outcome Demonstrate conflict resolution strategies, in a variety of situations.					✓	
1.1.35	Specific Outcome Demonstrate appropriate conflict resolution strategies, in a variety of situations.						✓
1.1.36	Specific Outcome Identify reliability and responsibility as a group member.			✓	✓		
1.1.37	Specific Outcome Demonstrate reliability and responsibility as a group member.					✓	
1.1.38	Specific Outcome Demonstrate reliability and responsibility as a group member, in a variety of situations.						✓

Curriculum Elements		Lead Char Soc Resp 15-3	Lead Char Soc Resp 15-5	Lead Char Soc Resp 25-3	Lead Char Soc Resp 25-5	Lead Char Soc Resp 35-3	Lead Char Soc Resp 35-5
1.1.39	Specific Outcome Conduct and reflect on leadership activities.			✓			
1.1.40	Specific Outcome Plan, conduct and reflect on a variety of leadership activities.				✓	✓	
1.1.41	Specific Outcome Plan, conduct, reflect, and act on a variety of leadership activities.						✓
1.1.42	Specific Outcome Build an effective leadership team.					✓	
1.1.43	Specific Outcome Build and work together as an effective leadership team.						✓
1.1.44	Specific Outcome Identify team dynamics.					✓	
1.1.45	Specific Outcome Evaluate team dynamics.						✓
1.1.46	Specific Outcome Identify a personal leadership philosophy.					✓	
1.1.47	Specific Outcome Develop a personal leadership philosophy.						✓
2	Topic Effective Communication - Develop and apply effective communication strategies to lead and engage others.	✓	✓	✓	✓	✓	✓
2.1	General Outcome How can I develop skills to effectively communicate with others?	✓	✓	✓	✓	✓	✓
2.1.1	Specific Outcome Identify effective communication skills.	✓					
2.1.2	Specific Outcome Identify effective communication skills, in a variety of situations.		✓				
2.1.3	Specific Outcome Demonstrate effective communication skills.			✓			
2.1.4	Specific Outcome Demonstrate effective communication skills in a variety of situations.				✓		
2.1.5	Specific Outcome Demonstrate and reflect on one's own effective communication skills.					✓	

Curriculum Elements		Lead Char Soc Resp 15-3	Lead Char Soc Resp 15-5	Lead Char Soc Resp 25-3	Lead Char Soc Resp 25-5	Lead Char Soc Resp 35-3	Lead Char Soc Resp 35-5
2.1.6	Specific Outcome Demonstrate and reflect on one's own effective communication skills, in a variety of situations.						✓
2.1.7	Specific Outcome Utilize technology to communicate.	✓					
2.1.8	Specific Outcome Utilize technology to enhance communication.		✓				
2.1.9	Specific Outcome Utilize technology to communicate, in a variety of situations.			✓			
2.1.10	Specific Outcome Utilize technology to enhance communication, in a variety of situations.				✓		
2.1.11	Specific Outcome Utilize technology to effectively communicate.					✓	
2.1.12	Specific Outcome Utilize technology to effectively communicate, in a variety of situations.						✓
2.1.13	Specific Outcome Identify and evaluate the role of social media and how to effectively use social media to achieve a goal.	✓	✓				
2.1.14	Specific Outcome Examine and analyze the role and impact of social media and how to effectively use it to achieve a goal.			✓	✓		
2.1.15	Specific Outcome Create a social media plan designed to achieve personal and/or group goals.					✓	✓
2.1.16	Specific Outcome Discuss a variety of tools to advertise and market ideas, events, and causes.	✓					
2.1.17	Specific Outcome Identify a variety of tools to advertise and market ideas, events, and causes.		✓				
2.1.18	Specific Outcome Examine a variety of tools to advertise and market ideas, events, and causes.			✓			
2.1.19	Specific Outcome Use a variety of tools to advertise and market ideas, events, and causes.				✓		
2.1.20	Specific Outcome Analyze a variety of tools to advertise and market ideas, events, and causes.					✓	

Curriculum Elements		Lead Char Soc Resp 15-3	Lead Char Soc Resp 15-5	Lead Char Soc Resp 25-3	Lead Char Soc Resp 25-5	Lead Char Soc Resp 35-3	Lead Char Soc Resp 35-5
2.1.21	Specific Outcome Evaluate a variety of tools to advertise and market ideas, events, and causes.						✓
2.1.22	Specific Outcome Recognize effective communication strategies, using case study analysis.			✓			
2.1.23	Specific Outcome Recognize effective communication strategies, using multiple case study analysis.				✓		
2.1.24	Specific Outcome Analyze effective communication strategies using case studies.					✓	
2.1.25	Specific Outcome Analyze effective communication strategies using multiple case studies.						✓
2.1.26	Specific Outcome Demonstrate effective communication skills during stressful and challenging circumstances that demonstrate respect, confidence, initiative, courage and trust.					✓	
2.1.27	Specific Outcome Utilize effective communication skills during stressful and challenging circumstances that demonstrate respect, confidence, initiative, courage and trust.						✓
3	Topic Social Responsibility and Ethical Leadership - Examine how social responsibility, cultural awareness, ethics, and values shape leadership decisions and actions.	✓	✓	✓	✓	✓	✓
3.1	General Outcome How can social responsibility influence leadership?	✓	✓	✓	✓	✓	✓
3.1.1	Specific Outcome Develop a self growth strategy with a focus on self-discipline and effective habits of leadership.	✓	✓				
3.1.2	Specific Outcome Use a self growth strategy with a focus on self-discipline and effective habits of leadership.			✓			
3.1.3	Specific Outcome Manage a self growth strategy with a focus on self-discipline and effective habits of leadership.				✓		
3.1.4	Specific Outcome Evaluate a self growth strategy with a focus on self-discipline and effective habits of leadership.					✓	

Curriculum Elements		Lead Char Soc Resp 15-3	Lead Char Soc Resp 15-5	Lead Char Soc Resp 25-3	Lead Char Soc Resp 25-5	Lead Char Soc Resp 35-3	Lead Char Soc Resp 35-5
3.1.5	Specific Outcome Design, use, and reflect on a self growth strategy with a focus on self-discipline and effective habits of leadership.						✓
3.1.6	Specific Outcome Examine behaviours that demonstrate cultural awareness and sensitivity in a variety of situations.		✓				
3.1.7	Specific Outcome Identify examples cultural awareness and sensitivity in a variety of situations.	✓					
3.1.8	Specific Outcome Demonstrate an understanding of cultural awareness and sensitivity in the classroom.			✓			
3.1.9	Specific Outcome Demonstrate a strong understanding of cultural awareness and sensitivity in the classroom and beyond.				✓		
3.1.10	Specific Outcome Demonstrate and reflect on one's own appropriate cultural awareness and sensitivity in a variety of situations.					✓	✓
3.1.11	Specific Outcome Demonstrate socially responsible leadership and influence others to act accordingly.			✓		✓	
3.1.12	Specific Outcome Examine socially responsible leadership and influence others to act accordingly.				✓		
3.1.13	Specific Outcome Model and demonstrate socially responsible leadership and influence others to act accordingly.						✓
3.1.14	Specific Outcome Identify the impact of attitudes and values on leadership.			✓			
3.1.15	Specific Outcome Examine the impact of attitudes and values on leadership.				✓		
3.1.16	Specific Outcome Evaluate and analyze the impact of attitudes and values on leadership.					✓	
3.1.17	Specific Outcome Assess the impact of attitudes and values on leadership.						✓
3.1.18	Specific Outcome Analyze the role of ethics and integrity in leadership.			✓			

Curriculum Elements		Lead Char Soc Resp 15-3	Lead Char Soc Resp 15-5	Lead Char Soc Resp 25-3	Lead Char Soc Resp 25-5	Lead Char Soc Resp 35-3	Lead Char Soc Resp 35-5
3.1.19	Specific Outcome Examine the role of ethics and integrity in leadership.				✓		
3.1.20	Specific Outcome Understand the role of ethics and integrity in leadership.					✓	
3.1.21	Specific Outcome Assess the role of ethics and integrity in leadership.						✓
3.1.22	Specific Outcome Identify a variety of social responsibilities in local and global communities.			✓	✓		
3.1.23	Specific Outcome Examine and understand a variety of social responsibilities in local and global communities.					✓	
3.1.24	Specific Outcome Evaluate a variety of social responsibilities in local and global communities.						✓
4	Topic Personal Growth and Well-Being - Explore the role of personal growth, resilience, and well-being in strengthening leadership skills and achieving goals.	✓	✓	✓	✓	✓	✓
4.1	General Outcome How can I develop personal growth and well being?	✓	✓	✓	✓	✓	✓
4.1.1	Specific Outcome Identify how positive habits and actions impact perception.	✓	✓				
4.1.2	Specific Outcome Understand how positive habits and actions impact perception.			✓			
4.1.3	Specific Outcome Examine how positive habits and actions impact perception.				✓		
4.1.4	Specific Outcome Analyze how positive habits and actions impact perception.					✓	
4.1.5	Specific Outcome Evaluate how positive habits and actions impact perception.						✓
4.1.6	Specific Outcome Evaluate the importance of goal-setting and prioritizing and apply to practical situations.		✓				
4.1.7	Specific Outcome Identify the importance of goal-setting and prioritizing and apply to practical situations.	✓					

Curriculum Elements		Lead Char Soc Resp 15-3	Lead Char Soc Resp 15-5	Lead Char Soc Resp 25-3	Lead Char Soc Resp 25-5	Lead Char Soc Resp 35-3	Lead Char Soc Resp 35-5
4.1.8	Specific Outcome Understand the importance of goal-setting and create a personal plan for setting and achieving one's own goals.			✓	✓		
4.1.9	Specific Outcome Analyze the importance of goal-setting and prioritizing and apply to practical situations.					✓	
4.1.10	Specific Outcome Evaluate the importance of goal-setting and prioritizing and apply to practical situations.						✓
4.1.11	Specific Outcome Describe the importance of initiative and effective habits in accomplishing goals.		✓				
4.1.12	Specific Outcome Identify the importance of initiative and effective habits in accomplishing goals.	✓					
4.1.13	Specific Outcome Examine and understand the importance of initiative and effective habits in accomplishing goals.			✓		✓	
4.1.14	Specific Outcome Analyze and personally reflect on the importance of initiative and effective habits in accomplishing goals.				✓		✓
4.1.15	Specific Outcome Model essential decision-making and problem-solving skills.				✓		
4.1.16	Specific Outcome Identify essential decision-making and problem-solving skills.	✓					
4.1.17	Specific Outcome Evaluate essential decision-making and problem-solving skills.			✓			
4.1.18	Specific Outcome Understand essential decision-making and problem-solving skills.		✓				
4.1.19	Specific Outcome Develop essential decision-making and problem-solving skills.					✓	
4.1.20	Specific Outcome Demonstrate essential decision-making and problem-solving skills.						✓
4.1.21	Specific Outcome Identify how charisma, enthusiasm, and confidence impacts leadership			✓			

Curriculum Elements		Lead Char Soc Resp 15-3	Lead Char Soc Resp 15-5	Lead Char Soc Resp 25-3	Lead Char Soc Resp 25-5	Lead Char Soc Resp 35-3	Lead Char Soc Resp 35-5
4.1.22	Specific Outcome Recognize how charisma, enthusiasm, and confidence impacts leadership.				✓		
4.1.23	Specific Outcome Examine how charisma, enthusiasm, and confidence impacts leadership.					✓	
4.1.24	Specific Outcome Evaluate how charisma, enthusiasm, and confidence impacts leadership.						✓
5	Topic Individual and Group Leadership Toward Common Goals - Apply leadership skills to work independently and collaboratively in planning, executing, and reflecting on leadership projects.	✓	✓	✓	✓	✓	✓
5.1	General Outcome How can I work individually and/or in a group to achieve a common goal?	✓	✓	✓	✓	✓	✓
5.1.1	Specific Outcome Develop relationships with others to complete a leadership project.	✓	✓				
5.1.2	Specific Outcome Build key relationships with others to complete a leadership project.			✓	✓		
5.1.3	Specific Outcome Strengthen key relationships with others to complete a leadership project.					✓	✓
5.1.4	Specific Outcome Plan a personal vision for a leadership project			✓			
5.1.5	Specific Outcome Develop a personal vision in a leadership project.				✓		
5.1.6	Specific Outcome Create and execute a personal vision in a leadership project.					✓	✓
5.1.7	Specific Outcome Demonstrate the ability to motivate others and instill passion.				✓	✓	
5.1.8	Specific Outcome Understand the ability to motivate others and instill passion.			✓			
5.1.9	Specific Outcome Demonstrate the ability to motivate others and instill passion, in a variety of situations.						✓
5.1.10	Specific Outcome Demonstrate knowledge and skills to learn more about their own leadership style and how to lead a larger, more structural group.				✓		

Curriculum Elements		Lead Char Soc Resp 15-3	Lead Char Soc Resp 15-5	Lead Char Soc Resp 25-3	Lead Char Soc Resp 25-5	Lead Char Soc Resp 35-3	Lead Char Soc Resp 35-5
5.1.11	Specific Outcome Identify knowledge and skills to learn more about their own leadership style and how to lead a larger, more structural group.			✓			
5.1.12	Specific Outcome Apply knowledge and skills to learn more about their own leadership style and how to lead a larger, more structural group.					✓	✓
5.1.13	Specific Outcome Conduct pre-event, event and post event analysis.					✓	
5.1.14	Specific Outcome Plan, conduct, and reflect, pre-event, event and post event analysis.						✓

Statement of Overlap with Existing Programs

Similar / Overlapping Courses	Description of Similarity / Overlap - Rationale
Leadership in Recreation & Sport	<p>There is overlap with the following outcomes:</p> <ul style="list-style-type: none"> • Plan to create a mastery motivational climate • Demonstrate a variety of instructional styles, including direct instruction, indirect instruction and limited instruction • shape communication effectively for audience and activity • demonstrate effective communication strategies • demonstrate personal management skills • demonstrate team work skills
	<p>Although outcomes overlap, this course is not limited to recreational or sport activities and students are able to demonstrate skills across a wide variety of contexts and situations.</p>
Outdoor Leadership	<p>The following outcomes overlap:</p> <ul style="list-style-type: none"> • demonstrate skill in cooperative group recreational activities • demonstrate the ability to recognize decisions and establish rules that must be made to enhance the group experience • demonstrate personal management skills • demonstrate teamwork skills
	<p>Outdoor Leadership is tailored to specific outdoor activities while Leadership, Character, and Social Responsibility is not limited to outdoor activities and provides students with opportunities in varied contexts.</p>



Locally Developed Courses

Creative Writing and Publishing

For the 2024-2025 School Year

Introduction to the Creative Writing and Publishing Course Sequence

Subject: Languages - Discipline: Other English

By following their writing interests and passions, students enrolled in Creative Writing & Publishing will write in a variety of specific creative writing genres. Moreover, students will build and manage their own digital portfolios and participate in the publishing process.

The sequence is built upon increasing sophistication in the understanding of concepts and application of strategies and skills that provide students with the opportunity to engage in the work in creative and innovative ways.

Student Need

This sequence provides students with the opportunity to explore interests, passions and career possibilities in writing and publishing. Students will have the opportunity to create original texts and follow editing, publishing and marketing processes using current approaches and technologies.

Students will learn through a variety of avenues which may include researching authors/publication houses, connecting with guest authors, liaising with professional writing organizations, submitting work to established publications and/or creating their own publications.

Courses in the Creative Writing and Publishing Course Sequence

Creative Writing and Publishing 15 (LDC1269)

Students will cultivate their creativity and communication skills to become engaged thinkers about the media they create and participate in, and awareness of their role as ethical citizens with an entrepreneurial spirit in writing and publishing. In this course, students follow their writing interests and passions and engage in opportunities to write in a variety of genres that encourage them to experiment with new ideas, concepts and processes in various communication forms and mediums. Students will create and manage their own portfolios.

In the 3-credit course students will build a digital or non-digital portfolio to demonstrate skills and growth. In the 5-credit course, students will, in addition, select from their growth portfolio to create a professional portfolio that showcases their best work and assists them in marketing their skills and abilities.

| No required facilities.

Prerequisites: None

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2023-2024	2026-2027
5	2023-2024	2026-2027

Creative Writing and Publishing 25 (LDC2269)

Students will cultivate their creativity and communication skills to become engaged thinkers about the media they create and participate in, and awareness of their role as ethical citizens with an entrepreneurial spirit in writing and publishing. In this course, students follow their writing interests and passions and engage in opportunities to write in a variety of genres that encourage them to experiment with new ideas, concepts and processes in various communication forms and mediums. Students will create and manage their own portfolios.

In the 3-credit course students will build a digital or non-digital portfolio to demonstrate skills and growth. In the 5-credit course, students will, in addition, select from their growth portfolio to create a professional portfolio that showcases their best work and assists them in marketing their skills and abilities.

| No required facilities.

Prerequisites:

- All of the following:
 - Creative Writing and Publishing 15 (LDC1269)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2023-2024	2026-2027
5	2023-2024	2026-2027

Creative Writing and Publishing 35 (LDC3269)

Students will cultivate their creativity and communication skills to become engaged thinkers about the media they create and participate in, and awareness of their role as ethical citizens with an entrepreneurial spirit in writing and publishing. In this course, students follow their writing interests and passions and engage in opportunities to write in a variety of genres that encourage them to experiment with new ideas, concepts and processes in various communication forms and mediums. Students will create and manage their own portfolios.

In the 3-credit course students will build a digital or non-digital portfolio to demonstrate skills and growth. In the 5-credit course, students will, in addition, select from their growth portfolio to create a professional portfolio that showcases their best work and assists them in marketing their skills and abilities.

| No required facilities.

Prerequisites:

- All of the following:
 - Creative Writing and Publishing 25 (LDC2269)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2023-2024	2026-2027
5	2023-2024	2026-2027

Curriculum

Curriculum Elements		Creative Writ and Pub 15-3	Creative Writ and Pub 15-5	Creative Writ and Pub 25-3	Creative Writ and Pub 25-5	Creative Writ and Pub 35-3	Creative Writ and Pub 35-5
1	Topic Mediums of Expression	✓	✓	✓	✓	✓	✓
1.1	General Outcome How can original texts contribute to the development of artistry?	✓	✓	✓	✓	✓	✓
1.1.1	Specific Outcome Explore texts in a variety of genres and forms, such as poetry, fiction, non-fiction, script writing, digital storytelling, graphic novels, speech writing, and non-traditional forms.	✓		✓		✓	
1.1.2	Specific Outcome Create works in a variety of genres and forms with a focus on poetry and speech writing.	✓					
1.1.3	Specific Outcome Create works in a variety of genres with a focus on fiction, script writing and non-fiction.			✓			
1.1.4	Specific Outcome Create non-traditional forms of texts such as postmodern, cross genre and graphic novels.		✓		✓		✓
1.1.5	Specific Outcome Review and edit one's own writing.	✓		✓		✓	
1.1.6	Specific Outcome Present edited work orally to an audience.	✓		✓		✓	
1.1.7	Specific Outcome Assess their own creative writing strengths and areas for growth.	✓		✓		✓	
1.1.8	Specific Outcome Reflect on and revise personal processes and preferences for creating texts such as time management, professional writing processes and tools, and collaborating with others in development.	✓		✓		✓	
1.1.9	Specific Outcome Specialize and write for a publication in a genre of interest.						✓
2	Topic The Revision Process	✓	✓	✓	✓	✓	✓

Curriculum Elements		Creative Writ and Pub 15-3	Creative Writ and Pub 15-5	Creative Writ and Pub 25-3	Creative Writ and Pub 25-5	Creative Writ and Pub 35-3	Creative Writ and Pub 35-5
2.1	General Outcome How can students work collaboratively and alongside professional organizations to explore and apply elements of creative writing?	✓	✓	✓	✓	✓	✓
2.1.1	Specific Outcome Generate and share specific feedback including positive comments and suggestions for improvement.	✓		✓		✓	
2.1.2	Specific Outcome Invite and apply constructive suggestions for improvement from peers and/or the writing community.	✓		✓		✓	
2.1.3	Specific Outcome Adapt constructive approaches and suggestions for improvement based on one's own purpose or intent.			✓		✓	
2.1.4	Specific Outcome Evaluate constructive suggestions for improvement considering one's own purpose and explain why specific suggestions are or are not utilized in the final draft.					✓	
2.1.5	Specific Outcome Research digital and non-digital professional writing organizations and publications.		✓		✓		
2.1.6	Specific Outcome Assess which digital and non-digital professional organizations provide services that will best support one's own writing in given genres.				✓		✓
2.1.7	Specific Outcome Liaise with digital and non-digital professional writing organizations to enhance understanding of writing and learning opportunities, networking and writing careers.				✓		✓
3	Topic Publication Markets and Preparation for Submission	✓	✓	✓	✓	✓	✓
3.1	General Outcome How can the evaluation of creative writing markets support students in refining texts?	✓	✓	✓	✓	✓	✓
3.1.1	Specific Outcome Research potential publishers, markets and submission requirements for given genres	✓		✓		✓	
3.1.2	Specific Outcome Research the components of a writing resume.		✓				
3.1.3	Specific Outcome Create a writing resume with an up-to-date list of publications				✓		

Curriculum Elements		Creative Writ and Pub 15-3	Creative Writ and Pub 15-5	Creative Writ and Pub 25-3	Creative Writ and Pub 25-5	Creative Writ and Pub 35-3	Creative Writ and Pub 35-5
3.1.4	Specific Outcome Create and send query submissions to prospective publications.						✓
3.1.5	Specific Outcome Compare and contrast professional markets that showcase a writer's work with markets whose primary purpose is to sell something to new writers	✓		✓			
3.1.6	Specific Outcome Evaluate various publications for a specific piece of writing.				✓		✓
3.1.7	Specific Outcome Organize and submit writing following the format required by a specific publisher.				✓		✓
3.1.8	Specific Outcome Differentiate between first publication rights and copyright.						✓
3.1.9	Specific Outcome Research a variety of author reactions to rejections of their work.		✓				
3.1.10	Specific Outcome Research and present on one well-known author whose work was originally rejected.				✓		
3.1.11	Specific Outcome Explain how rejections help to revise and/or submit their own original work.						✓
3.1.12	Specific Outcome Analyze readings and performances by published authors.		✓		✓		✓
3.1.13	Specific Outcome Apply techniques used by published authors to a reading of one's own work.				✓		✓
3.1.14	Specific Outcome Assess and explain the effectiveness of techniques used in readings and or performances in their own work or the work of others.						✓
4	Topic Editorial Processes		✓		✓		✓
4.1	General Outcome What skills are needed in the publication process?		✓		✓		✓
4.1.1	Specific Outcome Research current editorial processes.		✓		✓		✓
4.1.2	Specific Outcome Design and implement an editorial board to create an original publication.				✓		✓

Curriculum Elements		Creative Writ and Pub 15-3	Creative Writ and Pub 15-5	Creative Writ and Pub 25-3	Creative Writ and Pub 25-5	Creative Writ and Pub 35-3	Creative Writ and Pub 35-5
4.1.3	Specific Outcome Take a leadership role on an editorial board for an original publication.						✓
4.1.4	Specific Outcome Develop recommendations for writers to enhance final manuscripts.						✓
4.1.5	Specific Outcome Collaborate over time with other authors, artists, and/or graphic designers for an original publication beyond the classroom or school community.		✓		✓		✓
4.1.6	Specific Outcome Demonstrate understanding of how to apply for and acquire an ISBN number for the National Library of Canada and the Canadian Cataloguing and Publication Data.				✓		

Statement of Overlap with Existing Programs

Similar / Overlapping Courses	Description of Similarity / Overlap - Rationale
English Language Arts 10-1	Both courses focus on the appreciation of the artistry of literature, using language to communicate for a variety of purposes, audiences, and contexts.
	The Creative Writing and Publishing provides aspiring writers an encouraging and collaborative environment to share their passions, refine existing skills, along with developing new skills and perspective. This course also provides aspiring writers to connect with other like-minded individuals, as well as a means of learning about the professional mechanisms of the publishing industry.
English Language Arts 20-1	Both courses focus on the appreciation of the artistry of literature, using language to communicate for a variety of purposes, audiences, and contexts.
	The Creative Writing and Publishing provides aspiring writers an encouraging and collaborative environment to share their passions, refine existing skills, along with developing new skills and perspective. This course also provides aspiring writers to connect with other like-minded individuals, as well as a means of learning about the professional mechanisms of the publishing industry.
English Language Arts 30-1	Both courses focus on the appreciation of the artistry of literature, using language to communicate for a variety of purposes, audiences, and contexts.
	The Creative Writing and Publishing provides aspiring writers an encouraging and collaborative environment to share their passions, refine existing skills, along with developing new skills and perspective. This course also provides aspiring writers to connect with other like-minded individuals, as well as a means of learning about the professional mechanisms of the publishing industry.

Superintendent's Report June, 2025

Administration Meeting - June 4 (SLQS 4,5,6,7)

1. Review Administrative Procedures to align with legislative changes
 - a. AP 740 Emergency Response Planning
 - b. AP 205 Sensitive/Controversial Issues and Resources
 - Form 1 Notice Form to Parents
 - Form 2 Notice Form to School for Exemption
 - c. AP 176 Sexual Orientation, Gender Identity and Gender Expression
2. Locally Developed Courses
3. QLE Assessment Focus
4. Curriculum Field Testing for Next Phase
5. Digital Provincial Assessment
6. WeCollab

Labour Update Section on the NGPS Website (SLQS 6,7)

With the announcement of a strike vote by the Alberta Teachers' Association, we have added a labour space to our webpage for updates as they become available. As the bargaining is provincial, many of our fellow school divisions have similar language posted on their websites as well.

Meeting with Sturgeon Lake Cree Nation (SLQS 5)

On Wednesday, June 11th we met with education representatives from the Sturgeon Lake Cree Nation. They have recently shifted education from a shared responsibility with the Western Cree Tribal Council to governing education by themselves. The meeting covered many topics including finance, professional development, and shared opportunities. Future meetings are planned, and we are providing information to help with preparation under their new governance model.

Administrative Procedures Update (SLQS 7)

Changes were made to the attached APs in order to align with legislative changes in a number of areas. Required sports-related procedures are being worked on by various provincial groups and will be presented at the September Board meeting.

- AP 740 Emergency Response Planning
 - Statement for in-person learning provisions

- AP 205 Sensitive/Controversial Issues and Resources
 - Ministry approval for materials
 - Parental **opt-in** consent
 - External party Ministry approval

- AP 176 Sexual Orientation, Gender Identity, and Gender Expression
 - Student changes-of-name procedure related to gender identity

Administrative Procedure 740

EMERGENCY RESPONSE PLANNING

Background

In the event of a crisis, the Division's primary concern is the safety of students and staff, and preservation of property. Each Principal shall develop and implement an *Emergency Response Plan* that shall be maintained on a yearly basis.

The **Emergency Response Plan** shall be specific to school needs in conjunction with the Division's **Health and Safety Manual** and the Division **Emergency Response Plan (ERP)**.

Procedures

1. With respect to the onset of a crisis or emergency:
 - 1.1 At the onset of any school or site emergency, the Principal or Site Supervisor has the authority and responsibility to make immediate decisions to respond to the crisis.
 - 1.2 Under the direction of the Division Health and Safety Coordinator, Principals and site supervisors shall be well versed in their area *Emergency Response Plan* and the *Health and Safety Manual*.
 - 1.2.1. The *Health and Safety Manual* establishes the guidelines and the standard set of response protocols for dealing with a variety of crisis events to ensure that administration, staff, and communicators are familiar with roles and processes in the event of a crisis.
 - 1.2.2. The *Health and Safety Manual* sets the standard against which performance will be evaluated.
 - 1.3 The Superintendent or designate will serve as the Division's *Incident Commander*.
 - 1.4 As soon as practical, the Principal, site supervisor or designate shall contact the Superintendent or designate to report the situation and/or to seek further guidance.
 - 1.5 Crisis communication with all agencies, the public, and the media shall follow the lines of authority set out in the respective *Emergency Response Plan* and the *Health and Safety Manual*.

- 1.5.1. All questions or inquiries from the media or public shall be referred to the Communications Coordinator without further response or comment.
 - 1.6 When a state of emergency or a state of local emergency has been declared, the responsibility shall rest with the local jurisdiction's disaster service agency.
2. With respect to emergency response planning:
 - 2.1 The *Health and Safety Manual* shall be reviewed annually by the Health and Safety Coordinator.
 - 2.2 The Principal or designate shall ensure the school's *Emergency Response Plan* aligns to the Division's *Health and Safety Manual*.
 - 2.2.1 The *Health and Safety Manual* is an embargoed document available to Division personnel only.
 - 2.2.2 The *Emergency Response Plan* shall provide specific guidelines and procedures regarding emergency response in their school/department.
 - 2.3 The Principal shall review, amend as necessary and submit the school's *Emergency Response Plan* to the Health and Safety Coordinator by September of each year.
 - 2.4 The Principal shall ensure staff, students and parents are aware of the emergency protocols as outlined in the Emergency Response Plan.
 - 2.5 The Principal shall ensure resources are in place to maintain emergency equipment and supplies required to support an emergency response.
 - 2.6. The Principal shall ensure that all students and staff are aware of the rationale, procedures and exit routes for responding to a crisis event.
 - 2.7 The Principal shall review the school emergency response plan with staff as soon as possible and prudent to do so at the onset of each school year.
3. Regarding School Emergency Drills:
 - 3.1 A minimum of nine (9) emergency practice drills shall be conducted in each school per year:
 - 3.1.1 Six (6) of the drills must be fire evacuation drills.
 - 3.1.2 The remaining three (3) drills can be any combination of room clear, shelter in place, evacuation or lockdown.
 - 3.1.3 The Principal shall ensure that kindergarten classes participate in at least half of the emergency drills.

- 3.2 Principals shall ensure a process exists to keep a record of each drill in school files:
 - 3.2.1 Drill reports are to be submitted to the Health and Safety Coordinator prior to July 1 of each year.
- 3.3 Principals shall ensure evacuation routes are posted throughout the school.
- 3.4 Each teaching space shall have an Emergency Response Folder posted in a conspicuous place:
 - 3.4.1 An Emergency Response Folder explains the basic emergency plan processes in a manner that is easily understood by any adult occupying the room, and working with students (i.e., a substitute teacher).
- 3.5 The Principals shall share appropriate emergency response protocols with the school community with detailed protocol outlines for staff and substitute staff.
- 3.6 The Principal shall ensure that an appropriate number of staff is trained in the operation of emergency response plans for decision making in the event the Principal is absent.
- 3.7 The Principal shall make alternate arrangements to prepare to shelter students in a school evacuation. These arrangements are to be documented in the school emergency response plan.
4. Regarding a declared state of emergency or state of local emergency:
 - 4.1 When a state of emergency or state of local emergency is declared, a site's *Emergency Response Plan* shall be superseded by the local jurisdiction's disaster service agency from which all directions for emergency evacuation or other emergency actions shall be directed and coordinated.
 - 4.2 All employees of the Division may be considered to be disaster workers during a declared emergency, and as such, may be required to remain on the job until released by their supervisors.
5. If a school building is not accessible for learning, the Division will make an effort to find an alternative space, such as a community hall or other suitable space deemed safe for the age and developmental levels of the students.
6. If an in-person learning option is not offered due to emergent situations as described in the In-Person Learning Regulation (5), the Division will:
 - 6.1 Develop and share a plan that addresses the uniqueness of the situation, minimum instructional hours, student attendance, access and support, provincial assessments as required, and student instructional supervision and evaluation.

6.2 After three days the Division will provide in-person learning at the school or some other location or follow the procedure described in the In-Person Learning Regulation Section 5 (4).

<p>Reference: Education Act 31, 32, 33, 35.1, 196, 197, 222 Disaster Services Act Fire Prevention Act Occupational Health and Safety Act Government Emergency Planning Regulation Section 3 (248/2007) Alberta Disaster Assistance Guidelines (2019) Hour Zero Program In-Person Learning Regulation 13/2025</p>	<div style="border: 1px solid black; height: 100px; width: 100%;"></div> <hr/> <hr/> <p style="text-align: right;">Date Approved: August, 2025</p>
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References shall be updated as required and do not require additional approval.

Administrative Procedure 205

SENSITIVE/CONTROVERSIAL ISSUES AND RESOURCES

Background

The Division recognizes that studying controversial issues is an integral part of student learning and is important in preparing students to participate responsibly in a democratic and pluralistic society. The study of controversial issues provides students with opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view, and to make sound judgments. ~~The Division respects the rights of parents and students to request to be exempt from such instruction without judgment.~~

Definitions

Controversial Issues: are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree (e.g. religion and human sexuality).

Controversial Resources: are those resources used in the classroom or available in the library that may be sensitive to certain individuals based on their values and beliefs.

Procedures

1. Information regarding controversial issues must:
 - 1.1 be approved by the Minister of Education through the approved process when dealing primarily and explicitly with gender identity, sexual orientation or human sexuality;
 - 1.2 be of an informative nature, represent alternative points of view and appropriately reflect the maturity, capabilities, and educational needs of the students;
 - 1.3 effectively meet the requirements of provincially prescribed and approved courses of study and educational programs;
 - 1.4 use carefully reviewed resources; and
 - 1.5 reflect local as well as provincial, national, and international contexts.
2. Teachers shall discuss potentially controversial issues with the Principal prior to presenting the issue to students and, where appropriate, give notification to parents.

3. Teachers, students, and others participating in studies or discussions of controversial issues shall exercise sensitivity to ensure each individual is treated with respect and feels comfortable voicing his/her position on controversial issues. Teachers shall guard against expressing their personal opinions as fact.
4. As per Section 58.1(1) of the Education Act, notification and consent of parents/guardians is required where the instructional materials, exercises, outcomes, or course contain subject matter that deals primarily and explicitly with religion or human sexuality.
 - 4.1 ~~The Principal shall post a notice regarding Section 58.1(1) on the school website.~~ Consent will be obtained at least 30 days prior to the content being introduced. Consent may be obtained for an entire school year.
 - 4.2 Parents/guardians ~~shall be advised of the~~ must provide consent for controversial content in specific classes in advance, using the Parent Notification letter (**Form 205-1 Notice and Consent Form to Parents**). ~~This letter shall advise parents/guardians of their right to exempt their child.~~
 - 4.3 ~~Parents/guardians may exempt their child by informing the Principal in writing using the student exemption Notice Form (**Form 205-2 Notice Form to School**), which will be sent home attached to the Parent Notification letter).~~
 - 4.3 When parental consent is not given, Teachers shall, ~~with parent/guardian request, permit the student to:~~ arrange a meaningful alternative activity.
 - 4.4.1 ~~Leave the classroom to an alternative work environment; or~~
 - 4.4.2 ~~Remain in the classroom without taking part.~~
 - 4.4 Exempted students shall not receive an academic penalty.
 - 4.6 ~~Teachers shall provide a meaningful alternative activity.~~
5. Notification and consent are ~~to parents/guardians is~~ not required for incidental or indirect references to religion, religious themes, or human sexuality in an outcome, course, exercise, or instructional material.
6. In the event that an employee, student, or parent/guardian expresses concerns regarding controversial issues or resources:
 - 6.1 the Principal shall arrange a meeting with the individual(s) bringing forth the challenge, the Principal, and the teacher/Learning Commons Facilitator to discuss the nature of the concern; and
 - 6.2 if the issue cannot be resolved at the school level, the Principal shall advise the individual(s) bringing forth their concerns of their right to take their concerns forward to the Superintendent, who may assign this to a review committee and/or arrange meetings as required.

- 6.3 The Superintendent shall render a decision and communicate this, in writing, to the individual(s) involved.
- 6.4 External parties presenting learning and teaching resources dealing primarily and explicitly with gender identity, sexual orientation, or human sexuality must be approved by the Minister of Education.
- 7. As per **Board Policy 13 Appeals and Hearings Regarding Student Matters**, parents/guardians may further appeal the decision of the Superintendent to the Board.

Reference: Education Act 16, 18, 58.1(1), 196, 197, 222 Alberta Human Rights Act Canadian Charter of Rights and Freedom, Constitution Act, 1982 Guide to Education ECS to Grade 12 Education Amendment Act 2024	
	Date Approved: April 1, 2021
	Reviewed or Revised: Executive: August, 2025

References shall be updated as required and do not require additional approval.

Administrative Procedure 176

SEXUAL ORIENTATION, GENDER IDENTITY AND GENDER EXPRESSION

Vision

All members of the school community are able to work and learn in an environment where they are welcomed, respected, accepted and supported; where they are treated with dignity; where they are free from fear, discrimination and harassment; and where they are confident strategies and guidelines being promoted ensure that all students, staff and families are included in all aspects of education and school life.

Background

Northern Gateway Public Schools is committed to establishing and maintaining a safe, inclusive, equitable, and welcoming learning and teaching environment, including:

1. supporting the inclusion of all students, staff and families in all aspects of school life, irrespective of actual or perceived sexual orientation, gender identity or gender expression.
2. supporting students and staff based on their human rights to enable the free and full expression of their gender identity.
3. improving understanding of the lives and experiences of individuals, communities and cultures.
4. defining and appropriate terms, behaviours and actions to promote greater awareness of, and responsiveness to, the harmful effects of homophobia, transphobia, harassment, and exclusion.
5. addressing acts of harassment, bullying, intimidation, or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.

Definitions

Gender Expression - how a person presents his or her sense of gender to the larger society.

Gender Identity - a person's internal sense or feeling of being male or female.

Sexual Orientation - a person's romantic or sexual attraction to a specific gender or genders (e.g. lesbian, gay, bisexual, straight, pansexual). Sexual orientation and gender identity are separate, distinct parts of one's identity (e.g. one can be transgender and identify as gay, straight, bisexual, etc.).

Procedures

1. The **Superintendent** Division shall:
 - 1.1 establish consistent and widely understood and maintained procedures, guidelines and practices to ensure that members of school communities and their families are welcomed, accepted, respected, and included in all aspects of education and school life;
 - 1.2 ensure opportunities are provided and promoted for staff to increase their awareness and understanding of the scope and impact of discrimination;
 - 1.3 through the process of making resources and support services available, ensure transparency and visibility for students and staff throughout the Division;
 - 1.4 ensure communication to students, staff, families and communities put out by the Division utilizes respectful and inclusive language;
 - 1.5 ensure the Division engages in employment and advancement practices that are free of bias resulting from any prejudice;
 - 1.6 ensure the right of students and staff to privacy and confidentiality regarding sexual orientation, gender identity or gender expression, including in all student and employee records, forms and processes;
 - 1.7 ensure, where possible, records, forms and processes reflect the preferred name and gender as requested by an employee, parent/guardian or independent student;
 - 1.8 ensure, where required, records, forms and processes are established on the legal identity of the individual and are only updated when an employee, parent/guardian, or independent student requests a change to the individual record with supporting documentation;
 - 1.9 ensure, where possible, gender-neutral washrooms are made available.
2. The **Principal** School shall:
 - 2.1 ensure all aspects of this Administrative Procedure are clearly communicated to all staff, students and families;
 - 2.2 ensure staff know their professional responsibility to identify discriminatory attitudes and behaviours and to create caring, respectful and safe learning environments;

- 2.3 ensure the use of a comprehensive school-wide approach to promote healthy relationships and positive interactions for conflict resolution;
- 2.4 ensure staff address and provide appropriate consequences for all interaction involving the derogatory use of comments, behaviours and actions towards staff, students or families to deliberately degrade, denigrate, label, stereotype or incite hatred, prejudice, discrimination or harassment, whether they occur in person or in digital form, in an expeditious manner, including documentation;
- 2.5 ensure awareness and adherence to all Division policies, procedures and guidelines with respect to diversity and equity;
- 2.6 ensure staff utilize language, examples and perspectives that adhere with Alberta Education prescribed learning outcomes and are inclusive, age-appropriate and respectful of diversity to promote critical thinking and help students acquire the skills and knowledge to understand unique perspectives and live realities while nurturing a sense of belonging and developing a positive sense of self;
- 2.7 ensure learning, curriculum and library resources reflect and value diversity, so that all students see themselves and their lives positively reflected;
- 2.8 provide inclusive and respectful services and supports to families that respond to a student's individual needs;
- 2.9 ensure staff work proactively to eliminate systemic inequities and barriers to learning for students and families, thereby increasing cooperation and collaboration among home, school and community;
- 2.10 ensure ~~students and~~ staff are addressed by their preferred name(s) and pronoun(s) that correspond to their asserted gender identity;
- 2.11 support the establishment of student support groups, at educational settings within the Division, where interest by students has been expressed;
- 2.12 ensure that staff and students have access to washroom and change room facilities consistent with their asserted gender identity that allow for safety, comfort and appropriate privacy and do not significantly disrupt the school environment;
- 2.13 ensure individual solutions to washroom and change room access are implemented with respect and discretion;
- 2.14 ensure staff demonstrate sensitivity to the needs and safety of all students with respect to washroom and change room access;
- 2.15 ensure all students shall be able to participate in physical education and extracurricular activities in ways that are safe, comfortable and consistent with their asserted gender identity;

- 2.16 ensure school dress code procedures adhere to a student's right to dress in a manner consistent with their gender identity while still respecting the learning and teaching environment;
 - 2.17 identify a staff member to serve as a safe contact for students and ensure the school community is informed about the location and availability of this safe contact resource person;
 - 2.18 ensure staff recognize the confidentiality of sexual orientation and gender identity of students and protect them from unwanted disclosure of such information;
 - 2.19 ensure staff do not refer students to programs that attempt to change or repair a student's sexual orientation or gender identity.
3. Student changes of preferred name and pronouns related to gender identity.
- 3.1 In keeping with the Education Amendment Act 2024, a student's new preferred name and/or pronouns related to gender identity may not be used until:
 - 3.1.1 for students under the age of 16, parents have been notified and written consent has been received; or
 - 3.1.2 for students over the age of 16, parents have been notified.
 - 3.2 If a staff member has a reasonable belief that parent notification of a new preferred name or pronouns related to gender identity would not be psychologically or physically safe for the student, they will immediately notify school administration who, along with the School Division, will create a plan to support the student with counselling and other services in communicating their choices to their parent.

<p>Reference: Education Act 18, 31, 32, 33, 52, 53, 56, 196, 197, 204, 222, 225 Freedom of Information and Protection of Privacy Act Canadian Charter of Rights and Freedoms Alberta Human Rights Act (2000) Guide to Education ECS to Gr. 12 Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientation, Gender Identities and Gender Expressions (2016) Education Amendment Act 2024</p>	<p>Date Approved: April 1,</p> <p>Reviewed or Revised: August 1, 2025</p>
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Board Policy 2 – Appendix A

Board Annual and Term Work Plans

ANNUAL WORK PLAN

SEPTEMBER to JUNE

- Conduct Board Meetings (Policy 7, Section 2)
- Review Monthly Fiscal Accountability Reports (Policy 2, Section 4.6)

SEPTEMBER

- Conduct a Governance, Strategy and Development Committee (GSD) Meeting (in Non-election Years)
- Conduct the Organizational Meeting (in Non-Election Years) (Policy 7, Section 1)
- Set the School Visits Schedule
- Review the PSBAA Fall AGM Agenda
- Host the Annual Employee Appreciation Evening (September/October) (Policy 2, Section 9.6)
- Review the Year-end Suspension Report
- [ASBA Long Service Awards Deadline September 16, 2025](#)

OCTOBER

- Conduct the Organizational Meeting (in Election Years)
- Conduct a Board Orientation (in Election Years)
- Review the Annual School Council Reports (Policy 2, Section 2.7)
- Review the ASBA Proposed Position Statements (non-election years)
- Host the Annual Employee Appreciation Evening (September/October) (Policy 2, Section 9.6)

NOVEMBER

- Approve the Annual Education Results Report (AERR) (Policy 2, Section 1.10)
- Approve the Audited Financial Statements (Policy 2, Section 4.7)
- Identify Goals for the Advocacy Plan (Policy 2, Section 8.2)
- Conduct the School Results Review (November/December)
- Review and accept the School Operational Viability Report (Policy 15)
- Review the Annual Community Engagement Strategies (Policy 8, Section 4.2)

DECEMBER

- Approve the Borrowing By-law
- Approve the Advocacy Plan (Policy 2, Section 8.3)
- Conduct the School Results Review (November/December)
- Conduct a Governance, Strategy and Development Committee (GSD) Meeting (Following the School Results Review)

JANUARY

- Review the Draft School Calendars (Policy 2, Section 9.5)
- [ASBA Honouring Spirit: Indigenous Student Awards Nominations](#)

FEBRUARY

- Approve the Infrastructure Maintenance Renewal Work Plan (IMR)
- Approve the School Calendar (Policy 2, Section 9.5)
- Identify Possible Position Statements for ASBA Fall General Meeting (non-election years)
- Determine Need for Board Self-Evaluation/Review Previous Evaluation (Policy 7, Section 11)
- Conduct the First Finance Committee Meeting
- Contribute to the Three-Year Educational Planning Process (Policy 2, Section 1.3, 1.4)
- [ASBA Friends of Education Award Discussion](#)

MARCH

- Approve the Three-Year Capital Plan (Policy 2, Section 4.8)
- Approve All Board-Directed Fees (Policy 2, Section 4.3)
- Conduct a Governance, Strategy and Development (GSD) Committee Meeting
- [ASBA Edwin Parr Teacher Award](#)
- [PSBAA Awards Deadlines](#)

APRIL

- Review the Draft Three-Year Education Plan (Policy 2, Section 1.4)
- [ASBA Lieutenant Governor of Alberta Student Award](#)

MAY

- Conduct the Second Finance Committee Meeting to Discuss Provincial Budget
- Approve the Division Budget (Policy 2, Section 4.2)
- Approve the Three-Year Education Plan (Policy 2, Section 1.10)
- Set Board Regular/Organizational Meeting Dates, Results Review Dates, and Workshop Dates
- Review the ASBA Proposed By-Law Changes and Budget
- Attend the ASBA Zone 2/3 Awards Ceremony

JUNE

- Receive the Superintendent's Annual Review of the SLQS
- Conduct a Governance, Strategy and Development (GSD) Meeting
- [ASBA Awards Discussion](#)

TERM WORK PLAN

DECEMBER – Year 3

- Review and Confirm Ward Boundaries
Policy 19, Section 4: The Board shall pass a by-law to reaffirm ward and subdivision boundaries, or if necessary, adjust boundaries, within the first three years of a term of office.

AWARDS DEADLINES (2025)

Alberta School Boards Association (ASBA)

February 5	Honouring Spirit: Indigenous Student Awards
March 18	Edwin Parr Teacher Award
March 18	Friends of Education Award
April 14	ASBA Lieutenant Governor of Alberta Student Award
September 16	Community Engagement Award
September 16	Distinguished Service Award
September 16	School Board Innovation and Excellence Award
September 16	Long Service Awards

Public School Boards' Association of Alberta (PSBAA)

March	Advancing Association Business and Initiatives
March	Long Service Awards
March	Special Contribution to Public Education
March	Special Contribution to Public Education: Media
March	Dick Baker Legacy Award

References:	Education Act -- Sections 33, 51, 52, 53, 54, 60, 67, 139, 222
	Fiscal Planning and Transparency Act
	Local Authorities Elections Act
	Borrowing Regulation
	Disposition of Property Regulation
	Early Childhood Services Regulation
	Investment Regulation
	School Fees Regulation
	Truth and Reconciliation Commission Calls to Action