



Locally Developed Courses

Fantasy and Science Fiction Appreciation

For the 2024-2025 School Year

Introduction to the Fantasy and Science Fiction Appreciation Course Sequence

Subject: Languages - Discipline: English Literature

Fantasy and Science Fiction Appreciation provide opportunities for students to experience a wide range of fantasy and science fiction works from around the world and from different time periods. Students will learn about unique and fantastic worlds like Middle Earth, Earthsea, Camelot, the Star Wars Galaxy, or Narnia. To gain an appreciation for the various subgenres of fantasy and science fiction, students will be exposed to a variety of fantasy and science fiction texts such as films, television programs, screenplays, short stories, novellas, novels, graphic novels, poetry, or even interactive fantasy role-playing games. The complexity and variety of text choices will expand at the 25 course level.

Besides analyzing the texts in terms of literary, cinematic, and dramatic aspects, students will gain a better understanding of society, community, family, and self by examining diverse worldviews on significant issues explored in fantasy and science fiction texts. Students will also learn about historical, technological, religious, economic, scientific, social, and cultural influences on the creation of fantasy and science fiction text in hopes to gain more understanding of how these factors affect themselves and others.

As Fantasy and Science Fiction Appreciation 15-25 courses may contain religious or sexual content, an information letter should be sent home to parents/guardians at the beginning of the course making them aware of the course content and the possibility of viewing and/or reading materials of a controversial nature.

Although no unique facilities are required, it is necessary to have a classroom, projector, and viewing screen/wall. Chromebook or computer availability may be helpful for the reading of online fantasy and science fiction literature (in the public domain or copyright free access).

Student Need

Due to a growing public interest in fantasy and science fiction in literature and film, many universities and colleges in North America now offer courses on these genres, including the University of Alberta, the University of Calgary, Mount Royal College, Athabasca University, Grande Prairie Regional College, and more. Moreover, in many school libraries, the fantasy and science fiction books are the most frequently signed out texts by students of all ages. However, many of these avid readers may not fully appreciate or understand the various subgenres that exist within fantasy and science fiction. They also may not realize how many elements are shared between the two genres. In the Fantasy and Science Fiction Appreciation 15-25 courses, students will gain a broader awareness of works they may have not considered reading or viewing otherwise. They also can gain a greater understanding of the social and psychological impact of certain historical events and technological progress which may be reflected in speculative fiction texts.

Courses in the Fantasy and Science Fiction Appreciation Course Sequence

Fantasy and Science Fiction Appreciation 15 (LDC1031)

Beyond their English Language Arts studies, students will:

1. further develop their reading, speaking, listening, viewing, writing, and representing skills
2. explore a variety of fantasy and science fiction literature and film in terms of
 - origins and evolution of fantasy and science fiction genres ·major thematic topics of modern fantasy and science fiction genres
 - definition of fantasy and science fiction genres
 - similarities and differences between fantasy and science fiction genres
 - subgenre types and characteristics within each genre
 - literary, cinematic, and dramatic theory and applications
 - influence of historical events, technological advancements, religion, economics, scientific developments, sociological aspects, and culture on the creation of texts
 - relevance to society, community, family, and self
 - Indigenous culture appreciation and history awareness
3. read and view critically, followed by responding personally, creatively, and analytically in effective ways (e.g. discussions, presentations, video, writing, or artwork)

Although the application of literary, cinematic, and dramatic theory may cross over to some degree with English Language Arts 10-20-30 and the locally developed Film and Media Art 15-25-35 courses, the Fantasy and Science Fiction Appreciation 15-25 courses focus exclusively on exploring these two genres, the subgenres, and texts in these genres in much greater depth than what other program curriculums permit.

Although similar assessment activities may be done in a regular ELA classroom, the complex and interdisciplinary nature of these particular courses (e.g. aspects of science, economics, philosophy, psychology, social studies, sociology, art, and film) will enrich and enhance students' experiences beyond the curriculum and time constraints of the regular ELA program.

| No unique facilities are required for this course.

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
5	2024-2025	2027-2028

Fantasy and Science Fiction Appreciation 25 (LDC2031)

Beyond their English Language Arts studies, students will:

1. further develop their reading, speaking, listening, viewing, writing, and representing skills
2. explore a variety of fantasy and science fiction literature and film in terms of
 - origins and evolution of fantasy and science fiction genres ·major thematic topics of modern fantasy and science fiction genres
 - definition of fantasy and science fiction genres
 - similarities and differences between fantasy and science fiction genres
 - subgenre types and characteristics within each genre
 - literary, cinematic, and dramatic theory and applications
 - influence of historical events, technological advancements, religion, economics, scientific developments, sociological aspects, and culture on the creation of texts
 - relevance to society, community, family, and self
 - Indigenous culture appreciation and history awareness
3. read and view critically, followed by responding personally, creatively, and analytically in effective ways (e.g. discussions, presentations, video, writing, or artwork)

Although the application of literary, cinematic, and dramatic theory may cross over to some degree with English Language Arts 10-20-30 and the locally developed Film and Media Art 15-25-35 courses, the Fantasy and Science Fiction Appreciation 15-25 courses focus exclusively on exploring these two genres, the subgenres, and texts in these genres in much greater depth than what other program curriculums permit.

Although similar assessment activities may be done in a regular ELA classroom, the complex and interdisciplinary nature of these particular courses (e.g. aspects of science, economics, philosophy, psychology, social studies, sociology, art, and film) will enrich and enhance students' experiences beyond the curriculum and time constraints of the regular ELA program.

| No unique facilities are required for this course.

Prerequisites:

- 1 of the following:
 - Fantasy and Science Fiction 15 (LDC1248)
 - Fantasy and Science Fiction Appreciation 15 (LDC1031)

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	2024-2025	2027-2028

Curriculum

Curriculum Elements		Fantasy and Science Fic App 15-5	Fantasy and Science Fic App 25-5
1	<p>Topic</p> <p>Fantasy and Science Fiction Appreciation provide opportunities for students to experience a wide range of fantasy and science fiction works from around the world and from different time periods</p>	✓	✓
1.1	<p>General Outcome</p> <p>Read and view critically, followed by responding personally, creatively, and analytically in effective ways.</p> <p>This General Outcome and Specific Outcomes occur multiple times throughout the course as the students explore the variety of fantasy and science fiction texts.</p>	✓	✓
1.1.1	<p>Specific Outcome</p> <p>Incorporate fantasy and science fiction genre and subgenre characteristics into personal creative compositions</p>	✓	✓
1.1.2	<p>Specific Outcome</p> <p>Make personal choices of fantasy and science fiction texts to explore and explain reasons for choosing these particular texts</p>	✓	✓
1.1.3	<p>Specific Outcome</p> <p>Discuss thoughts and feelings by responding personally and creatively through verbal, written, and/or visual artistic expression</p>	✓	
1.1.4	<p>Specific Outcome</p> <p>Discuss thoughts and feelings by responding critically through verbal, written, and/or visual artistic expressions</p>		✓
2	<p>Topic</p> <p>Developing an appreciation of a variety of fantasy and science fiction texts allows us to be more curious, imaginative, and engaged learners.</p>	✓	✓
2.1	<p>General Outcome</p> <p>How do fantasy and science fiction texts differ from those of other genres?</p>	✓	✓
2.1.1	<p>Specific Outcome</p> <p>Define the terms, fantasy and science fiction</p>	✓	
2.1.2	<p>Specific Outcome</p> <p>Explain distinguishing characteristics of fantasy and science fiction genres</p>	✓	

Curriculum Elements		Fantasy and Science Fic App 15-5	Fantasy and Science Fic App 25-5
2.1.3	Specific Outcome Identify similarities between fantasy and science fiction genres		✓
2.1.4	Specific Outcome Explain differences between fantasy, science fiction, and horror genres		✓
2.2	General Outcome How have fantasy and science fiction texts evolved over time?	✓	✓
2.2.1	Specific Outcome Examine the origin of speculative fiction and film and compare/contrast characteristics of current fantasy and science fiction texts with classic texts of the same genre	✓	
2.2.2	Specific Outcome Examine the mythological origin and evolution of Indigenous speculative fiction and films		✓
2.2.3	Specific Outcome Explain reasons for changes in current fantasy and science fiction texts as compared to classic texts of the same genre		✓
2.2.4	Specific Outcome Compare and contrast an original speculative fiction text with an adaptation		✓
2.3	General Outcome How do fantasy and science fiction texts differ from those of other genres?	✓	✓
2.3.1	Specific Outcome Identify the various subgenres and their characteristics of the fantasy and science fiction genres	✓	
2.3.2	Specific Outcome Categorize particular fantasy and science fiction texts into the various subgenres and explain how the subgenre characteristics apply to each text		✓
3	Topic Exploring important issues and diverse viewpoints conveyed in a variety of fantasy and science fiction texts contribute to a better understanding of society, community, family, and self.	✓	✓
3.1	General Outcome What issues are typically explored in Canadian and international fantasy and science fiction texts?	✓	✓
3.1.1	Specific Outcome Examine common themes appearing in various Canadian and international fantasy and science fiction texts	✓	✓

Curriculum Elements		Fantasy and Science Fic App 15-5	Fantasy and Science Fic App 25-5
3.1.2	Specific Outcome Explain common themes appearing in Indigenous speculative fiction and film		✓
3.1.3	Specific Outcome Examine the different situations and problem-solving methods conveyed in various fantasy and science fiction texts	✓	✓
3.2	General Outcome How can engaging with a variety of fantasy and science fiction texts and exploring different worldviews on various issues develop a better understanding of society, community, family, and self?	✓	✓
3.2.1	Specific Outcome Discuss upon characters' feelings, viewpoints, and actions in various fantasy and science fiction texts	✓	✓
3.2.2	Specific Outcome Examine how the perspectives of characters in Indigenous speculative fiction and film convey an understanding of the spiritual importance of community, family, and self		✓
3.2.3	Specific Outcome Relate personal experiences, problems, decisions, goals, and relationships to those of various characters in fantasy and science fiction texts	✓	✓
4	Topic Understanding the effectiveness of text creator's literary, cinematic, and dramatic stylistic choices in various text forms fosters our creativity and allows us to appreciate fantasy and science fiction genres as art forms.	✓	✓
4.1	General Outcome How do audience and purpose factor into the text creator's choice of form in various fantasy and science fiction texts?	✓	✓
4.1.1	Specific Outcome Examine how text creators use particular fantasy and science fiction text forms for a specific audience and purpose	✓	✓
4.1.2	Specific Outcome Identify characteristics of various text forms commonly used in certain fantasy and science fiction texts		✓
4.2	General Outcome How do the text creator's stylistic choices enhance our experience of reading, listening, or viewing the fantasy and science fiction texts?	✓	✓

Curriculum Elements		Fantasy and Science Fic App 15-5	Fantasy and Science Fic App 25-5
4.2.1	<p>Specific Outcome</p> <p>Identify the effectiveness of a text creator’s incorporation of literary conventions into fantasy and science fiction texts including the text creator’s choice of motifs, settings, characters, archetypes, figurative language, diction, imagery, symbolism, and narrative techniques</p>	✓	
4.2.2	<p>Specific Outcome</p> <p>Analyze the effectiveness of a text creator’s incorporation of literary conventions into fantasy and science fiction texts including the text creator’s choice of motifs, settings, characters, archetypes, figurative language, diction, imagery, symbolism, and narrative techniques</p>		✓
4.2.3	<p>Specific Outcome</p> <p>Identify various cinematic techniques used in fantasy and science fiction films, television series, and graphic novels including the text creator’s choice of shots, angles, colours, depth, and other aspects</p>	✓	
4.2.4	<p>Specific Outcome</p> <p>Assess the effectiveness of various cinematic techniques used in fantasy and science fiction films, television series, and graphic novels including the text creator’s choice of shots, angles, colours, depth, and other aspects</p>		✓
4.2.5	<p>Specific Outcome</p> <p>Discuss various dramatic techniques used in fantasy and science fiction films and television series including the director’s choice of actors, make up, costumes, props, music/sound, special effects, and set design/location</p>	✓	
4.2.6	<p>Specific Outcome</p> <p>Analyze the effectiveness of various dramatic techniques used in fantasy and science fiction films and television series including the director’s choice of actors, make up, costumes, props, music/sound, special effects, and set design/location</p>		✓
4.2.7	<p>Specific Outcome</p> <p>Choose a particular text creator and analyze the effectiveness of common stylistic choices appearing in his/her various texts</p>		✓
4.3	<p>General Outcome</p> <p>How can we draw inspiration from understanding the text creator’s choices in various fantasy and science fiction texts?</p>	✓	✓
4.3.1	<p>Specific Outcome</p> <p>Demonstrate the effective application of literary, cinematic, and dramatic stylistic choices in personal creative fantasy and science fiction compositions</p>	✓	✓

Curriculum Elements		Fantasy and Science Fic App 15-5	Fantasy and Science Fic App 25-5
4.3.2	<p>Specific Outcome</p> <p>Choose a particular text creator and demonstrate an understanding of the text creator's stylistic choices in personal creative fantasy and science fiction compositions</p>		✓
5	<p>Topic</p> <p>Exploring historical, technological, religious, economic, scientific, social, and cultural connections to fantasy and science fiction texts help us to better understand the impact of historical events, technology, religion, economics, science, sociology, and culture on our own lives and the lives of others.</p>	✓	✓
5.1	<p>General Outcome</p> <p>How can historical events, technology, religion, economics, science, sociology, and culture influence the creation of various fantasy and science fiction texts?</p>	✓	✓
5.1.1	<p>Specific Outcome</p> <p>Explain the possible influence of history, technology, religion, economics, science, sociology, and culture on the creation of various fantasy and science fiction texts</p>	✓	
5.1.2	<p>Specific Outcome</p> <p>Examine the impact of historical events, religion, economics, sociology, and culture on the Indigenous creators of speculative fiction and film as well as on the characters depicted in the works</p>		✓
5.1.3	<p>Specific Outcome</p> <p>Examine the impact of the technological evolution from past stop-motion animation to recent CGI advancements on director's choices and on viewers of fantasy and science fiction television programs and films</p>	✓	
5.1.4	<p>Specific Outcome</p> <p>Explain how the text creator's own experiences, values, and philosophy may have influenced the development of fantasy and science fiction texts</p>		✓
5.2	<p>General Outcome</p> <p>How can historical events, technology, religion, economics, science, sociology, and culture influence our own interpretation of various fantasy and science fiction texts?</p>	✓	✓
5.2.1	<p>Specific Outcome</p> <p>Examine the possible influence of history, technology, religion, economics, science, sociology, and culture on personal interpretation of various fantasy and science fiction texts, including Indigenous works</p>	✓	✓

Curriculum Elements		Fantasy and Science Fic App 15-5	Fantasy and Science Fic App 25-5
5.3	<p>General Outcome</p> <p>How can the reading and viewing of fantasy and science fiction texts which were influenced by historical events, technology, religion, economics, science, sociology, and culture enable us to better understand how these factors impact our own lives and the lives of others?</p>	✓	✓
5.3.1	<p>Specific Outcome</p> <p>Explain how reading and viewing fantasy and science fiction texts which have been influenced by historical events, technology, religion, economics, science, sociology, and culture help us to better understand how these factors impact self and others</p>	✓	✓
5.3.2	<p>Specific Outcome</p> <p>Explain how reading and viewing Indigenous speculative texts which have been influenced by historical events, religion, economics, sociology, and culture affecting the Indigenous people help us to better understand the impact of these factors on self, family, community, and others in society</p>		✓

Statement of Overlap with Existing Programs

Similar / Overlapping Courses	Description of Similarity / Overlap - Rationale
English Language Arts 10-1	Both courses explore literature and film texts and even possibly some fantasy and science fiction texts. Both courses examine the effectiveness of literary, cinematic, and dramatic choices made in the texts. Students can convey their understanding by responding in a variety of written, verbal, and visual forms.
	Although ELA 10-20-30 examines various types of texts, the exploration of fantasy and science fiction texts is usually minimal as these texts are typically viewed as escapist forms which lack interpretive value. In ELA 10-20-30, there are no specific curricular objectives related to exploring the artistry of creating fantasy and science fiction texts in particular and the evolution of these genres over time. Also, to cover the full curriculum objectives in ELA 10-20-30, it is difficult to allocate much time to exploring a variety of fantasy and science fiction texts. To fully examine a variety of texts within the subgenres of fantasy and science fiction, it becomes necessary to dedicate an entire course to focus exclusively on the fantasy and science fiction genres.
English Language Arts 10-2	Both courses explore literature and film texts and even possibly some fantasy and science fiction texts. Both courses examine the effectiveness of literary, cinematic, and dramatic choices made in the texts. Students can convey their understanding by responding in a variety of written, verbal, and visual forms.
	Although ELA 10-20-30 examines various types of texts, the exploration of fantasy and science fiction texts is usually minimal as these texts are typically viewed as escapist forms which lack interpretive value. In ELA 10-20-30, there are no specific curricular objectives related to exploring the artistry of creating fantasy and science fiction texts in particular and the evolution of these genres over time. Also, to cover the full curriculum objectives in ELA 10-20-30, it is difficult to allocate much time to exploring a variety of fantasy and science fiction texts. To fully examine a variety of texts within the subgenres of fantasy and science fiction, it becomes necessary to dedicate an entire course to focus exclusively on the fantasy and science fiction genres.
English Language Arts 20-1	Both courses explore literature and film texts and even possibly some fantasy and science fiction texts. Both courses examine the effectiveness of literary, cinematic, and dramatic choices made in the texts. Students can convey their understanding by responding in a variety of written, verbal, and visual forms.
	Although ELA 10-20-30 examines various types of texts, the exploration of fantasy and science fiction texts is usually minimal as these texts are typically viewed as escapist forms which lack interpretive value. In ELA 10-20-30, there are no specific curricular objectives related to exploring the artistry of creating fantasy and science fiction texts in particular and the evolution of these genres over time. Also, to cover the full curriculum objectives in ELA 10-20-30, it is difficult to allocate much time to exploring a variety of fantasy and science fiction texts. To fully examine a variety of texts within the subgenres of fantasy and science fiction, it becomes necessary to dedicate an entire course to focus exclusively on the fantasy and science fiction genres.
English Language Arts 20-2	Both courses explore literature and film texts and even possibly some fantasy and science fiction texts. Both courses examine the effectiveness of literary, cinematic, and dramatic choices made in the texts. Students can convey their understanding by responding in a variety of written, verbal, and visual forms.
	Although ELA 10-20-30 examines various types of texts, the exploration of fantasy and science fiction texts is usually minimal as these texts are typically viewed as escapist forms which lack interpretive value. In ELA 10-20-30, there are no specific curricular objectives related to exploring the

Similar / Overlapping Courses	Description of Similarity / Overlap - Rationale
	<p>artistry of creating fantasy and science fiction texts in particular and the evolution of these genres over time. Also, to cover the full curriculum objectives in ELA 10-20-30, it is difficult to allocate much time to exploring a variety of fantasy and science fiction texts. To fully examine a variety of texts within the subgenres of fantasy and science fiction, it becomes necessary to dedicate an entire course to focus exclusively on the fantasy and science fiction genres.</p>
English Language Arts 30-1	<p>Both courses explore literature and film texts and even possibly some fantasy and science fiction texts. Both courses examine the effectiveness of literary, cinematic, and dramatic choices made in the texts. Students can convey their understanding by responding in a variety of written, verbal, and visual forms.</p>
	<p>Although ELA 10-20-30 examines various types of texts, the exploration of fantasy and science fiction texts is usually minimal as these texts are typically viewed as escapist forms which lack interpretive value. In ELA 10-20-30, there are no specific curricular objectives related to exploring the artistry of creating fantasy and science fiction texts in particular and the evolution of these genres over time. Also, to cover the full curriculum objectives in ELA 10-20-30, it is difficult to allocate much time to exploring a variety of fantasy and science fiction texts. To fully examine a variety of texts within the subgenres of fantasy and science fiction, it becomes necessary to dedicate an entire course to focus exclusively on the fantasy and science fiction genres.</p>
Film and Media Art 15	<p>Both courses use film as a text and discuss the effectiveness of the director's cinematic and dramatic choices used in films.</p>
	<p>Film and Media Art 15-25-35 course focus only on film as a text and require students to actively engage in film-making as an art form. Although Fantasy and Science Fiction Appreciation 15-25 courses explore film to some degree, other types of texts including various literary forms are examined as well. Students learn to appreciate the artistry of creating a variety of texts in the fantasy and science fiction genres. Although students could choose to create a film to convey their understanding, they can also respond in a variety of written, verbal, or visual forms.</p>
Film and Media Art 25	<p>Both courses use film as a text and discuss the effectiveness of the director's cinematic and dramatic choices used in films.</p>
	<p>Film and Media Art 15-25-35 course focus only on film as a text and require students to actively engage in film-making as an art form. Although Fantasy and Science Fiction Appreciation 15-25 courses explore film to some degree, other types of texts including various literary forms are examined as well. Students learn to appreciate the artistry of creating a variety of texts in the fantasy and science fiction genres. Although students could choose to create a film to convey their understanding, they can also respond in a variety of written, verbal, or visual forms.</p>
Film and Media Art 35	<p>Both courses use film as a text and discuss the effectiveness of the director's cinematic and dramatic choices used in films.</p>
	<p>Film and Media Art 15-25-35 course focus only on film as a text and require students to actively engage in film-making as an art form. Although Fantasy and Science Fiction Appreciation 15-25 courses explore film to some degree, other types of texts including various literary forms are examined as well. Students learn to appreciate the artistry of creating a variety of texts in the fantasy and science fiction genres. Although students could choose to create a film to convey their understanding, they can also respond in a variety of written, verbal, or visual forms.</p>

Superintendent's Report

Administrators Meeting June 5th

1. Instructional review of the non-negotiables
 - a. Numeracy: Math facts / scaffolded math program / SNAP
 - b. Literacy: Developmental spelling / word program (ex. Words their Way)
 - c. Intentional planned lesson / instruction
 - d. Kind office staff
 - e. Permission not forgiveness
2. QLE (Quality Learning Environment) history and framework
3. Social media and personal devices
4. Contacts and roles (every door is the right door)
5. Supervision and Evaluation
 - a. Ministerial order / TQS / LQS
 - b. Leadership growth
 - c. Intentional instruction
6. Finance
 - a. Highlights
 - b. FOIP emails / subject lines / attachments
7. Student Services
8. Technology
9. Transportation
 - a. Update
 - b. NGPS busses
10. Facilities
11. Programs and assessment
 - a. School Leads / Curriculum / Early learning assessments / Collaborative Response
12. Beginning teachers and new to NGPS
13. FNMI
14. Wellness
15. Bonus
 - a. Compass leadership groups
 - b. Together posters



Percy Baxter Repairs

Repairs to Percy Baxter Middle School are complete fixing a water drainage problem, wall envelope issue and most of the cladding. This has provided a much better look to the school but also ensures a safe environment with better energy use and sound properties.

Start up

Schools have been able to staff positions but it has been a challenge to make everything work in all locations. We appreciate the flexibility and creativity that our leadership staff have displayed to find solutions even as last minute changes came up. West of Whitecourt remains the most challenging hiring environment. We will be challenged by any mid-year leaves anywhere in the division.

Our bus contractor has a driver for every route though spares are limited.

Very little change was needed at schools to adhere to the new directive for cellphones. We have updated our social media and technology Administrative Procedures as required.

Hilltop High School is using a new 4 day schedule based on student VOICE feedback about missing the same classes when travelling for extra-curricular and/or regular appointments. The new schedule also addresses FLEX attendance issue while providing increased “sampler” opportunities and enrichment.

Ward Boundaries

In keeping with the Board motion, a draft Ward Boundary Bylaw has been created and will be circulated to Trustees and staff for edits and consideration in a future meeting. We expect that the adjustments to better align Wards and transportation areas will ease election complexity.

Valleyview School

At the end of August, and at the request of the Ministers of Education and Infrastructure, we handed in the plan for the new school based on our work directly with the architects





and the feedback from students, staff, parents, municipalities, and community groups. We have asked for a total of 400 sq/m in extra classroom and IA space to be able to continue with our small class sizes and strong technical programs. We feel that this project fits within the given funding envelope.

Administrative Procedures update

AP 650 Electronic Devices

AP 695 Social Media



Administrative Procedure 650

ELECTRONIC DEVICES

Background

This procedure is intended to acknowledge that regulated use of some personal mobile devices in the school and community contributes to the safety and security of students and staff, whereas unregulated use of such devices may:

- pose a risk to personal safety,
- disrupt instruction,
- invade personal privacy and/or
- compromise academic integrity.

Definitions

Personal Mobile Devices (PMDs): shall be considered to include but are not limited to:

- i) Cell phones, tablets, smart watches and similar items
- ii) Camera or video cameras,
- iii) Digital and conventional sound recording devices (e.g. digital voice recorders, iPods, etc.),
- iii) Personal entertainment devices such as CD/MP3 players and miniature TVs,
- iv) Any form of listening device that may be used for eavesdropping, and/or
- vi) Any devices with image taking and communications capabilities that are developed or as they become available, in keeping with the spirit of this definition.

Procedures

1. Each school will maintain a policy based on this administrative procedure, publish it to their website, and communicate the policy to parents and students at the beginning of each school year.
2. Students may not use Personal Mobile Devices during instructional time ([Ministerial Order 14/2024](#)).

- a. If a student has a PMD with them during instructional time, they are required to keep these devices powered off and stored out of view.
 - b. During instructional time, smart watches, other wearables and similar devices must be set to a mode such as “airplane” mode that turns off transmit and receive functions.
 - c. School administration may authorize use of PMDs for:
 - i. Educational purposes
 - ii. Health requirements
 - iii. Other limited uses as needed
3. If a student is not in compliance with section 2, and after a reminder warning of the rules, a progressive discipline process will be applied:
 - a. A breach will result in the student handing their device in at the office to be picked up at the end of the day.
 - b. Further breaches will result in measures including parents being asked to retrieve the device from the office and/or in or out of school suspensions.
3. PMDs are to be operated by staff only as prudent to do so, at a time or in a manner that shall not compromise the safety or supervision of students.
4. PMDs are not to be taken into test or examination settings, unless students have been given permission to do so by the teacher administering the test or exam.
5. PMDs are not to be used in settings such as change rooms, washrooms, private counseling rooms, that have the potential to violate a person’s reasonable expectation of privacy.
6. Students who bring PMDs to the school are expected to comply with all relevant School Procedures and Codes of Conduct.
7. Students who refuse to comply with the school’s procedures for use of PMDs in the school setting may be subject to disciplinary measures including temporary confiscation of the PMD.
8. The Principal or designate may authorize or restrict any specific use of a PMD during the school day.
9. Emergency drills, such as a lockdown, fire or evacuation drills, shall review the acceptable use of PMDs in that emergency situation.
10. PMDs are valuable electronic devices. The security and storage of these items is the sole responsibility of the owner/user.
 - 10.1 Notwithstanding confiscation for the purpose of discipline, the Division assumes no responsibility for the safety, security, loss, repair, or replacement of PMDs.

<p>Reference: Education Act 1, 51, 52, 53, 54, 196, 197, 222 Freedom of Information and Protection of Privacy Act Canadian Charter of Rights and Freedoms Ministerial Order 14/2024</p>	<p>Date Approved: April 1, 2021 Reviewed or Revised: August 30, 2024</p>
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Administrative Procedure 650

ELECTRONIC DEVICES

Background

~~The Superintendent supports openness to new and future technologies, and their educated use to create opportunities for many constructive and positive uses that can aid the instructional process.~~

This procedure is intended to acknowledge that regulated use of some personal electronic/mobile devices in the school and community contributes to the safety and security of students and staff, whereas unregulated use of such devices may:

- pose a risk to personal safety,
- disrupt instruction,
- invade personal privacy and/or
- compromise academic integrity.

Definitions

Personal Electronic/Mobile Devices (PEDs/PMDs): shall be considered to include but are not limited to:

- i) Cell phones, tablets, smart watches and similar items
- ii) Camera or video cameras,
- iii) Digital and conventional sound recording devices (e.g. digital voice recorders, iPods, etc.),
- iii) Personal entertainment devices such as CD/MP3 players and miniature TVs,
- iv) Any form of listening device that may be used for eavesdropping, and/or
- vi) Any devices with image taking and communications capabilities that are developed or as they become available, in keeping with the spirit of this definition.

Procedures

- ~~1. 4.—PEDs~~Each school will maintain a policy based on this administrative procedure, publish it to their website, and communicate the policy to parents and students at the beginning of each school year.
2. Students may not use Personal Mobile Devices during instructional time.
 - a. If a student has a PMD with them during instructional time, they are required to keep these devices powered off and stored out of view.
 - b. During instructional time, smart watches, other wearables and similar devices must be set to a mode such as “airplane” mode that turns off transmit and receive functions.
 - c. School administration may authorize use of PMDs for:
 - i. Educational purposes
 - ii. Health requirements
 - iii. Other limited uses as needed
3. If a student is not in compliance with section 2, and after a reminder warning of the rules, a progressive discipline process will be applied:
 - a. A breach will result in the student handing their device in at the office to be picked up at the end of the day.
 - b. Further breaches will result in measures including parents being asked to retrieve the device from the office and/or in or out of school suspensions.
3. PMDs are to be operated by staff only as prudent to do so, at a time or in a manner that shall not compromise the safety or supervision of students.
- ~~2.— After appropriate consultation and communication, a school may implement school wide policies on electronic devices.~~
- ~~3.— PEDs are not to be operated during regularly scheduled instructional time without the consent of the classroom teacher in conjunction with school codes of conduct.~~
- ~~4.— PEDs~~4. PMDs are not to be taken into test or examination settings, unless students have been given permission to do so by the teacher administering the test or exam.
- ~~5.— PEDs~~5. PMDs are not to be used in settings such as change rooms, washrooms, private counseling rooms, that have the potential to violate a person’s reasonable expectation of privacy.
6. Students who bring ~~PEDs~~PMDs to the school are expected to comply with all relevant School Procedures and Codes of Conduct.
7. Students who refuse to comply with the school’s procedures for use of ~~PEDs~~PMDs in the school setting may be subject to disciplinary measures ~~up to and~~ including

temporary confiscation of the PEDPMD.

8. The Principal or designate may authorize or restrict any specific use of a PEDPMD during the school day.
9. Emergency drills, such as a lockdown, fire or evacuation drills, shall review the acceptable use of PEDPMDs in that emergency situation.

10. PEDPMDs are valuable electronic devices. The security and storage of these items is the sole responsibility of the owner/user.

- 10.1 Notwithstanding confiscation for the purpose of discipline, the Division assumes no responsibility for the safety, security, loss, repair, or replacement of PEDPMDs.

Reference: Education Act <u>1, 51, 52, 53, 54,</u> <u>196, 197, 222</u> Freedom of Information and Protection of Privacy Act Canadian Charter of Rights and Freedoms	
<u>Ministerial Order 14/2024</u>	Date Approved: April 1, 2021

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

Administrative Procedure 695

SOCIAL MEDIA

Background

Division staff, students, parents and extended community shall appropriately utilize social media in any aspect that is regarding the Division, in full alignment with the Vision, Mission, Goals and Priorities of the Division.

Part of learning is adapting to the changing methods of communication. Engaging in digital environments can promote learning, teaching and collaboration for students, staff and parents. The very nature of social media introduces potential lack of personal control of content and dissemination of content. Due care and attention is required to safeguard privacy.

Procedures

1. Students may not access social media on school networks or devices except where approved for limited use by school administration ([Ministerial Order 14/2024, AP 650](#)). Schools will communicate this procedure with students and parents at the beginning of each school year.
1. All social media users shall be considered to be personally responsible for the content/information they choose to publish online; notably:
 - a. Northern Gateway School Division employees are personally responsible for
 - i. all comments/information they publish to the public in any format online;
 - b. Staff shall remain vigilantly mindful that what is published may be public for a
 - i. long time—and therefore govern their actions accordingly; and
 - c. Before posting personal photographs, thought should be given as to how the
 - i. images reflect on a staff member's demonstrated sense of professionalism.
2. Direct comments, published with respect to a school and or the school division, shall always meet the highest standards of professional discretion;
 - 2.1. When posting, even on the strictest of private domains, staff should act on the assumption that all postings are in the public domain.

3. Staff, students and parents shall be notified with regard to postings deemed disrespectful or harmful to the Division and shall be appropriately warned that slanderous, libelous or defamatory material may warrant an exploration by the Division for legal action.
4. Online behaviour shall adhere to the principles of Digital Citizenship and reflect the same standards of honesty, respect and consideration used when meeting face to face.
5. Photographs shall respect every persons' right to privacy and reflect appropriate content for the educational purpose.
6. Social media, utilized for educational purposes, shall be considered an extension of the classroom: what is inappropriate in the classroom or workplace is also deemed inappropriate online.
7. "Friending" current students on social media is prohibited unless authorized in writing by school administration.
 - 7.1. Utilizing services such Facebook Groups or Fan Pages is a more appropriate way to connect with students in this space without having to 'friend' them.
8. Employees are to act on the assumption that all social media postings, whether personal or professional, are in the public domain.
9. Employees are responsible for moderating all content published on all social media technologies related to classroom work.
10. Employees shall refrain from posting any comment that could be deemed unprofessional.
11. All users shall respect federal copyright and fair use guidelines as identified in **Administrative Procedure 590 Copyright.**
12. No identifying information about students shall be posted; for example, last names, addresses or phone numbers are not to appear on social media sites:
 - 12.1 Teachers are responsible for monitoring electronically posted material that may identify students within the content of the material the students directly create, or for the content within the material for which they are directly responsible (classroom generated content); and
 - 12.2 Posting of confidential or personal student information as defined in the *Freedom of Information and Protection of Privacy Act* is prohibited. See **Administrative Procedure 564 Freedom of Information and Privacy Protection.**
13. Social media accounts that are created by staff members for the sole purpose in their role within the Division (i.e., class twitter accounts, class Facebook pages,

class blogs) shall not be used for personal matters;

13.1. Upon the Principal's request, login information with written consent to access a school-based account shall be given to the Principal or the Supervisor.

14. With respect to Digital Citizenship

14.1 Digital Citizenship shall be defined as the generally accepted behaviour of responsible citizenship carried over to online environments and can be said to include, but not limited to, the following:

- 14.1.1 Respect of others by refraining from sharing information about them without their knowledge or consent;
- 14.1.2 Respect of others by refraining from actions that are malicious or harmful to them;
- 14.1.3 Respect of self and others by refraining from using profane or abusive language;
- 14.1.4 Respect of self and others by refraining from posting or storing any content that contains sexual, racial, religious, or ethnic slurs, any other form of abuse, or that contain threatening or otherwise offensive language or pictures;
- 14.1.5 Protection of one's own personal information from unknown or non-understood online environments, agencies or individuals;
- 14.1.6 Protection of online financial transactions through use with known agencies, and only then via secure means;
- 14.1.7 Respect of intellectual property rights and copyright;
- 14.1.8 Respect for law, whether Federal, Provincial, Municipal or other statute,
- 14.1.9 Respect for the laws or rules of any other state, international agency or organization with whom digital interaction occurs;
- 14.1.10 Respect for established Codes of Conduct;
- 14.1.11 Access to only those resources, either inside or outside of the Division's network, to which an individual is appropriately authorized to do so;
- 14.1.12 Respect of others by refraining from sending files or messages designed to disrupt other computer systems or networks; and
- 14.1.13 Respect for digital security by ensuring the safety of one's passwords.

Reference: Education Act 31, 32, 36, 37, 196, 197, 222 Freedom of Information and Protection of Privacy Act Canadian Charter of Rights and Freedoms Criminal Code (Canada) Copyright Act Ministerial Order 14/2024	
	Date Approved: August 30, 2024

Administrative Procedure 695

SOCIAL MEDIA

Background

~~The Superintendent demonstrates the belief that the~~ Division's staff, students, parents and extended community shall appropriately utilize social media in any aspect that is regarding the Division, in full alignment with the Vision, Mission, Goals and Priorities of the Division.

Part of learning is adapting to the changing methods of communication. Engaging in digital environments can promote learning, teaching and collaboration for students, staff and parents. The very nature of social media introduces potential lack of personal control of content and dissemination of content. Due care and attention is required to safeguard privacy.

~~Social media includes web-based and mobile technologies that turn communication into interactive dialogue. Some examples include but are~~ **Procedures**

~~1. not limited to: personal websites, micro-blogs, blogs, wikis, podcasts, digital images and video, Facebook, YouTube, Twitter, Instagram, Tik Tok and other social media technologies.~~

~~Students may not access social media on school networks or devices except where approved for limited use by school administration (Ministerial Order 14/2024, AP 650). Schools will communicate this procedure with students and parents at the beginning of each school year.~~

Procedures

~~1. 1.1~~ All social media users shall be considered to be personally responsible for the

~~content/information they choose to publish online; notably:~~

~~a. 1.1~~ Northern Gateway School Division employees are personally responsible for

~~i.~~ all comments/information they publish to the public in any format online;

~~b. 1.2~~ Staff shall remain vigilantly mindful that what is published may be public for a

~~i.~~ long time—and therefore govern their actions accordingly; and

- ~~c. 1.3~~ Before posting personal photographs, thought should be given as to how the
- ~~i.~~ images reflect on a staff member's demonstrated sense of professionalism.
2. Direct comments, published with respect to a school and or the school division, shall always meet the highest standards of professional discretion;
 - 2.1. When posting, even on the strictest of private domains, staff should act on the assumption that all postings are in the public domain.
 3. Staff, students and parents shall be ~~immediately~~ notified with regard to postings deemed disrespectful or harmful to the Division and shall be appropriately warned that slanderous, libelous or defamatory material may warrant an exploration by the Division for legal action.
 4. Online behaviour shall adhere to the principles of Digital Citizenship and reflect the same standards of honesty, respect and consideration used when meeting face to face.
 5. Photographs shall respect every persons' right to privacy and reflect appropriate content for the educational purpose.
 6. Social media, utilized for educational purposes, shall be considered an extension of the classroom: what is inappropriate in the classroom or workplace is also deemed inappropriate online.
 7. "Friending" current students ~~or parents on Facebook is strongly discouraged on social media is prohibited unless authorized in writing by school administration.~~
 - 7.1. Utilizing ~~services such~~ Facebook Groups or Fan Pages is a more appropriate way to
~~connect~~ connect with students in this space without having to 'friend' them.
 8. Employees are to act on the assumption that all social media postings, whether personal or professional, are in the public domain.
 9. Employees are responsible for moderating all content published on all social media technologies related to classroom work.
 10. Employees shall refrain from posting any comment that could be deemed unprofessional.
 11. All users shall respect federal copyright and fair use guidelines as identified in **Administrative Procedure 590 Copyright.**
 12. No identifying information about students shall be posted; for example, last names,

addresses or phone numbers are not to appear on social media sites:

- 12.1 Teachers are responsible for monitoring electronically posted material that may identify students within the content of the material the students directly create, or for the content within the material for which they are directly responsible (classroom generated content); and
 - 12.2 Posting of confidential or personal student information as defined in the *Freedom of Information and Protection of Privacy Act* is prohibited. See **Administrative Procedure 564 Freedom of Information and Privacy Protection**.
13. Social media accounts that are created by staff members for the sole purpose in their role within the Division (i.e., class twitter accounts, class Facebook pages, class blogs) shall not be used for personal matters;
- 13.1. Upon the Principal's request, login information with written consent to access a school-based account shall be given to the Principal or the Supervisor.
 - ~~13.2. Comments made using Twitter on social media often are public and are visible to those who do not have Twitter. Have accounts in most cases, therefore Employees shall be aware of the public and widespread nature and ensure that they are not posting any items that would be deemed inappropriate.~~
14. With respect to Digital Citizenship
- 14.1 Digital Citizenship shall be defined as the generally accepted behaviour of responsible citizenship carried over to online environments and can be said to include, but not limited to, the following:
 - 14.1.1 Respect of others by refraining from sharing information about them without their knowledge or consent;
 - 14.1.2 Respect of others by refraining from actions that are malicious or harmful to them;
 - 14.1.3 Respect of self and others by refraining from using profane or abusive language;
 - 14.1.4 Respect of self and others by refraining from posting or storing any content that contains sexual, racial, religious, or ethnic slurs, any other form of abuse, or that contain threatening or otherwise offensive language or pictures;
 - 14.1.5 Protection of one's own personal information from unknown or non-understood online environments, agencies or individuals;
 - 14.1.6 Protection of online financial transactions through use with known

- agencies, and only then via secure means;
- 14.1.7 Respect of intellectual property rights and copyright;
 - 14.1.8 Respect for law, whether Federal, Provincial, Municipal or other statute,
 - 14.1.9 Respect for the laws or rules of any other state, international agency or organization with whom digital interaction occurs;
 - 14.1.10 Respect for established Codes of Conduct;
 - 14.1.11 Access to only those resources, either inside or outside of the Division’s network, to which an individual is appropriately authorized to do so;
 - 14.1.12 Respect of others by refraining from sending files or messages designed to disrupt other computer systems or networks; and
 - 14.1.13 Respect for digital security by ensuring the safety of one’s passwords.

Reference: Education Act 31, 32, 36, 37, 196, 197, 222 Freedom of Information and Protection of Privacy Act Canadian Charter of Rights and Freedoms Criminal Code (Canada) Copyright Act <u>Ministerial Order 14/2024</u>	
	Date Approved: April 1, 2024 <u>August 30, 2024</u>

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

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 Tours Schedule
- Review the PSBAA Fall AGM Agenda
- Host the Annual Employee Appreciation Evening (September/October) (Policy 7, Section 9.6)
- Review the Year-end Suspension Report
- [ASBA Awards Deadline](#)

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
- Host the Annual Employee Appreciation Evening (September/October) (Policy 7, Section 9.6)
- [ASBA Long Service Awards Deadline](#)

NOVEMBER

- Approve the Annual Education Results Report (AERR) (Policy 2, Section 1.10)
- Approve the Audited Financial Statements (Policy 2, Section 4.7)
- Conduct the School Results Review (November/December)
- Review and accept the School Operational Viability Report (Policy 15)
- Receive the Annual Community Engagement Plan (Policy 2, Section 2)

DECEMBER

- Approve the Borrowing By-law
- Conduct the School Results Review (November/December)
- Conduct a Governance, Strategy and Development Committee (GSD) Meeting (following School Results Review)
- Identify Goals for the Advocacy Plan (Policy 2, Section 8.2)

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)
- Approve the Advocacy Plan (Policy 2, Section 8.3)
- Identify Possible Position Statements for ASBA Fall General Meeting
- 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 (following school tours)
- [ASBA Edwin Parr and PSBAA Awards Deadlines](#)

APRIL

- Conduct the Second Finance Committee Meeting to Discuss Provincial Budget (April or May)
- Review the Draft Three-Year Education Plan (Policy 2, Section 1.4)

MAY

- 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 (by December 31, 2024)

- 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

[Alberta School Boards Association \(ASBA\)](#)

September	Community Engagement Award
September	Honourary Life Member Award
September	School Board Innovation and Excellence Award
October	Long Service Awards
February	Honouring Spirit: Indigenous Student Awards
March	Edwin Parr Teacher Award
March	Friends of Education Award
June	Zone Appreciation Award

[Public School Boards' Association of Alberta](#)

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