

DATE: February 20, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Locally Developed Courses

ORIGINATOR: Ron MacNeil, Assistant Superintendent, Mike Suderman, Assistant Superintendent

RESOURCE STAFF: Janice Aubry, Laurie Houston

REFERENCE: [Guide to Education: ECS to Grade 12, 2017-2018](#)
[Ministerial Order on Student Learning \(#001/2013\)](#)
[GA.BP - Student Programs of Study](#)
[GAA.BP - Delivery of Student Programs of Study](#)
[GK.BP - Student Assessment, Achievement and Growth](#)
[GKB.AR - Standards for Evaluation](#)

ISSUE

Alberta Education requires that school authorities approve locally developed courses (LDCs) by a motion of the Board of Trustees prior to implementation in schools.

BACKGROUND

The *Guide to Education: ECS to Grade 12, 2017-2018* (pg.63) states that:

“School authorities have the flexibility to develop or acquire locally developed courses (LDCs) to address particular student and/or community needs. These learning opportunities complement, extend and/or expand upon provincial programs of study. LDCs may be used to:

- accommodate student needs and interests
- encourage and support innovative learning and teaching practices
- address unique community priorities
- encourage students who may be at risk of leaving school early
- promote successful transitions to further education by exposing students to advanced subject matter and learning environments”

LDCs also support District alternative programs and the District Strategic Plan, with a particular focus on Priorities 1 and 2.

Junior high school LDCs are currently approved on a four-year cycle by the developing school authority. Senior high school LDCs must also be approved by the Board of Trustees and authorized by Alberta Education. The maximum duration for Alberta Education authorization is currently four years. This approval and/or authorization process is governed by provincial and District policies.

All LDCs developed by Edmonton Public Schools have been revised to ensure they meet current student, school, community and program needs, as well as provincial and District requirements. This includes ensuring that these courses:

- are aligned with the elements of the *Ministerial Order on Student Learning (#001/2013)*
- contain a rationale, philosophy, and general and specific learning outcomes aligned with provincial requirements and standards
- contain updated, current content

Supplementary information for teachers related to all LDCs, such as assessment information, is available to District teachers on an internal website. Student progress for all LDCs is to be assessed in accordance with GK.BP - Student Assessment, Achievement and Growth and GKB.AR - Standards for Evaluation.

RELATED FACTS

- All District-developed LDCs in this report were reviewed and revised collaboratively with District teachers, school administrators and central staff.
- Other school authorities in Alberta request to acquire LDCs from Edmonton Public Schools each year.
- Edmonton Public Schools acquires a number of LDCs from other school authorities in the province.
- School authorities may not amend or adapt the content in LDCs acquired from other school authorities without prior written consent.

RECOMMENDATION

That the following LDCs be approved for use in Edmonton Public Schools:

- **Academic Achievement through English Language Development 15-25-35 (3)**
- **American Sign Language and Deaf Culture (3Y) 15-25-35**
- **Design Thinking for Innovation 15-25-35 (3 and 5)**
- **Drawing (Advanced Techniques) 15-25-35**
- **Exploration of Film 7-8-9**
- **Forensic Studies 25-35 (3)**
- **Global Perspectives 25-35**
- **Learning to Lead 7-8-9**
- **Punjabi Language and Culture K-3**
- **Speech and Debate 15 (3)**

OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. Approve the LDCs as presented.
2. Approve the LDCs with amendments to those developed by the District.
3. Do not approve the LDCs.

CONSIDERATIONS and ANALYSIS

- LDCs provide unique opportunities to accommodate student needs and interests, encourage innovation in learning and teaching practices, address community priorities, engage students who are at risk of leaving school early and/or promote successful transitions to further education.
- Many LDCs support District alternative programming.
- LDCs support the District Strategic Plan, with a particular focus on Priorities 1 and 2.

NEXT STEPS

Upon approval of this recommendation, the Administration will submit the senior high school LDCs that are developed by the District to Alberta Education for authorization. If authorization is obtained, the Administration will make those LDCs available for the 2018-2019 school year.

ATTACHMENTS and APPENDICES

ATTACHMENT I Summaries of Locally Developed Courses Submitted for Approval on February 20, 2018

ATTACHMENT II Enrolment Data for Locally Developed Courses Expiring in 2018

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Summaries of Locally Developed Courses Submitted for Approval on February 20, 2018

Academic Achievement through English Language Development 15-25-35

Academic Achievement through English Language Development 15-25-35 is a 3 credit course series developed by Calgary Board of Education. It has not previously been offered in Edmonton Public Schools.

Academic Achievement through English Language Development 15-25-35 is a course series developed in response to the need for English language learners to build and extend academic language proficiency and communicative competence within all aspects of literacy (listening, speaking, reading, writing, viewing and representing). These courses are intended for English as a Second Language proficiency level 3, 4 or 5 English language learners who require additional support to develop academic English language proficiency and overall communicative competence. Academic Achievement through English Language Development courses may be the students' final English as a Second Language courses prior to transitioning to academic core courses. These courses may be used as adjunct support alongside enrolment in academic core courses, offered as independent courses, or taught simultaneously in a single class room setting.

American Sign Language and Deaf Culture (3Y) 15-25-35

American Sign Language and Deaf Culture (3Y) 15-25-35 is a 5 credit course series developed by Edmonton Public Schools. It is currently being delivered at one District school and had an enrolment of 92 students as of January 15, 2018.

The American Language and Deaf Culture (3Y) 15-25-35 course series is intended for students who are beginning their study of American Sign Language and Deaf culture in senior high school. This course series provides the opportunity for students to learn to use American Sign Language (ASL) in a variety of situations and for a variety of purposes. Apart from the common advantages related to the learning of a second language, it permits an insight into Deaf culture and provides the opportunity for learners to communicate directly with the Deaf and Hard of Hearing.

Design Thinking for Innovation 15-25-35

Design Thinking for Innovation 15-25-35 is a 3 and 5 credit course series developed by Calgary Board of Education. It has not been offered previously in Edmonton Public Schools.

The Design Thinking for Innovation 15-25-35 course series provides opportunities for students to engage in longer term, increasingly complex, personally relevant, design innovation and invention projects that require a significant investment in time to design, prototype, iterate and refine. The nature of the course is to apply design thinking methodologies, mindsets and processes to explorations into innovation and invention. Learner outcomes in Design Thinking for Innovation 15-25-35 focus on design thinking, creative development and increasing a student's creative capacity over time. The outcomes focus predominantly on developing competencies and learner dispositions (habits of mind), rather than specific technical skills and content knowledge.

Drawing (Advanced Techniques) 15-25-35

Drawing (Advanced Techniques) 15-25-35 is a 5 credit course series developed by Edmonton Public Schools. It is currently being delivered at six District schools and has an enrolment of 184 students as of January 15, 2018.

Drawing (Advanced Techniques) 15-25-35 is intended to provide accessibility and relevance to enriched art experiences at the high school level. This course series allows students to specialize and develop skills required for further study in their chosen field. This course series provides opportunities for development of a body of work for a field of artistic study selected by the student, which may assist students with their admission into post-secondary programs.

Exploration of Film 7-8-9

Exploration of Film 7-8-9 is a course series developed by Edmonton Public Schools. It is currently being delivered at seven District schools and had an enrolment of 396 students as of January 15, 2018.

Students in Exploration of Film 7-8-9 examine film as both an art and a means of communication. In this course series, the emphasis is on examining the various techniques used by filmmakers to convey meaning. In addition, students examine how films often reflect the times and conditions in which they are made, and conversely, how motion pictures sometimes help shape attitudes and values in society. Throughout Exploration of Film 7-8-9, students will observe, respond to, and discuss important social, historical and cultural issues.

Forensic Studies 25-35

Forensic Studies 25-35 is a 3 credit course series developed by Edmonton Public Schools. It is currently being delivered at 13 District schools and had an enrolment of 721 students as of January 15, 2018.

Forensic Studies 25-35 is an inquiry-based course series intended to be accessible to both science-minded and creative thinking students who would like to apply scientific principles in real world settings. This course series presents students with an opportunity to take a course that is of interest to them, while also developing a realistic understanding of forensics evidence-gathering techniques and the ethical complexities which confront experts using forensics evidence. Through the exploration of possible career pathways in forensics, students in Forensic Studies 25-35 will develop an accurate and realistic picture of the rigour of the discipline of forensics.

Global Perspectives 25-35

Global Perspectives 25-35 is a 5 credit course series developed by Edmonton Public Schools. It is currently being delivered at one District school and has an enrolment of nine students as of January 15, 2018.

The overall aim of Global Perspectives 25-35 is to give students opportunities to develop as reflective and lifelong learners who can adapt to diverse situations, recognize their strengths and respond effectively to the challenges of our complex world. In Global Perspectives 25-35, the emphasis is on skills development for the workplace and those skills needed to navigate higher education and a diverse society. The Global Perspectives 25-35 course series also serves to fulfil the core requirement of the International Baccalaureate Career-related Programme. The Career-related Programme core is designed to enhance students' personal qualities and professional skills.

Learning to Lead 7-8-9

Learning to Lead 7-8-9 is a course series developed by Edmonton Public Schools. It is currently being delivered at 43 District schools and had an enrolment of 2,621 students as of January 15, 2018.

The Learning to Lead 7-8-9 course series provides opportunities for students to better understand the concept of leadership in preparation for their future career and life roles. In Learning to Lead 7-8-9,

students will develop their leadership and communication skills through the planning and completion of a variety of service initiatives. Learning to Lead 7-8-9 promotes service leadership, and encourages students to experience the positive outcomes that accrue when they see beyond self-interest and play an active role in bettering their communities. Learning to Lead 7-8-9 provides students with productive and constructive outlets for their ideas and goals, and they are able to witness the impact that effective organization and dedication has on the success of any endeavor.

Punjabi Language and Culture K-3

Punjabi Language and Culture K-3 is a course series developed by Edmonton Public Schools. It is currently being delivered at one District school and had an enrolment of 80 students as of January 15, 2018.

Punjabi Language and Culture K-3 is a locally developed course series intended for students beginning the learning of Punjabi in Kindergarten. This course series provides opportunities for young students to develop Punjabi language proficiency, as well as knowledge and appreciation of Punjabi culture. This course series provides the opportunity for students to learn to use Punjabi in a variety of situations and for a variety of purposes, and to develop the knowledge, skills and attitudes to be effective global citizens.

Speech and Debate 15

Speech and Debate 15 is a 3 credit course series developed by Edmonton Public Schools. It is currently being delivered at four District schools and had an enrolment of 159 students as of January 15, 2018.

In Speech and Debate 15, students address societal, global and other issues important to youth through speech, the interpretation and oral renderings of meaningful texts, and debate, the logical, coherent argumentation, presented in a fixed format, of values positions or policy issues. While students may present informal speeches in an English language arts classroom, this course emphasizes a formalized and organized approach to the art of oratory. As students in Speech and Debate 15 complete formal and organized speeches and debates, they develop the skill of persuasive argumentation and hone their ability to advocate for themselves and their ideas.

**Enrolment Data for
Locally Developed Courses Expiring in 2018**

Locally Developed Course Name/Series	Enrolments 2013-2018 as of January 15, 2018					Schools offering in 2017-18
	13-14	14-15	15-16	16-17	17-18	
American Sign Language and Deaf Culture Three-year (3Y) 15-25-35	134	112	85	43	92	Jasper Place
Drawing (Advanced Techniques) 25-35	205	212	209	181	184	Eastglen Lillian Osborne M.E. LaZerte Queen Elizabeth Victoria W.P. Wagner
Exploration of Film 7-8-9	256	309	163	325	396	Allendale Ellerslie Campus Kate Chegwin Millwoods Christian S. Bruce Smith T.D. Baker Vernon Barford
Forensic Studies 25-35	430	605	652	662	721	Argyll Centre Braemar Eastglen Harry Ainlay Jasper Place Learning Store at Londonderry Learning Store on Whyte Learning Store West Edmonton Lillian Osborne McNally Queen Elizabeth Ross Sheppard W.P. Wagner
Global Perspectives 25-35	n/a	9	5	8	9	Victoria
Learning to Lead 7-8-9	1542	1492	1641	1462	2621	A. Blair McPherson Allendale Balwin Britannia Dan Knott

						David Thomas King Dr. Donald Massey Dr. Lila Fahlman Edith Rogers Edmonton Christian NE Elizabeth Finch Elliesslie Campus Esther Starkman Florence Hallock Hardisty Hilwie Hamdon Hillcrest Ivor Dent Jan Reimer John D. Bracco Kate Chegwin Kenilworth Killarney Laurier Heights Londonderry Major General Griesbach McKernan Meadowlark Christian Michael Phair Michael Strembitsky Millwoods Christian Oliver Parkview Riverbend Rosslyn S. Bruce Smith Spruce Avenue Steele Heights Svend Hansen T.D. Baker Westlawn Westminster Westmount
Punjabi Language and Culture K-3	35	33	34	36	80	Meyokumin
Speech and Debate 15	71	59	78	93	159	Lillian Osborne McNally Old Scona Queen Elizabeth