



Date: September 24, 2025 **Agenda Item:** 7.11

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services

Subject: **Combined Motion for Locally Developed Courses Approval**

Recommended Motion:

THAT the Board of Trustees approve the following Locally Developed Courses as courses of study within Sturgeon Public School Division from September 1, 2025, to August 31, 2027.

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Ballet 15	5 Credits (2023-2027)	LDC1412	2025-2026		2026-2027
Ballet 25	5 Credits (2023-2027)	LDC2412	2025-2026		2026-2027
Ballet 35	5 Credits (2023-2027)	LDC3412	2025-2026		2026-2027
Dance 15	3 Credits (2023-2027)	LDC1413	2025-2026		2026-2027
Dance 15	5 Credits (2023-2027)	LDC1413	2025-2026		2026-2027
Dance 25	3 Credits (2023-2027)	LDC2413	2025-2026		2026-2027
Dance 25	5 Credits (2023-2027)	LDC2413	2025-2026		2026-2027
Dance 35	5 Credits (2023-2027)	LDC3413	2025-2026		2026-2027
Dance 35	3 Credits (2023-2027)	LDC3413	2025-2026		2026-2027

Background:

In accordance with Alberta Education’s guidelines for acquiring Locally Developed Courses (LDCs), a requesting school division does not require approval from the originating school

board(s). This streamlines the process and reduces the time required for divisions to access approved courses.

Typically, Sturgeon Public Schools seeks Board approval for LDC authorization in June for use in the following school year. This year, however, an additional request is being brought forward in September. Alberta Education has updated its guide to allow local approval motions occurring in September to be submitted at that time and considered “prior to the school year.” This change recognizes the needs of schools that may be reorganizing or rescheduling during September, and school authorities whose Board meetings are scheduled within the 10-month school year.

This request is being made at this time in direct response to a need identified by the Learning Centres, where both students and a teacher are ready to engage in these courses during the current school year.

Outlined below are the course descriptions for the nine Locally Developed Courses that Sturgeon Public Schools is requesting authorization to acquire.

1. Ballet 15 (5 credits) -

Course description: Ballet 15 is intended to introduce ballet to students who have had little or no experience with ballet upon entry into this course. In Ballet 15, students explore ballet foundations in order to expand their movement skills and technique. Students examine how the elements of composition guide the choreographic process when creating ballet choreography. As well, students explore how artistic elements can be used to communicate and express emotions and intent. In this course, students examine the relationship between ballet, society and culture. Students also consider both the transferable skills acquired through dance studies and possible dance-related careers.

2. Ballet 25 (5 credits) -

Course description: In Ballet 25, students model ballet foundations in order to expand their movement skills and technique. Students consider how the elements of composition can be applied to choreography, and they create and perform a ballet composition, collaboratively or individually. In this course, students examine how artistic elements can be used to enhance communication and expression. As well, students consider the ways that ballet, culture and society influence each other. In Ballet 25, career opportunities are explored and students relate these to their skills and interests

3. Ballet 35 (5 credits) -

Course description: In Ballet 35, students apply their knowledge of ballet foundations to enhance their growth in ballet technique. Students consider how analysis and reflection can be used to guide artistic choices when creating ballet choreography, and they create and critique an original ballet composition, applying ballet technique and the elements of composition. In this course, students critique

their use of artistic elements in order to enhance their communication and expression in ballet. As well, ballet’s societal and cultural importance is analyzed. In Ballet 35, students apply a reflective and analytical process to the examination of dance-related career pathways.

4. Dance 15 (3 credits & 5 credits) -

Course description: Through the exploration of various dance genres and styles, students in Dance 15 develop basic genre-specific skills and techniques to demonstrate dance movements and phrases. Students create basic dance phrases incorporating elements of composition and explore self-expression through movement. In Dance 15, students explore the evolution of dance and the reciprocal relationship between dance and the societal context in which dance works are created. As well, students consider both the transferable skills acquired through dance studies and possible dance-related careers.

5. Dance 25 (3 credits & 5 credits) -

Course Description: In Dance 25, students develop increasingly complex skills and techniques in a variety of dance genres and styles. Students apply choreographic devices to the creation of dance phrases and analyze how artistic elements enhance communication and self-expression. The influence of dance in various societal, cultural, historical and contemporary contexts is examined in this course. Students in Dance 25 also consider the impact of various dance figures, both in present-day and historical contexts. Career opportunities in dance are explored and students relate these to their skills and interests.

6. Dance 35 (3 credits & 5 credits) -

Course description: In Dance 35, students extend and apply their knowledge of complex skills and techniques to a variety of dance genres and styles. Students apply their knowledge of elements of composition and choreographic tools to create a basic dance composition. In this course, students evaluate their use of artistic elements in order to effectively communicate intention. Students also analyze how societies and cultures influence dance in various historical and present-day contexts. In Dance 35, students apply a reflective and analytical process to the examination of dance-related career pathways.

Status & Relationship to Superintendent Leadership Quality Standard (SLQS):

This report aligns with the [SLQS](#) in the following way:

COMPETENCY:	(3) Visionary Leadership
INDICATORS:	<ul style="list-style-type: none"> c. promoting in the school community a common understanding of and support for the school authority’s goals, priorities and strategic initiatives; and d. ensuring that the vision expressed in the school authority’s education plan is responsive to the ongoing review of the school authority’s achievements, meets all requirements

identified in provincial legislation and incorporates the school community's perspectives.

COMPETENCY:
INDICATORS:

(4) Leading Learning
e. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students.

Governance Implications:

Education Act

Courses, programs of study, etc.

18(e) approve any course, program of study or learning and teaching resource that may be submitted to the Minister by a board or another operator of a school for use in a school.

General powers and duties of boards

53 (2) (a) subject to section 18 and any regulations under this Act, develop, acquire or offer courses or programs,

Alberta Education - Locally Developed Courses

School authorities may approve, develop or acquire locally developed courses for kindergarten through Grade 12 students.

Government reviews and authorizes locally developed senior high courses.

Policy 2: Role of the Board

Education Planning and Programming

3. Set governance standards for reviewing and approving educational programming.

Stakeholder Engagement and Communication

9. Promote the schools' programs which reflect the needs and desires of the community.

Collaboration

21. Supports the schools' programs, needs and desires to the community

Policy 11: Superintendent of Schools

The Superintendent of Schools provides the Board with information, advice, and support required for the fulfillment of its governance role. The Superintendent plays a critical and collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board to address current and emerging issues.



[Administrative Procedure 820: Locally Developed Courses](#)

Sturgeon Public Schools believes that locally developed courses meet specific educational needs of students.

Administration is prepared to respond to questions at the September 24, 2025, Public Board meeting.

Attachment(s):

Not applicable.