

AGENDA

COMMITTEE OF THE WHOLE

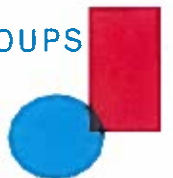
Wed. Feb 12, 2020

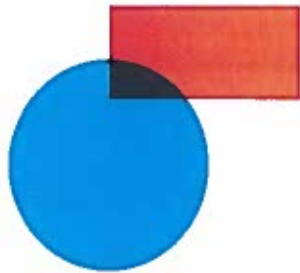


**Sturgeon
Public Schools**

Dare to reimagine learning

1. CALL TO ORDER
2. CONSIDERATION OF AGENDA
 - 2.1 Additions/Deletions to Agenda
 - 2.2 Approval of Agenda
3. APPOINTMENTS
4. APPROVAL OF COMMITTEE NOTES
 - 4.1 Amendment/Correction of Notes
 - 4.2 Approval of Committee Notes – December 11, 2019
5. PRESENTATIONS
 - 5.1 FNMI Programming Update – Ruth Kuik, Deputy Superintendent, Education Services & John Tyler, Director, Programming Excellence
6. REPORTS FROM SENIOR EXECUTIVE
 - 6.1 Capital Update
 - 6.2 Field Trip Report
 - 6.3 Proposed Land Use Application – Town of Bon Accord
 - 6.4 System Planning
7. REPORTS FROM TRUSTEES AND STANDING COMMITTEES
 - 7.1 Chair’s Report
 - 7.2 Trustees Report
 - 7.3 Advocacy Committee
 - 7.4 Building and Maintenance Committee
 - 7.5 Education Committee
 - 7.6 Finance and People Services Committee
 - 7.7 Transportation Committee
8. REPORTS FROM SPECIAL COMMITTEES/TASK GROUPS
 - 8.1 Alberta School Boards’ Association Zone 2/3





AGENDA

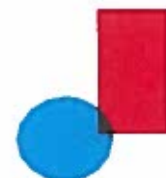
COMMITTEE
OF THE WHOLE



**Sturgeon
Public Schools**

Dare to reimagine learning

- 8.2 Public School Boards' Association of Alberta
- 8.3 Teacher Board Advisory Committee (Policy Advisory – ATA)
- 8.4 Labour Management Committee (Policy Review – CUPE)
- 8.5 Community Services Advisory Board
- 9. NEW BUSINESS**
 - 9.1 Administrative Procedure 915 – Administering Medications and Medical Treatment to Students
 - 9.2 IT Report: Monthly Downtime
 - 9.3 Locally Developed Course Approval – Creative Writing & Publishing 15, 25, 35 – 3 credits
 - 9.4 Locally Developed Course Approval – Creative Writing & Publishing 15, 25, 35 – 5 credits
 - 9.5 Locally Developed Course Approval – Design Thinking for Innovation 15, 25, 35 – 3 credits
 - 9.6 Locally Developed Course Approval – Design Thinking for Innovation 15, 25, 35 – 5 credits
 - 9.7 Locally Developed Course Approval – Leadership, Character and Social Responsibility 15 – 5 credits
 - 9.8 Policy 245 – Appeals
 - 9.9 Rescinded SPS Admin Practice T3
- 10. QUESTION PERIOD**
- 11. UNFINISHED BUSINESS**
- 12. INFORMATION ITEMS**
- 13. PENDING LIST**
- 14. IN CAMERA**
- 15. ADJOURNMENT**





Sturgeon
Public Schools

Notes of the Meeting of
The Committee of the Whole
Held at Sturgeon Composite on December 11, 2019

PRESENT

Mr. Terry Jewell, Chair
Mrs. Janine Pequin, Vice Chair
Mr. Joe Dwyer, Trustee
Mrs. Misty Featherley, Trustee
Mrs. Liz Kohle, Trustee
Mrs. Tasha Oatway-McLay, Trustee
Mrs. Trish Murray-Elliott, Trustee
Ms. Mary Lynne R. Campbell, Superintendent/CEO
Dr. Charmaine Brooks, Associate Superintendent, Corporate Services
Mrs. Ruth Kuik, Deputy Superintendent, Education Services
Mrs. Lisa Lacroix, Associate Superintendent, People Services
Ms. Shawna Walter, Director, Special Projects/Initiatives

CALL TO ORDER

The Chair called the meeting to order at 4:00PM.

CONSIDERATION OF AGENDA

- 2.1 Additions/Deletions to Agenda
- 2.2 Approval of Agenda

Moved by Mrs. Oatway-McLay that the agenda be approved as presented.

CARRIED UNANIMOUSLY

APPOINTMENTS

APPROVAL OF COMMITTEE NOTES

- 4.1 Amendment/Correction of Notes
- 4.2 Approval of Committee Notes

Moved by Mrs. Featherley that the notes of November 13, 2019 be approved, as presented.

CARRIED UNANIMOUSLY

PRESENTATIONS

COMMITTEE 4.2

REPORTS FROM SENIOR EXECUTIVE

6.1 Capital Update

The Superintendent/CEO presented a verbal and written report on behalf of the Senior Executive Committee regarding the Division's projects.

REPORTS FROM TRUSTEES AND STANDING COMMITTEES

7.1 Chair's Report

Trustee Jewell presented a verbal and written report.

Chair Jewell (Gibbons/Lamoureux)

Chair Jewell reported that he attended:

- ATA Negotiations Committee Meeting
- CUPE Negotiations Committee Meeting
- Four Winds Public School Tour
- Gibbons School, School Council
- Meeting with the Minister of Education and two MLAs
- Sturgeon Learning Centre Christmas Luncheon
- Zone 2/3 Meeting

7.2 Trustees' Reports

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- Gamilla School Christmas Concert
- CUPE Negotiations Committee Meeting
- Meeting with the Minister of Education and two MLAs

Trustee Featherley (Morinville Area)

Trustee Featherley reported that she attended:

- École Morinville Public School Christmas Concert
- École Morinville Public School, School Council Meeting
- Education Committee Meeting
- Four Winds Public School, School Council Meeting

Trustee Kohle (Bon Accord/Legal)

Trustee Kohle reported that she attended:

- ATA Negotiations Committee Meeting
- Basketball Tournament
- Meeting with the Minister of Education and two MLAs
- Sturgeon Composite High School Christmas Concert

Trustee Murray-Elliott (Sturgeon Valley/West St. Albert)

Trustee Murray-Elliott reported that she attended:

- CUPE Negotiations Committee Meeting
- Education Committee Meeting
- Meeting with the Minister of Education and two MLAs
- Sturgeon Composite High School Christmas Concert

Trustee Oatway-McLay (Cardiff/Garrison)

Trustee Oatway-McLay reported that she attended:

- ATA Negotiations Committee Meeting
- Finance and People Services Committee Meeting
- Meeting with the Minister of Education and two MLAs
- Namao School Christmas Concert

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- Awards Ceremony at Ochre Park School
- Education Committee Meeting
- Redwater School Christmas Concert
- Zone 2/3 Meeting

7.3 Advocacy Committee

No report was provided.

7.4 Building and Maintenance Committee

No report was provided.

7.5 Education Committee

A verbal report was provided.

An Education Committee meeting is scheduled for January 22, 2020.

7.6 Finance and People Services Committee

A verbal report was provided.

7.7 Transportation Committee

No report was provided.

A Transportation Committee meeting is scheduled for January 29, 2020.

7.8 ATA Update

A verbal report was provided.

7.9 CUPE Update

A verbal report was provided.

REPORTS FROM SPECIAL COMMITTEES/TASK GROUPS**8.1 Alberta School Boards' Association Zone 2/3**

A verbal report was provided.

8.2 Public School Boards' Association of Alberta

A verbal report was provided.

8.3 Teacher Board Advisory Committee (ATA)

A verbal report was provided.

8.4 Labour Management Committee (CUPE)

A verbal report was provided.

8.5 Community Services Advisory Board

A verbal report was provided.

NEW BUSINESS**9.1 1st Quarter Financial Results**

The 1st Quarter Financial Results was shared with the Board as information.

9.2 New Administrative Procedure: AP545 – Legal Guardianship of Children

The New Administrative Procedure: AP545 – Legal Guardianship of Children was shared with the Board as information.

9.3 Final Sturgeon Public Schools Rewrite List

The Final Sturgeon Public Schools Rewrite List was shared with the Board as information.

9.4 IT Report: Monthly Downtime

The IT Report: Monthly Downtime was shared with the Board as information.

QUESTION PERIOD

10.1

UNFINISHED BUSINESS

11.1

INFORMATION ITEMS

12.1

PENDING LIST

13.1 No pending list

IN CAMERA

4:36PM - Moved by Mrs. Oatway-McLay that the Board go in camera.

CARRIED UNANIMOUSLY

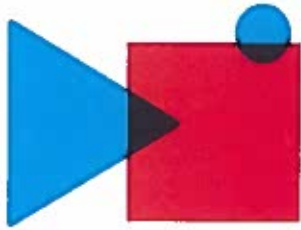
5:15PM - Moved by Mrs. Oatway-McLay that the Board revert to public.

CARRIED UNANIMOUSLY

ADJOURNMENT

The meeting adjourned 5:15PM.

Discussions on items are held at Committee of the Whole Meetings.
Decisions on items are made at Board Meetings.



BOARD
MEMORANDUM

Date: February 12, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Dr. Charmaine Brooks, Associate Superintendent, Corporate Services
Denis Henderson, Director, Facilities
Subject: Capital Update



Background:

Find attached a written update regarding the Division's Capital Projects.

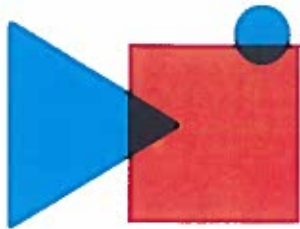
Recommendation:

That the report be received as information.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment



BOARD
MEMORANDUM

Date: February 12, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Ruth Kuik, Deputy Superintendent, Education Services
Subject: Field Trip Report



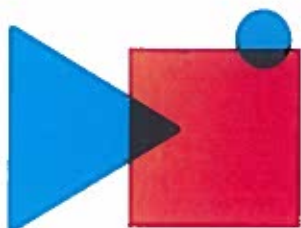
Background:

Board Policy 810, "Field Trips" and Administrative Practice Administration 5, "Field Trip Operational Procedures" require that "the principal must have the approval of the Superintendent for field trips that are overnight or exceed two (2) school days and/or are outside of the Province of Alberta". The Administrative Practice further stipulates that "the Board shall be provided, as information, all field trips that are overnight and/or out-of-province".

The following field trips have been approved:

- Camilla School
March 5 - 6, 2020 14 junior High students to Band Camp at Camp Nakamun.

May 11 - 17, 2020 Approval in Principle for 20 students to travel to the Maritimes (with Namao and Four Winds Schools).
- Lilian Schick School
March 5 - 6, 2020 15 junior High students to Band Camp at Camp Nakamun.
- Sturgeon Composite High School
May 5 - 8, 2020 50 senior high Instrumental 10, 20, 30, Choral 10, 20, 30 and Guitar 10, 20 30 students to Calgary for Music Tour 2020
- Sturgeon Heights School
March 11 - 12, 2020 40 junior high students to Jasper for a ski trip at Marmot Basin.



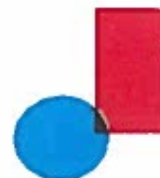
B O A R D
MEMORANDUM

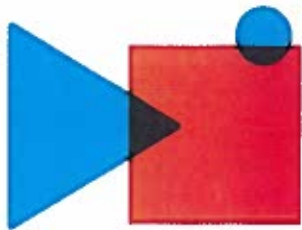
Recommendation:

This report is shared as information.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO





BOARD
MEMORANDUM



Date: February 12, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Municipal Planning Services (2009) Ltd.
Town of Bon Accord
Subject: Proposed Land Use Application – Town of Bon Accord

Background:

The attached letter was received on January 23, 2020 and is in regard to a proposed Land Use Bylaw amendment in the Town of Bon Accord. This amendment would facilitate the development of a small-scale cannabis cultivation, production, and distribution facility, and related uses.

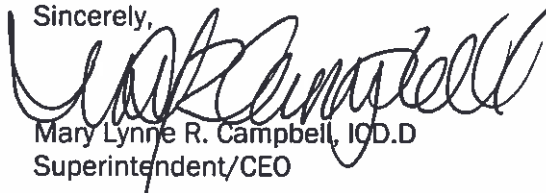
We are gravely concerned with the proximity of this development in relation to Lilian Schick School. A letter from the Superintendent's office has been sent in response and is attached.

I am happy to respond to questions at the Committee of the Whole Meeting.

Recommendation:

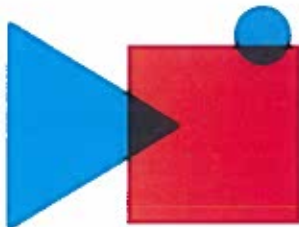
This report is shared as information.

Sincerely,



Mary Lynne R. Campbell, IOD.D
Superintendent/CEO

Attachments



B O A R D
MEMORANDUM

Date: February 12, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Board of Trustees
Shawna Walter, Director, Special Projects/Initiatives
Baragar
Subject: System Planning




Background:

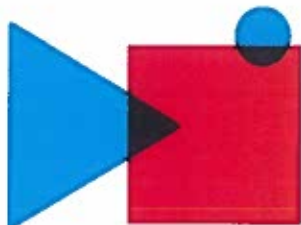
On January 20, 2020, the Board attended an initial System Planning Session to begin discussion regarding student demographic trends and future planning. Clarifying questions were raised that required Senior Executives to compile additional information. A second System Planning Session with the Board is requested.

I am happy to respond to questions at the Committee of the Whole Meeting.

Recommendation:

That the Board select a date and time in March for a second System Planning Session. A timeframe of 9:30 a.m. to 1:00 p.m. is recommended.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO



BOARD
MEMORANDUM

Date: February 12, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Ruth Kuik, Deputy Superintendent, Education Services
Subject: Administrative Procedure 915 -
Administering Medical Treatment to Students



Background:

Attached for Trustee information is Administrative Procedure 915 – Administering Medical Treatment to Students, together with the associated forms. This Administrative Procedure has been updated to align with *Protection of Students with Life-Threatening Allergies Act, 2019*.

Administration is pleased to respond to questions.

Recommendation:

This Administrative Procedure is shared as information.

Sincerely,

Mary Lynne R. Campbell ICD.D
Superintendent/CEO

Attachment



PURPOSE

Sturgeon Public Schools recognizes that the administration of medication and/or medical treatment to students is the responsibility of parents, guardians and medical practitioners.

The safe management of administering medications and medical treatment to students should:

- promote self management;
- be developmentally appropriate according to the physician (See Appendix 13: Developmental Consideration for Medication and Medical Treatment Management);
- provide the framework to support school staff in their medication and medical treatment management role;
- outline the roles of parents/guardians, students and staff.

PROCESS

The Deputy Superintendent, Education Services shall be responsible for administering this Administrative Procedure.

PROCEDURE

1. The Principal or designate is responsible to ensure that:
 - 1.1 A minimum of one epinephrine auto injector is maintained in the school.
 - 1.2 Information is maintained on each student who has an anaphylactic allergy.
 - 1.3 Strategies are in place to reduce the risk of exposure to anaphylactic causative agents in classrooms and school common areas.
 - 1.4 A communication plan to disseminate information on life threatening allergies to parents/guardians, students and staff.
 - 1.5 Mandatory regular training on dealing with life threatening allergies for all staff.

Reference: *Protection of Students with Life-Threatening Allergies Act, 2019*
Medication and Medical Treatment – Appendix 1 – 5
Reference Guide to Developing a Student Focused Medical Treatment Management Plan for Students with Specialized Health Care Needs – Appendix 6 - 14



- ~~1.1~~1.6 All staff (including bus drivers) are informed regarding the need for emergency medication for students.
- ~~1.2~~1.7 Training is provided to all staff (including bus drivers) in the administration of emergency medication.
 - ~~1.2-1~~1.7.1 Ensure that an alternate plan is in place in the absence of the employee who regularly administers medication.
 - ~~1.2-2~~1.7.2 Emergency medication is available at school, on field trips and during transportation for students requiring it.

Non-prescribed Medication

- 2. Non-prescribed medication shall not be distributed to any student enrolled in a Division school.

Prescription Medication or Medical Treatment

- 3. If a student must receive medication or medical treatment prescribed by a medical practitioner during the school day or during extra-curricular activities, and the student is incapable of self-administration, the following will apply:
 - 3.1 The parent must request in writing to the Principal that the school store medication and medical treatment equipment to enable:
 - 3.1.1 student self-administration where appropriate (e.g. asthma inhalers);
 - 3.1.2 administration of medication and medical treatment. Written instructions must be signed by the parent/guardian and the physician.
 - 3.2 Except in the case of accidents and emergencies, no employee shall administer any medication or medical treatment unless the conditions in Guideline 1.2-7 are met.
 - 3.3 Only the Principal or designate will administer the medication and/or medical treatment.

Reference: *Protection of Students with Life-Threatening Allergies Act, 2019*
Medication and Medical Treatment - Appendix 1 - 5
Reference Guide to Developing a Student Focused Medical Treatment Management Plan for Students with Specialized Health Care Needs - Appendix 6 - 14



Medication Administration

4. Procedures (In accordance with *Guide to Developing Student Focused Medical Treatment Management Plan for Students with Specialized Health Care Needs – Appendices 6 – 14*):
 - 4.1 Assign an informed school staff member(s) to be in charge of medication and/or medical treatment administration.
 - 4.2 Administer/monitor the medication and/or medical treatment as outlined by the physician.
 - 4.3 Record the medication as “Taken” or “Not Taken” on the student’s individual Medication Management Record.
5. Off-site administration of medication and/or medical treatment must conform to this Administrative Procedure.
6. Storage of Medication (consistent with *Guide to Developing Student Focused Medical Treatment Management Plan for Students with Specialized Health Care Needs*):
 - 6.1 All physician prescribed medications to be administered will be kept in their original container and placed in a locked container until needed.
 - 6.2 Medication, when appropriate, must be bubble packed/single unit doses.
 - 6.3 All physician prescribed medications required for emergency situations should be kept with the student and/or stored in an accessible office area if the nature of the reaction would allow for the time to safely retrieve it for emergency use.
 - 6.4 Where emergency medication might be required on the bus to and from school, medication is to be kept with the student and/or stored on the bus.

Reference: *Protection of Students with Life-Threatening Allergies Act, 2019*
Medication and Medical Treatment – Appendix 1 – 5
Reference Guide to Developing a Student Focused Medical Treatment Management Plan for Students with Specialized Health Care Needs – Appendix 6 - 14



Admission of Students Requiring Specialized Health Care to School and Class

7. In those circumstances where a student is dependent upon sophisticated life-support medication, or susceptible to severe reaction or injury, appropriate arrangements with parents/guardian will be made to ensure the welfare of the child.
 - 7.1 A plan, based on the Guide to Developing a Student Focused Medication and/or Medical Treatment Management Plan for Students with Specialized Health Care Needs, should be in place to ensure that the student being administered medication, and/or medical treatment is complete and accurate. A copy of this plan should be provided to the parent/guardian and be updated at least on an annual basis.
 - 7.2 Reasonable provisions should be made to enable the child to receive special medical treatment, as required, at school.
 - 7.3 In cases where reasonable provisions cannot be made, SPS will be responsible for locating an educational setting that provides the medical requirements for the student.

Responsibilities and Rights of Division Staff

8. A staff member engaged in the administration of medication or medical treatment has the responsibility to provide the same care and concern for the student as could reasonably be expected of a parent/guardian under those circumstances.
9. A staff member involved in the administration of medical and/or medical treatment has the following rights:
 - 9.1 Tto receive a copy of the written instructions provided by the parent/guardian and physician;
 - 9.2 Tto clarify his/her role in providing medication or treatment with the Principal or designate, who may seek further clarification from the parent/guardian or physician or instruct the employee to do the same;
 - 9.3 Tto affirm that the insurance coverage carried by the Division adequately reflects the medical situation in which he/she is involved;

Reference: *Protection of Students with Life-Threatening Allergies Act, 2019*
Medication and Medical Treatment - Appendix 1 - 5
Reference Guide to Developing a Student Focused Medical Treatment Management Plan for Students with Specialized Health Care Needs - Appendix 6 - 14



- 9.4 to require that a Medical Treatment of Students at School Release Form (Appendix 2) be signed by the parent which includes a section waiving the rights of the parent/guardian to pursue SPS or its personnel in an action to recover damages for improper administering of medication or medical treatment;
- 9.5 to expect to access the appropriate training to perform the expected medical responsibilities;
- 9.6 to receive written direction from the Principal or designate in those situations which involve long-term medical care;
- 9.7 to protest, in writing, should he/she not feel competent to fulfill the medical responsibilities.

Responsibilities of parents/guardians:

10. Requests for administration of medication at school will be made in writing to the Principal using forms:

~~10.1~~ Medication and Medical Treatment Management Plan

~~10.2~~ 10.1 Release Form Medical Treatment of Students at School (Appendix 2)

~~10.3~~ 10.2 Medication and Medical Treatment Management Parental Consent (Appendix 3)

10.2.1 A physician's signature must be obtained in addition to the parent/guardian's signature. Any cost for this service is to be borne by the parent/guardian.

10.3 Medication and Medical Treatment Management Plan (Appendix 4)

10.4 Medical Alert and Permission to Post Student Medical Information (Appendix 5)

~~10.1~~ ~~10.5~~ A physician's signature must be obtained in addition to the parent/guardian's signature. Any cost for this service is to be borne by the parent/guardian. (move to 10.2.1)

11. Whenever possible, a drug information printout from the pharmacist will be attached to each medication request form.

Reference: *Protection of Students with Life-Threatening Allergies Act, 2019*
Medication and Medical Treatment - Appendix 1 - 5
Reference Guide to Developing a Student Focused Medical Treatment Management Plan for Students with Specialized Health Care Needs - Appendix 6 - 14



12. If any changes occur, the parent/guardian must notify the Principal immediately. An updated form is to be completed.
13. All medications must be brought to school by the parent/guardian, in the original container.
14. Single unit doses/bubble-packed medication should be supplied by parent/guardian whenever possible.

Responsibility of the student (as appropriate for age and ability)

- 15 Participate in the medication process.
- 16 Tell the school staff if they are not feeling well prior to or after receiving medication.
- 17 **Do Not** share medication with anyone.
- 18 Keep medications needed for emergency situations (inhalers, epipens, etc.) on his/her person.
- 19 Know whom to report to for medication management.

Reference:

*Protection of Students with Life-Threatening Allergies Act, 2019
Medication and Medical Treatment - Appendix 1 - 5
Reference Guide to Developing a Student Focused Medical Treatment Management
Plan for Students with Specialized Health Care Needs - Appendix 6 - 14*

FORMS

Medication and Medical Treatment

In accordance with the Freedom of Information and Protection of Privacy Act (FOIP), The Sturgeon School Division is authorized and required under the provisions of the Education Act and its regulations to collect, use and disclose personal information that is necessary to provide educational programming and ensure a safe and secure school environment for students.

Frank Robinson Education Centre P: 780 939 4341 TF: 1 888 459 4062
9820-104 Street, Morinville, AB T8R 1L8 F: 780 939.5520 E: frec@sturgeon.ab.ca

January 2020



Request for Medication and Medical Treatment to be Given at School

for Students Requiring Specialized Health Care

(Ref. Medication Administration in Administrative Procedure 915)

To: Parent or Guardian

Re: Your Request for Medication and Medical Treatment to be Given at School

Students may require physician prescribed medication to be taken and medical treatment to be given during school facility hours. To ensure the safe management of medication and medical treatment, each student should have his/her own Medication Management Plan developed during a meeting with school facility staff.

To prepare for this meeting, please:

1. Read the information provided.
2. Complete the parent/guardian section of the Medication and Medical Treatment Management Plan using information from the pharmacy label on your child's medication and the information sheet provided by your pharmacist and direction from your physician.
3. Complete and sign the Medication and Medical Treatment Management Parental Consent form.

If you have questions or require assistance, a community health nurse is available to help you. Please call the school facility for their name and number.

School Principal



Appendix 2

Release Form
Medical Treatment of Students at School

The undersigned _____, being the legal parent/legal guardian of _____, a student of The Sturgeon School Division, do hereby request and authorize personnel employed by the Division to provide necessary first aid and medical treatment to the said student, and for so doing, this will serve as a release and indemnification of and from any action or inaction of any personnel of the Division associated with the rendering of first aid or administering of medical treatment to the said student. Further, the undersigned legal parent/legal guardian recognizes and acknowledges that the personnel employed by the Division who may, as a result of this request, be rendering first aid or administering medical treatment to the said student, are not medical practitioners.

Dated at _____, in the Province of Alberta,
this _____ of _____ A.D., _____
day month year

Signature of Parent/Guardian

Signature of Witness

In accordance with the Freedom of Information and Protection of Privacy Act (FOIP), The Sturgeon School Division is authorized and required under the provisions of the Education Act and its regulations to collect, use and disclose personal information that is necessary to provide educational programming and ensure a safe and secure school environment for students.



Medication and Medical Treatment Management Parental Consent

Student Name: _____
Last /First

Emergency Medical Contact Name _____

Phone (home) _____ (work) _____

Cell/Other _____

The information you provide will be held in confidence to assist school facility staff in responding appropriately to the medication management needs of your child. All information placed in a student's file will be protected and used in compliance with the Freedom of Information and Protection of Privacy (FOIP) Act and the Health Information Act (HIA), where applicable.

I request that school facility staff administer/monitor my child's medication and medical treatment in accordance with the Medication and Medical Treatment Management Plan.

I will supply the physician prescribed medication, bubble packed/single unit dose when appropriate, in its original container with the pharmacy label attached and will supply the physician's direction regarding medical treatment and the necessary physician prescribed medical equipment supplies to facilitate treatment. Medical equipment and supplies will be accompanied by clear instructions as to proper use. The good working order of these devices will be the responsibility of the parent.

The parent/legal guardian is to provide instruction on the proper administration of the medication and medical treatment after having received instruction from his/her medical practitioner/health professional (as necessary).

Page 1 of 2



The parent/legal guardian is to repeat and update this instruction should:

- The student’s medical condition change
- The intervention requirements change
- There be a change in school staff assisting the student in the medical intervention
- The assisting staff request a review or refresher of the medical intervention
- Professional instruction for medical treatment may be requested and will be provided on request

I have provided the above and completed the required instruction at

_____ on _____
(location) (date)

Parent/Guardian Name and Signature

MEDICATION AND MEDICAL TREATMENT MANAGEMENT PHYSICIAN’S REPORT

Confirmation from Student’s Physician

I hereby confirm that the following medication/treatment _____

_____ for _____
(name of student)

to be administered as follows:

1. Specific direction/prescription _____
(time and dose)
2. The service required is of such a simplistic nature that a lay person (teacher, teacher assistant, secretary) could successfully perform the function;
3. The service has to be performed during regular school hours and/or approved school activities;
4. The service is critical to the well being and functioning of the student; and
5. No other reasonable alternative is available (i.e. through a community agency).

Name of Physician

Name-Signature of Physician

Month Day Year

In accordance with the Freedom of Information and Protection of Privacy Act (FOIP), The Sturgeon School Division is authorized and required under the provisions of the Education Act and its regulations to collect, use and disclose personal information that is necessary to provide educational programming and ensure a safe and secure school environment for students.



Medication and Medical Treatment Management Plan

This plan is intended for physician prescribed medications and medical treatments only.

Student's Name _____

Date of Birth – Month/Day/Year _____

	Medication/Medical Treatment #1 <input type="checkbox"/> Administer <input type="checkbox"/> Monitor	Medication/Medical Treatment #2 <input type="checkbox"/> Administer <input type="checkbox"/> Monitor	Medication/Medical Treatment #3 <input type="checkbox"/> Administer <input type="checkbox"/> Monitor	Medication/Medical Treatment #4 <input type="checkbox"/> Administer <input type="checkbox"/> Monitor
Received medication in original container	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Medication information sheets provided	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Medical treatment physician's direction	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Name of Medication				
Desired effects of medication/ medical treatment				
Possible side effects of medication/ medical treatment				
Plan of action in response to side effect(s)				
Medication Dose				
Route of administration (i.e. by mouth)				
Time(s) of medication/ medical treatment to be given at school/facility				
Start date of medication/ medical treatment				
Finish or review date of medication/medical treatment				
Location of medical treatment/ medication administration/ monitoring				
Name of staff person to administer/monitor medication/medical treatment				
Name of alternative staff to administer/monitor medication /medical treatment				
Special instructions (please attach pharmacy printout)				
Please attach medical treatment physician's direction				

Parent Name: _____ Signature: _____ Date: _____
 Staff Name: _____ Signature: _____ Date: _____
 Other: _____ Signature: _____ Date: _____

In accordance with the Freedom of Information and Protection of Privacy Act (FOIP), The Sturgeon School Division is authorized and required under the provisions of the Education Act and its regulations to collect, use and disclose personal information that is necessary to provide educational programming and ensure a safe and secure school environment for students.



Appendix 5 Medical Alert

(Post in a staff area for ALL staff)

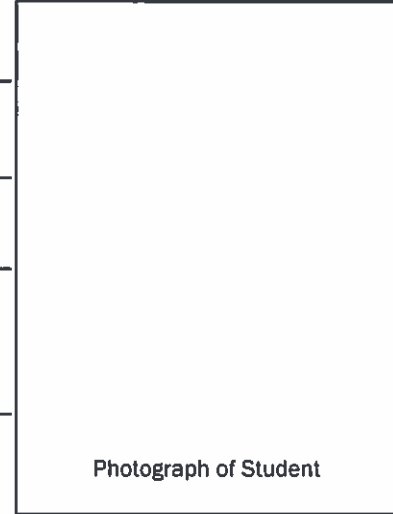
(The information on this form is to correspond with the Request for Administration of Medication/Medical Treatment Form)

Student Name _____ Grade _____

Teacher _____

Medical condition _____

Symptoms of reactions _____



DO THIS IMMEDIATELY

Staff who know how to help student _____

Medical treatment _____

Name of medication _____

Dosage _____ Method of administration _____

Location of medication _____

Administer within _____ minutes

If no relief _____

Possible side effects _____

N.B.

For life-threatening reactions call 911 Ambulance (or local ambulance) _____



Medical Alert (Post in a staff area for ALL staff)

(The information on this form is to correspond with the Request for Administration of Medication/Medical Treatment Form)

Permission to Post Student Medical Information

The *Freedom of Information and Protection of Privacy (FOIP) Act* sets controls and standards on how school jurisdictions collect, use, and disclose personal information in their custody or under their control.

Because it is important to quickly identify the type of medical attention required by a student in need of medical treatment, we are requesting your permission to post your child's information (name, picture, and medical information) as listed on the *Medical Alert Form* in a prominent place at the school accessible to all staff, agencies and volunteers who work with your child. We understand that the student's medical information is provided to Sturgeon School Division for use in compliance with the *FOIP Act*.

<p>I _____ hereby grant consent to (parent/guardian)</p> <p>The Sturgeon School Division to post my child's information as listed and described on the <i>Medical Alert Form</i>.</p> <p>_____</p> <p style="text-align: center;">Full name of student</p> <p>_____</p> <p style="text-align: center;">Grade and School of student</p> <p>_____</p> <p style="text-align: center;">Signature of parent/guardian</p> <p>_____</p> <p style="text-align: center;">Date</p>
--

In accordance with the Freedom of Information and Protection of Privacy Act (FOIP), The Sturgeon School Division is authorized and required under the provisions of the Education Act and its regulations to collect, use and disclose personal information that is necessary to provide educational programming and ensure a safe and secure school environment for students.



Guide to Developing a Student Focused Medication and Medical Treatment Management Plan for Students with Specialized Health Care Needs

Frank Robinson Education Centre P: 780.939.4341 TF: 1.888.459.4062
9820-104 Street, Morinville, AB T6R 1L8 F: 780.939.5520 E: fred@sturgeon.ab.ca



Medication and Medical Treatment Management Plan Roles and Responsibilities

Parent/Guardian Role	School/Staff Role	Student/Child Role	Community Health Nurse Role
<ul style="list-style-type: none"> • Communicate with school staff to discuss medication and medical treatment and effects. • Review the medication and medical treatment management information. Complete the Plan and sign the Consent Form. • Ask the doctor or the pharmacist to schedule medication and medical treatment so that a minimum number of doses and sessions are given at school/facility. • Suggest methods of delivering medication treatment and preparing / giving medical and indicate special tips that have been effective at home. • Discuss with the student the need for medication and medical treatment to be given at school/facility. Include as many details as possible. • Notify the school/facility in writing of all changes of medication and medical treatment given at school/facility (e.g. dosage, new medication or discontinued medication and change in medical treatment). • Confirm with the school/facility by phone that all written documentation has reached the school/ facility. 	<ul style="list-style-type: none"> • Provide parent/guardian with medication and medical treatment management information. • Meet with the student and parent(s) to complete a Medication and Medical Treatment Management Plan. • Assign designated staff person(s) to administer or monitor the medication and medical treatment being given. • Develop an orderly system to document and store medication and medical treatment equipment (eg. consent, medication cup, Medication and Medical Treatment Record sheet). • Document all medication and medical treatment changes in the Medication and Medical Treatment Management Record that have been provided in writing by the parent. • Request an in-service or training, as necessary, regarding carrying out medication administration and medical treatment activities. • Ensure all school/facility staff who have contact with the student are aware of the student's condition (ie. teachers, supervisors or substitute teachers and support staff, operators, workers) as appropriate. 	<ul style="list-style-type: none"> • Be aware of the need for medications and medical treatment in school/facility. • Participate in the development and revision of their medication and medical treatment plan (as appropriate for age and ability). • Ensure all correspondence from parents is promptly given to the appropriate person at school/facility. • Bring home written information from the school/facility and give to your parents. 	<ul style="list-style-type: none"> • Advocate for student / facility or school to develop and implement a Medication and Medical Treatment Management Plan, as required. • Facilitate the development of a Medication and Medical Treatment Management Plan. • Support medication and medical treatment management inservicing for school/facility staff and parent <ul style="list-style-type: none"> ○ Desired effects and side effects of medication and medical treatment ○ Medication and medical treatment storage. ○ Administering/monitoring medication and medical treatment changes. ○ Epi-pen inservicing. • Link with pharmacists, physicians and community agencies to provide support as necessary. • Support parent and schools/ facilities when issues arise.



Safety Considerations

Parent/Guardian Role	School/Staff Role	Student/Child Role	Community Health Nurse Role
<ul style="list-style-type: none"> • Request that the pharmacist provide the medical treatment resources and medication in the original container for the school/facility. • Provide the medication, whenever appropriate, in single dose units and bubble packed. • Provide pharmacy drug information sheets that outline the effects of the medication when given correctly and what signs and symptoms would indicate a problem. • Replace medication before expiry date to avoid missing a dose. • Provide medication and medical treatment updates at least once a year and when medication is changed. • Develop a plan of action to address side effects. • Provide instructions about what to do if a dose or medical treatment session is late or missed. 	<ul style="list-style-type: none"> • Assign one person for managing medication for all students OR one designated person for a particular student. • Have a trained alternate person available at all times to give medication and medical treatment. • Select staff for this activity who are directly involved with the student and comfortable with the role. • Attach drug information sheets to the Plan and Parental Consent. • Be familiar with the desired effects and the side effects of the medication and medical treatment as outlined in the Plan. • Be familiar with the action plan to address side effects. <p><i>If a student in your school is at risk for anaphylactic reactions, ensure that all staff are trained to deal with an emergency situation.</i></p>	<ul style="list-style-type: none"> • Communicate any side effects to school/facility staff and parents. 	<ul style="list-style-type: none"> • Assist with the development of a plan of action in the event of side effects. • Provide orientation (as needed) to school/facility staff about importance of safety checks when administering medications and medical treatment.



Location of Medication and Medical Equipment

Parent/Guardian Role	School/Staff Role	Student/Child Role	Community Health Nurse Role
<ul style="list-style-type: none"> • Reinforce with student and school/facility staff the importance of keeping medications needed for emergency situations with student at all times. • Ensure that school/facility staff are aware of storage guidelines for medical treatment equipment and medications (ie. refrigerate or away from light). • Provide a plan that addresses when to remove medications from the school and dispose of medication according to recognized guidelines. 	<ul style="list-style-type: none"> • Allow students to carry medications needed for emergency situations (asthma inhalers, epi-pens) with them at all times as developmentally appropriate. • Store medications in one central locked cabinet that is off limits to students. • Medications requiring refrigeration should be placed in a clearly marked, locked container in the refrigerator. • Unused medication should be returned to the parent. • Plan for medication and medical treatment administration when the student is off-site (eg. field trips). See Recommendation for Off-Site Medication and Medical Treatment Administration 	<ul style="list-style-type: none"> • Keep medications needed for emergency situations (asthma inhalers, epi-pens) on your person. • Know how and when to take your medication. • Know who to report to for medication and medical treatment management and how to access them. 	<ul style="list-style-type: none"> • Assist school/facility staff in implementing a plan that supports students to carry their emergency medications.



Appendix 9 Medication Preparation

Parent/Guardian Role	School/Staff Role	Student/Child Role	Community Health Nurse Role
<ul style="list-style-type: none"> • Request single dose packaging from the pharmacist when appropriate and feasible. 	<ul style="list-style-type: none"> • Check Medication Management Record to ensure medication not already given. • Confirm that medication identified on the container label, Medication Management Record and Medication Management Plan Consent are the same. 		<ul style="list-style-type: none"> • Be available for follow-up as required.



Medication and Medical Treatment Administration and Monitoring

Parent/Guardian Role	School/Staff Role	Student/Child Role	Community Health Nurse Role
<ul style="list-style-type: none"> • Instruct child not to share medication with anyone. 	<ul style="list-style-type: none"> • Every effort should be made to allow privacy while administering medication and medical treatment. • Explain the process to the student. • Check the five <i>"rights"</i>: <ol style="list-style-type: none"> 1. Right <i>child</i> 2. Right <i>medication</i> 3. Right <i>dose</i> 4. Right <i>time</i> 5. Right <i>route</i> (ie. By mouth) • Praise the student and tell them when the next dose and medical treatment is due. 	<ul style="list-style-type: none"> • Participate in the medication and medical treatment process as agreed upon in the Plan. • Tell the school/facility staff if not feeling well prior to receiving medication and medical treatment. • Do not share medication with <i>anyone!</i> • Tell the person who is giving you your medicine if it looks different or if you have already had it. 	<ul style="list-style-type: none"> • Support designated school/facility staff or student in carrying out the Plan. • Support the parents and the school/facility when issues arise. • Provide orientation as needed.



Parent/Guardian Role	School/Staff Role	Student/Child Role	Community Health Nurse Role
	<ul style="list-style-type: none"> • Immediately after administering the medication and medical treatment, record the medication name, dose and time of administration on the Medication Management Record. Place your initials in the appropriate date box. • Record side effects, missed doses or errors immediately under comments on the Medication Management Record. • Inform parents of errors, missed doses or side effects. • Record medication and medical treatment with red ink, date and initial. 		<ul style="list-style-type: none"> • Assist as requested if problems arise.



SAMPLE

Medication and Medical Treatment Management Plan

This plan is intended for physician prescribed medications and medical treatments only.

John Doe
January 06, 1993

Student's Name

Date of Birth - Month/ Day/Year

	Medication/Medical Treatment #1 <input checked="" type="checkbox"/> Administer <input type="checkbox"/> Monitor	Medication/Medical Treatment #2 <input type="checkbox"/> Administer <input type="checkbox"/> Monitor	Medication/Medical Treatment #3 <input type="checkbox"/> Administer <input type="checkbox"/> Monitor	Medication/Medical Treatment #4 <input type="checkbox"/> Administer <input type="checkbox"/> Monitor	
Received medication in original container	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
Medication information sheets provided	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
Medical treatment physician's direction	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
Name of Medication	<i>Ritalin Methylphenidate</i>				
Desired effects of medication/ medical treatment	<i>Focused Calm</i>				
Possible side effects of medication/ medical treatment	<i>Vomiting, Tremors, Convulsions</i>				
Plan of action in response to side effect(s)	<i>Call parent Convulsions: call 911 & call parent</i>				
Medication Dose	<i>5mgm x 3 daily</i>				
Route of administration (i.e. by mouth)	<i>Mouth</i>				
Time(s) of medication/ medical treatment to be given at school/facility	<i>30 minutes before lunch</i>				
Start date of medication/ medical treatment	<i>September 17, 2013</i>				
Finish or review date of medication/medical treatment	<i>January 2014</i>				
Completed During Meeting	Location of medical treatment/ medication administration/ monitoring	<i>Locked cupboard in Room 11</i>			
	Name of staff person to administer/monitor medication/medical treatment	<i>Mary Jones Secretary</i>			
	Name of alternative staff to administer/monitor medication /medical treatment	<i>Lori Diamond Home Room Teacher</i>			
	Special instructions (please attach pharmacy printout)	<i>None</i>			
	Please attach medical treatment physician's direction				

Parent Name: Joan Smith Signature: Joan Smith Date: Sept. 10, 2013

Staff Name: Jane Doe Signature: Jane Doe Date: Sept. 10, 2013

Other: _____ Signature: _____ Date: _____



Developmental Consideration for Medication and Medical Treatment Management

Children reach developmental milestones at different chronological ages depending upon their circumstances. These growth and development milestones are provided to assist in the development of a student health plan that is individualized and incorporates the student as fully as their abilities allow.

Overall Guidelines:

- Encourage normalcy
- Maintain confidentiality
- Practice honesty
- Involve the student
- Keep disruption of school facility routine to a minimum
- Allow student/child to assume responsibility for own care as developmentally and physically possible



Developmental Consideration for Medication and Medical Treatment Management

Age	Characteristics	Relevant Points
0-5	<ul style="list-style-type: none"> • Variable 	<ul style="list-style-type: none"> • Younger preschooler – unable to assist with medication and medical treatment plan • Older preschooler will be able to assist with some aspects of the medication and medical treatment plan
5-7	<ul style="list-style-type: none"> • Can follow rules, directions • Wishes privacy • Developing manual dexterity 	<ul style="list-style-type: none"> • Finds it difficult to leave activities • Will be able to assist with some aspects of the medication and medical treatment
8-9	<ul style="list-style-type: none"> • May be able to tell time • Understands safety • Self confidence increasing 	<ul style="list-style-type: none"> • Better fine motor control • More independent • Developing good health habits
10-13	<ul style="list-style-type: none"> • Good coordination • Able to look after own needs • Wants independence • Needs ownership in decision making 	<ul style="list-style-type: none"> • May begin planning and doing own procedures in care • Involve in plan development
14-15	<ul style="list-style-type: none"> • Gains maturity and control • Needs autonomy • Able to problem solve 	<ul style="list-style-type: none"> • Needs independence • Needs to fit in with peers • Involve in care plan
16-19	<ul style="list-style-type: none"> • Depth in reasoning • Reasons deductively • Comprehensive problem review • More emotionally stable 	<ul style="list-style-type: none"> • Independent • Any assistance required may be related to special health challenges



Consideration for Off-Site Medication Administration

The following recommendations are provided to assist in meeting a child/student's medication management needs outside of the regular school environment.

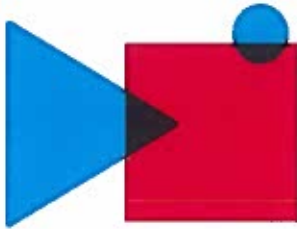
Procedures

1. Assign an informed school staff member to be in charge of the off-site medication and/or medical treatment administration and to be responsible for the medication container.
2. Administer/monitor the medication and/or medical treatment in a quiet area.
3. Only prepare one student's medication at a time.
4. Check the Medication Management Record to ensure the medication has not already been administered.
5. Place a clean paper towel on a clean level surface.
6. Check the label three times while preparing the medication.
7. Check the five "rights":
 - 7.1 right child;
 - 7.2 right medication;
 - 7.3 right dose;
 - 7.4 right time;
 - 7.5 right route.
8. Administer the prescribed medication to the student.
9. Replace the medication in the lockable container.
10. Record the medication as "Taken" or "Not Taken" on the student's individual Medication Management Record.

Equipment

1. Plastic or metal container with a lockable lid supplied by parent/guardian (with carrying handle, if possible).
2. Insulated bag plus ice pack for medications requiring refrigeration.
3. Supply of disposable cups in plastic overwrap or in a plastic ziplock bag.
4. Small thermos for drinking water if drinking water not available at the destination.
5. Supply of paper towels to provide clean area.
6. Hold each student's original Medication Management Record in a three ring duotang/binder.
7. All physician prescribed medications to be administered will be kept in their original container and placed in the lockable container until needed.
8. All physician prescribed medications required for emergency situations should be kept with the student.





BOARD
MEMORANDUM

Date: February 12, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Dr. Charmaine Brooks, Associate Superintendent, Corporate Services
Steve Schick, Director, IT Services
Subject: IT Report – Monthly Downtime



Background:

Find attached, a written report indicating network outage for the month of January 2020.

Recommendation:

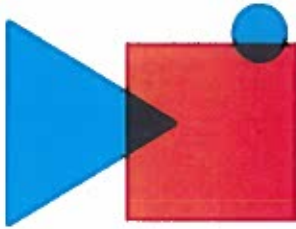
That the report be received as information.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment





B O A R D
MEMORANDUM

Date: February 12, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Ruth Kuik, Deputy Superintendent, Education Services
John Tyler, Director, Programming Excellence
Subject: Locally Developed Course Approval
Creative Writing & Publishing (2019) 15/25/35 – 3 credits



Background:

Through Alberta Education's Locally Developed Courses Online Management System, The Sturgeon School Division has received both originating Board and Alberta Education pre-approval for teaching the above noted course. The next step in this process is to receive Board approval for this authorization.

The course description for the above noted Locally Developed Course is attached for Trustee information.

Recommendation:

That the Board of Trustees forward the following locally developed course to the Public Board Meeting:

Creative Writing & Publishing (2019) 15/25/35 for 3 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon School Division from September 1, 2020 to August 31, 2023.

Sincerely,


Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment

LOCALLY DEVELOPED COURSE OUTLINE

Creative Writing & Publishing (2019)15-3

Creative Writing & Publishing (2019)25-3

Creative Writing & Publishing (2019)35-3

Submitted By:

The Sturgeon School Division

Submitted On:

Feb. 3, 2020

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	02/01/2020	08/31/2023	Acquired	Authorization	G10
25-3	62.50	02/01/2020	08/31/2023	Acquired	Authorization	G10
35-3	62.50	02/01/2020	08/31/2023	Acquired	Authorization	G10

Course Description

By following their writing interests and passions, students 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 course 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. In the 3-credit course students will build a 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.

Course Prerequisites

15: prerequisite | none

25: prerequisite | 15

35: prerequisite | 25

Sequence Introduction (formerly: Philosophy)

In Creative Writing and Publishing, students 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 mediums. Students will create and manage their own digital portfolios.

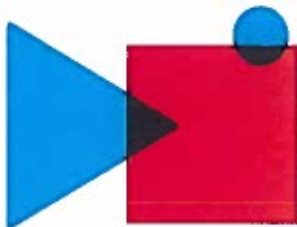
Student Need (formerly: Rationale)

This course 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 liaising with professional writing organizations, submitting to established publications and creating their own publications.

Scope and Sequence (formerly: Learner Outcomes)

Students will explore and learn about various mediums of expression and writing markets and demonstrate understanding of the requirements that different markets have for submissions. Students will also assess how to effectively submit their writing to specific publications. This locally developed course provides additional opportunities for students to develop and refine the Alberta Education learner competencies by engaging in purposeful participation in democratic citizenship, expressing identity through literary arts, and perseverance and excellence in the work they engage in.

The guiding questions span all course levels. Where a learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills and in demonstrating the outcome. This course is built upon the following guiding questions. The guiding questions span all course levels. Where a learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills and in demonstrating the outcome. This course is built upon the following guiding questions.



B O A R D
MEMORANDUM

Date: February 12, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Ruth Kuik, Deputy Superintendent, Education Services
John Tyler, Director, Programming Excellence
Subject: Locally Developed Course Approval
Creative Writing & Publishing (2019) 15/25/35 - 5 credits



Background:

Through Alberta Education's Locally Developed Courses Online Management System, The Sturgeon School Division has received both originating Board and Alberta Education pre-approval for teaching the above noted course. The next step in this process is to receive Board approval for this authorization.

The course description for the above noted Locally Developed Course is attached for Trustee information.

Recommendation:

That the Board of Trustees forward the following locally developed course to the Public Board Meeting:

Creative Writing & Publishing (2019) 15/25/35 for 5 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon School Division from September 1, 2020 to August 31, 2023.

Sincerely,


Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment

LOCALLY DEVELOPED COURSE OUTLINE

Creative Writing & Publishing (2019) 15-5

Creative Writing & Publishing (2019) 25-5

Creative Writing & Publishing (2019) 35-5

Submitted By:

The Sturgeon School Division

Submitted On:

Jan. 21, 2020

Course Basic Information

<u>Outline</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	02/01/2020	08/31/2023	Acquired	Authorization	G10
25-5	125.00	02/01/2020	08/31/2023	Acquired	Authorization	G10
35-5	125.00	02/01/2020	08/31/2023	Acquired	Authorization	G10

Course Description

By following their writing interests and passions, students 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 course 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. In the 3-credit course students will build a 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.

Course Prerequisites

15: prerequisite | none
25: prerequisite | 15
35: prerequisite | 25

Sequence Introduction (formerly: Philosophy)

In Creative Writing and Publishing, students 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 mediums. Students will create and manage their own digital portfolios.

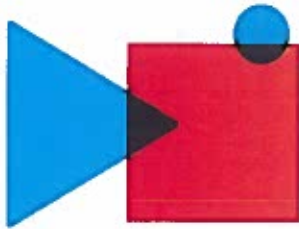
Student Need (formerly: Rationale)

This course 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 liaising with professional writing organizations, submitting to established publications and creating their own publications.

Scope and Sequence (formerly: Learner Outcomes)

Students will explore and learn about various mediums of expression and writing markets, and demonstrate understanding of the requirements that different markets have for submissions. Students will also assess how to effectively submit their writing to specific publications. This locally developed course provides additional opportunities for students to develop and refine the Alberta Education learner competencies by engaging in purposeful participation in democratic citizenship, expressing identity through literary arts, and perseverance and excellence in the work they engage in.

The guiding questions span all course levels. Where a learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills and in demonstrating the outcome. This course is built upon the following guiding questions. The guiding questions span all course levels. Where a learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills and in demonstrating the outcome. This course is built upon the following guiding questions.



B O A R D
MEMORANDUM

Date: February 12, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Ruth Kuik, Deputy Superintendent, Education Services
John Tyler, Director, Programming Excellence
Subject: Locally Developed Course Approval
Design Thinking for Innovation 15/25/35 – 3 credits



Background:

Through Alberta Education's Locally Developed Courses Online Management System, The Sturgeon School Division has received both originating Board and Alberta Education pre-approval for teaching the above noted course. The next step in this process is to receive Board approval for this authorization.

The course description for the above noted Locally Developed Course is attached for Trustee information.

Recommendation:

That the Board of Trustees forward the following locally developed course to the Public Board Meeting:

Design Thinking for Innovation 15/25/35 for 3 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon School Division from September 1, 2020 to August 31, 2021.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment

LOCALLY DEVELOPED COURSE OUTLINE

Design Thinking for Innovation 15-3

Design Thinking for Innovation 25-3

Design Thinking for Innovation 35-3

Submitted By:

The Sturgeon School Division

Submitted On:

Feb. 3, 2020

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	02/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12
25-3	62.50	02/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12
35-3	62.50	02/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12

Course Description

The Design Thinking for Innovation (DTFI) course provides an opportunity 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. Projects are interdisciplinary in nature and therefore must also incorporate the skills, knowledge, tools and technology from a minimum of two distinct discipline areas. The nature of the course is to apply design thinking methodologies, mindsets, and processes to explorations into innovation and invention. As such the use of current and emerging technologies for rapid design and prototyping is an important element of the course. Many of the needed technical skills will be directly connected to a variety of interdisciplinary areas. Students would be required to work with one or more educators/mentors/experts and/or community members to develop the scope of the project. Expectations for the project, the final deliverables and the project assessment structure would be co-developed with the student.

DTFI requires students to take up complex challenges requiring solutions that are iterative and time consuming. The process-driven and interdisciplinary nature of this course will encourage students to connect and integrate learning from other subject areas. It is essential that sufficient time be given to develop the disposition of innovation and the necessary technical knowledge required for project development. The minimum amount of time required for this type of deep and iterative innovation process would be 62.5 hours, equaling 3 credits. This time commitment would be an additional expectation where the project is connected to content or outcomes with other courses.

DTFI is a flexible course that would allow for students in all three course levels to be integrated in the same block. This flexible grouping would provide increased constructivist learning opportunities as more mature creative producers could serve as mentors, collaborators, and “experts” for less experienced students. This integrated structure would also provide a great deal of inspiration for students as they see others working on high level innovation projects.

All materials related to this course, attached under the Student Assessment tab, must be downloaded and/or printed in order to offer this course

Course Prerequisites

15 Level | None

25 Level | Design Thinking for Innovation 15 OR Demonstrate disciplinary knowledge and creative capacity

35 Level | Design Thinking for Innovation 25 OR Demonstrate disciplinary knowledge and creative capacity

Entry into DTFI 25 and 35 includes two possibilities. Students can either take DTFI 15 or they could enter at the 25 or 35 level after demonstrating a foundation of disciplinary knowledge and creative capacity. The rationale for this is that the DTFI is an interdisciplinary course where students are applying technical skills and knowledge to solve problems, rather than developing the technical foundations of a specific discipline. Students beginning the DTFI course at the 15 level will develop their disciplinary knowledge in tandem with other courses, but students entering at the 25 or 35 level must already have that disciplinary knowledge foundation which is required for the more complex levels of project innovation expected at the 25 and 35 levels. As well, the overlapping outcome expectations between DTFI levels make it possible for students to learn and apply the DTFI outcomes to an acceptable standard from multiple entry points.

When evaluating students entering DTFI at the 25 or 35 level, it is important to consider the student's disciplinary knowledge in relation to their creative capacity. DTFI asks students to find and solve problems through interdisciplinary collaboration. Students hoping to begin at the 25 or 35 level should have increasing capacity in working creatively, collaboratively and in self-directed settings.

Sequence Introduction (formerly: Philosophy)

The world is changing at an incredible rate. This change provides new and constant opportunities and challenges for education. The world today demands people who are creative and innovative design thinkers, and design doers who have a high level of creative capacity in order to take on real world problems for real world audiences. (Kelly, 2016) More than ever people are creating their own career pathways through innovative startups and the use of crowd source funding to finance their entrepreneurial endeavours.

There is a growing understanding that a great amount of thinking, learning, problem solving and creativity are developed when people are deeply engaged in the process of making things. Thinking with your hands (designing, building and making) greatly enhances many skills and competencies needed in today's world and improves deep understanding and mastery learning. Design thinking has a close connection to the maker movement and there would be many maker elements in the DTFI course. The maker movement and maker education help connect learning from the head, to the heart, hands and feet, through design thinking, invention and innovation. Sheninger (2016) states that the maker movement,

"represents a global community of inventors, designers, engineers, artists, programmers, hackers, tinkerers, crafts people, and do-it-yourselfers. These types of people see innovation and learning as a single element driven by curiosity. As they create and make things, they constantly think about how it can be done differently the next time. The design cycle is about trying something again and again until it works, and then, once it works, making it better." (p. 77)

Design thinking can help students develop new ways of viewing the world around them and help foster a disposition for innovation. Design thinkers use empathy and sees adversity as an opportunity for better design. Combining design thinking mindsets with the tools and technology for making can provide rich opportunities for exploration. More traditional methods of making can be used in combination with more modern technologies to provide students opportunities to approach and solve problems in ways never conceived of before. Pair these tools with access to the internet, and students have limitless potential to explore and learn things that could greatly enhance their school experience

Student Need (formerly: Rationale)

The interdisciplinary learning offered by Design Thinking for Innovation is a unique opportunity for students to bring together their interests and learning from across subject areas to solve problems in authentic and practical ways. Our students will need to be the future innovators able to solve problems and find solutions for their unique circumstances. Design Thinking for Innovation builds upon the learning of students across subject areas to prepare them for this future.

To solve complex problems students need to learn more than foundational discipline skills and also the ways which they can be applied to generate original solutions. Most high school courses focus on the unique knowledge and skills of a discipline, where DTFI is structured to bring together that knowledge in constructive ways. This teaches, in a manner unique for each student, how the knowledge they have gained in a variety of subjects is interconnected and relevant to solving the challenges of our world. The DTFI course not only brings together the content from across subjects but prepares students with the necessary creative problem solving skills to identify and design solutions to authentic and complex problems.

A special aspect of the DTFI course is allowing and encouraging students in longer term engagement and exploration into the complex and time consuming process of true innovation and creativity. This supports students in becoming self-investigative, collaborative, comfortable with ambiguity and solution-focused.

Scope and Sequence (formerly: Learner Outcomes)

All materials related to this course, attached under the Student Assessment tab, must be downloaded and/or printed in order to offer the course.

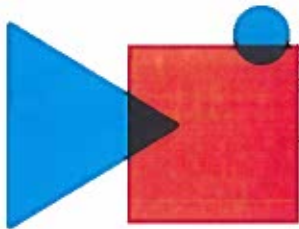
Learner outcomes focus on design thinking, creative development and increasing a student's creative capacity over time. Sawyer (2012) articulates two definitions of creativity, that encompass the creative development of the individual, and also the creation of ideas and products that impact a group in society. Simultaneously learning the process of design thinking and the stages of creative development help the student to develop and recognize his or her own creative potential and the tools and processes that maximize that potential.

Kelly (2016) has identified eight strands that are woven together in creative development. These eight strands include: collaborative development, research/investigative development, self-investigative development, generative development, experimentation development, discipline complexity development, critical/analytical thinking development, and sustained creative development.

Students will develop and demonstrate increasing levels of complexity in each area over time. Instructional strategies will be student-centered and focused on individual student growth and development. The outcomes in this course focus predominantly on developing competencies and learner dispositions (habits of mind), rather than specific technical skills and content knowledge. Authentic technical skills will be developed within the context of the larger scale design challenges and project work that students engage in over the length of the course. This course structure aligns closely with the Ministerial Order on Student Learning and will directly support the three pillars of fostering engaged learners, ethical citizens and entrepreneurial spirit.

At the 10 level, concepts are introduced and some foundational technical skills will be developed. Students will have opportunities to apply those skills into teacher generated or co-generated projects. At the 20 level, students will show a practical understanding and knowledge of the concepts through longer term co-generated or student-generated projects. At the 30 level, students are expected to show a complex understanding and highly autonomous application of the concepts through longer term, student-generated or co-generated projects that demonstrate a higher level of interdisciplinary complexity. All projects involve a level of collaboration with an educator/mentor in order to ensure that the appropriate level of relevance and complexity is achieved for each level.

The course outline, attached under the student assessment tab, includes a visual representation of the general expectations and progression of growth in student ownership, autonomy and agency over time, in each of the three levels of the Design Thinking for Innovation course.



B O A R D
MEMORANDUM

Date: February 12, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Ruth Kuik, Deputy Superintendent, Education Services
John Tyler, Director, Programming Excellence
Subject: Locally Developed Course Approval
Design Thinking for Innovation 15/25/35 – 5 credits



Background:

Through Alberta Education's Locally Developed Courses Online Management System, The Sturgeon School Division has received both originating Board and Alberta Education pre-approval for teaching the above noted course. The next step in this process is to receive Board approval for this authorization.


The course description for the above noted Locally Developed Course is attached for Trustee information.

Recommendation:

That the Board of Trustees forward the following locally developed course to the Public Board Meeting:

Design Thinking for Innovation 15/25/35 for 5 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon School Division from September 1, 2020 to August 31, 2021.

Sincerely,


Mary Lynne R. Campbell, JCD.D
Superintendent/CEO

Attachment

LOCALLY DEVELOPED COURSE OUTLINE

Design Thinking for Innovation 15-5

Design Thinking for Innovation 25-5

Design Thinking for Innovation 35-5

Submitted By:

The Sturgeon School Division

Submitted On:

Jan. 21, 2020

Course Basic Information

<u>Outline</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	02/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12
25-5	125.00	02/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12
35-5	125.00	02/01/2020	08/31/2021	Acquired	Authorization	G10 G11 G12

Course Description

The Design Thinking for Innovation (DTFI) course provides an opportunity 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. Projects are interdisciplinary in nature and therefore must also incorporate the skills, knowledge, tools and technology from a minimum of two distinct discipline areas. The nature of the course is to apply design thinking methodologies, mindsets, and processes to explorations into innovation and invention. As such the use of current and emerging technologies for rapid design and prototyping is an important element of the course. Many of the needed technical skills will be directly connected to a variety of interdisciplinary areas. Students would be required to work with one or more educators/mentors/experts and/or community members to develop the scope of the project. Expectations for the project, the final deliverables and the project assessment structure would be co-developed with the student.

DTFI requires students to take up complex challenges requiring solutions that are iterative and time consuming. The process-driven and interdisciplinary nature of this course will encourage students to connect and integrate learning from other subject areas. It is essential that sufficient time be given to develop the disposition of innovation and the necessary technical knowledge required for project development. The minimum amount of time required for this type of deep and iterative innovation process would be 62.5 hours, equalling 3 credits. This time commitment would be an additional expectation where the project is connected to content or outcomes with other courses.

DTFI is a flexible course that would allow for students in all three course levels to be integrated in the same block. This flexible grouping would provide increased constructivist learning opportunities as more mature creative producers could serve as mentors, collaborators, and “experts” for less experienced students. This integrated structure would also provide a great deal of inspiration for students as they see others working on high level innovation projects.

All materials related to this course, attached under the Student Assessment tab, must be downloaded and/or printed in order to offer this course

Course Prerequisites

15 Level | None

25 Level | Design Thinking for Innovation 15 OR Demonstrate disciplinary knowledge and creative capacity

35 Level | Design Thinking for Innovation 25 OR Demonstrate disciplinary knowledge and creative capacity

Entry into DTFI 25 and 35 includes two possibilities. Students can either take DTFI 15 or they could enter at the 25 or 35 level after demonstrating a foundation of disciplinary knowledge and creative capacity. The rationale for this is that the DTFI is an interdisciplinary course where students are applying technical skills and knowledge to solve problems, rather than developing the technical foundations of a specific discipline. Students beginning the DTFI course at the 15 level will develop their disciplinary knowledge in tandem with other courses, but students entering at the 25 or 35 level must already have that disciplinary knowledge foundation which is required for the more complex levels of project innovation expected at the 25 and 35 levels. As well, the overlapping outcome expectations between DTFI levels make it possible for students to learn and apply the DTFI outcomes to an acceptable standard from multiple entry points.

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Sequence Introduction (formerly: Philosophy)

The world is changing at an incredible rate. This change provides new and constant opportunities and challenges for education. The world today demands people who are creative and innovative design thinkers, and design doers who have a high level of creative capacity in order to take on real world problems for real world audiences. (Kelly, 2016) More than ever people are creating their own career pathways through innovative startups and the use of crowd source funding to finance their entrepreneurial endeavours.

There is a growing understanding that a great amount of thinking, learning, problem solving and creativity are developed when people are deeply engaged in the process of making things. Thinking with your hands (designing, building and making) greatly enhances many skills and competencies needed in today's world and improves deep understanding and mastery learning. Design thinking has a close connection to the maker movement and there would be many maker elements in the DTFI course. The maker movement and maker education help connect learning from the head, to the heart, hands and feet, through design thinking, invention and innovation. Sheninger (2016) states that the maker movement,

"represents a global community of inventors, designers, engineers, artists, programmers, hackers, tinkerers, crafts people, and do-it-yourselfers. These types of people see innovation and learning as a single element driven by curiosity. As they create and make things, they constantly think about how it can be done differently the next time. The design cycle is about trying something again and again until it works, and then, once it works, making it better." (p. 77)

Design thinking can help students develop new ways of viewing the world around them and help foster a disposition for innovation. Design thinkers use empathy and sees adversity as an opportunity for better design. Combining design thinking mindsets with the tools and technology for making can provide rich opportunities for exploration. More traditional methods of making can be used in combination with more modern technologies to provide students opportunities to approach and solve problems in ways never conceived of before. Pair these tools with access to the internet, and students have limitless potential to explore and learn things that could greatly enhance their school experience

Student Need (formerly: Rationale)

The interdisciplinary learning offered by Design Thinking for Innovation is a unique opportunity for students to bring together their interests and learning from across subject areas to solve problems in authentic and practical ways. Our students will need to be the future innovators able to solve problems and find solutions for their unique circumstances. Design Thinking for Innovation builds upon the learning of students across subject areas to prepare them for this future.

To solve complex problems students need to learn more than foundational discipline skills and also the ways which they can be applied to generate original solutions. Most high school courses focus on the unique knowledge and skills of a discipline, where DTFI is structured to bring together that knowledge in constructive ways. This teaches, in a manner unique for each student, how the knowledge they have gained in a variety of subjects is interconnected and relevant to solving the challenges of our world. The DTFI course not only brings together the content from across subjects, but prepares students with the necessary creative problem solving skills to identify and design solutions to authentic and complex problems.

A special aspect of the DTFI course is allowing and encouraging students in longer term engagement and exploration into the complex and time consuming process of true innovation and creativity. This supports students in becoming self-investigative, collaborative, comfortable with ambiguity and solution-focused.

Scope and Sequence (formerly: Learner Outcomes)

All materials related to this course, attached under the Student Assessment tab, must be downloaded and/or printed in order to offer the course.

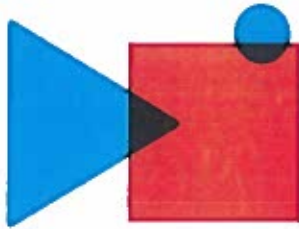
Learner outcomes focus on design thinking, creative development and increasing a student's creative capacity over time. Sawyer (2012) articulates two definitions of creativity, that encompass the creative development of the individual, and also the creation of ideas and products that impact a group in society. Simultaneously learning the process of design thinking and the stages of creative development help the student to develop and recognize his or her own creative potential and the tools and processes that maximize that potential.

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The course outline, attached under the student assessment tab, includes a visual representation of the general expectations and progression of growth in student ownership, autonomy and agency over time, in each of the three levels of the Design Thinking for Innovation course.



BOARD
MEMORANDUM

Date: February 12, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Ruth Kuik, Deputy Superintendent, Education Services
John Tyler, Director, Programming Excellence
Subject: Locally Developed Course Approval
Leadership, Character & Social Responsibility 15 - 5 credits



Background:

Through Alberta Education's Locally Developed Courses Online Management System, The Sturgeon School Division has received both originating Board and Alberta Education pre-approval for teaching the above noted course. The next step in this process is to receive Board approval for this authorization.

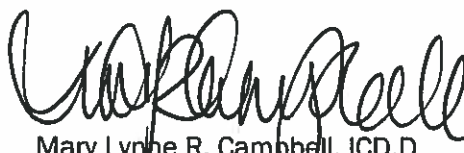
The course description for the above noted Locally Developed Course is attached for Trustee information.

Recommendation:

That the Board of Trustees forward the following locally developed course to the Public Board Meeting:

Leadership, Character & Social Responsibility 15 for 5 credits acquired from The Golden Hills School Division to be authorized as a course of study within The Sturgeon School Division from September 1, 2020 to August 31, 2024.

Sincerely,


Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment

LOCALLY DEVELOPED COURSE OUTLINE

Leadership, Character & Social Responsibility15-5

Submitted By:

The Sturgeon School Division

Submitted On:

Jan. 22, 2020

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>
15-5	125.00	02/01/2020	08/31/2020	Acquired	Authorization	G10

Course Description

The emphasis of the course is leadership, character development and social responsibility. The students will demonstrate their understanding of the critical values and attitudes needed to become a leader of oneself, therefore, being able to lead others by example. Students will actively engage in the delivery and scope of this class by leading various in-class and out of class endeavours. This engagement will encourage students to take a leadership role and exemplify what they have learned throughout their exploration of leadership. Through this involvement students will also refine their leadership style, personal vision and their life's direction, and an understanding of their social responsibilities.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

This leadership course is designed to develop essential leadership knowledge and skills with a focus on development of character. The course endeavours to develop key values, attitudes, and ethics for leadership and for responsible citizenship in the future. Unlike other leadership modules and courses, the focus of this course is on developing an engaged thinker, ethical citizen, and morally responsible and social individual.

Student Need (formerly: Rationale)

Leadership, Character and Social Responsibility 15, 25, and 35 is designed to provide students with an opportunity to explore leadership, develop leadership skills and abilities, and, most importantly, to grow and develop as individuals while making a difference in their school and community. Students need guided opportunities to learn and grow as leaders and to develop a stronger sense of their social responsibility.

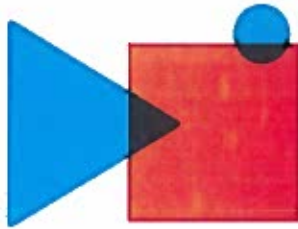
Students are passionate about making a difference within their leadership class, the school and the extended community. Within the class, student driven team-building develops trust, responsibility for, and commitment to each other. This positive, non-threatening environment provides the structure for students to be willing to take risks, giving them the confidence to make a difference in the community. This approach is unique as students are allowed to fail and learn from their experience, they have the freedom to grow in safety, and they are not penalized if their idea doesn't work.

Learning from experience, trial and error, and mentorship through the trial, students reach their own internalized understanding of leadership and citizenship. Within the school and community, leadership is demonstrated through a variety of spirit-building initiatives and community outreach mentoring programs with the elementary, junior high, and senior high schools. Leadership students identify the need and then develop strategies to meet the need; they make a commitment to volunteer their time to leadership initiatives outside of class. 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.

The scarce resource for the 21st Century is leadership. Business, governments, voluntary organizations, and communities all require experienced and committed leaders to thrive and prosper in a rapidly changing and challenging future. Organizations and communities without leadership will fail. They will be unable to instill trust, commitment and confidence, build teams and partnership, define goals and objectives, direct and manage change, and develop and inspire vision. In short, they will be unable to move forward creatively and effectively. It is a characteristic that needs to be developed and learned. It requires experience. Leaders need to experience the challenges of leadership in a variety of settings. They need practice. Leadership, Character, and Social Responsibility 15, 25, and 35 provide that opportunity.

Scope and Sequence (formerly: Learner Outcomes)

The general outcomes span the three course levels - 15, 25, 35.



B O A R D
MEMORANDUM

Date: February 12, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Ruth Kuik, Deputy Superintendent, Education Services
Subject: Policy 245 - Appeals



Background:

Attached for Trustee review is policy 245 - Appeals which has been updated to reflect amended Administrative Procedures, the Division's new brand, as well as changes arising from the Education Act and Provincial Regulations.

Administration is pleased to respond to questions.

Recommendation:

That the Board of Trustees review policy 245 - Appeals and forward to the Public Board Meeting.

Sincerely,

Mary Lynne R. Campbell, CD.D
Superintendent/CEO

Attachment



Appeals

EFFECTIVE: March 27, 2019

REVISED:

REVIEW: 2020-2021

1.0 POLICY

The Board of Trustees expects staff members to resolve issues with ~~stakeholders~~ individuals in a proactive, respectful and timely manner. The Board recognizes, however, that a resolution acceptable to both parties cannot always be achieved. Further, ~~The Board respects the rights of stakeholders~~ individuals to appeal decisions of the ~~a~~ Administration to the Board. Therefore, upon ~~written~~ request, the Board ~~will~~ may hear appeals when a decision of an employee significantly affects the education of a student. In addition, the Board reserves the right to hear or not to hear appeals on other matters.

Appeals shall be heard by the Board or Committee of the Board, depending upon the nature of the appeal as determined by the Board.

2.0 GUIDELINES

2.1 ~~Attempts to Resolve the issue~~ Dispute Resolution

2.1.1 ~~Stakeholders are expected to take their concerns through appropriate levels of consultation prior to making an appeal to the Board. Therefore, in cases where a stakeholder does not accept a decision made by district staff and wishes to take the matter further, the individual would direct the concern to the administrator of the school or to the appropriate department manager/supervisor.~~ The individual must be prepared to address his/her concern in person or in writing to the person or persons involved.

2.1.2 Administrators are responsible for encouraging staff to mutually resolve issues with stakeholders. If the issue remains unresolved, it should, then, be referred to the site based administrator.

2.1.3 Administrators are responsible for ensuring that stakeholder concerns are well documented. This ~~The~~ documentation should include:

2.1.3.1 A description of the concern;

2.1.3.2 A record of ~~the~~ stakeholder/staff interactions, staff decisions and actions, and stakeholder actions; as well as,

2.1.3.3 Related correspondence.

2.1.4 Generally, complaints or concerns regarding school based matters can be resolved with the parties involved. The Superintendent/CEO and/or a Trustee may receive a request to

References: ~~School Education Act: Sections 104, 123, 124~~ 41, 42, 44, 212
Policy 220 – Trustee Responsibility and Conduct

Appeals

EFFECTIVE: March 27, 2019

REVISED:

REVIEW: 2020-2021

intervene in school or administrative affairs. In this event, the complaint/concern will be resolved according to the following:

- 2.1.4.1 The Superintendent/CEO or designate will, as appropriate, refer a complaint/concern to the school or department, engage in mediation, or conduct an inquiry.
- 2.1.4.2 The Superintendent/CEO or designate will ensure, in co-operation with schools and departments, that parents/guardians are provided with the opportunity to express their concerns and be heard by school-based and/or division Administrators.
- 2.1.4.3 The Trustee, upon receipt of an inquiry/concern, will refer the individual to the Superintendent/CEO. The concern will be addressed as outlined above.

2.1.5 Upon receiving an inquiry, the Superintendent/CEO or designate will ascertain if all local avenues for resolution have been considered. If not, the individual will be advised to do so as the first means of achieving resolution.

2.1.6 If the individual feels his/her concern has not been addressed by the parties involved, the concerns are to be taken to the immediate supervisor.

2.1.7 When all other steps have been followed, the Superintendent/CEO or designate will contact the individual and school-based and/or Division Administrators in an attempt to resolve the issue.

2.1.8 If resolution of the issue is not achieved at the Superintendent/CEO level, the individual shall be advised of his/her right to an appeal to the Board if the matter significantly affects the education of a student.

2.2 Appeal Process

2.2.1 If the issue is not resolved at the local administrative level, the administrator will inform the stakeholder that the matter may be directed to the Superintendent/CEO of Schools or his/her designate.

2.2.2 The site Administrator shall ensure stakeholders are provided a copy of Policy 245 – Appeals.

2.2.3 If the issue is not resolved by the Superintendent/CEO or designate, he/she shall inform the stakeholder of the Board's appeal procedures.

References: ~~School Education Act: Sections 104, 123, 124~~ 41, 42, 44, 212
Policy 220 – Trustee Responsibility and Conduct

Appeals

EFFECTIVE: March 27, 2019

REVISED:

REVIEW: 2020-2021

- 2.2.4 If further action is desired, the next step would be to the Superintendent of Schools/CEO and subsequently an appeal in writing to the Board of Trustees.
- 2.2.5 The Board will decide at its next meeting after receiving the request whether or not to hear the appeal.
- 2.2.6 If the Board decides not to hear the appeal, the Board will inform the stakeholder in writing of the reason(s) for the decision.
- 2.2.7 If the Board decides to hear the appeal, the Superintendent/CEO will inform the stakeholder, in writing, of the proposed date and location for the appeal hearing. A copy of the Appeal Policy will be provided at the same time.
- 2.2.8 The Board shall address the appeal in one of two ways, by:
- 2.2.8.1 The Board as a Committee of the Whole
 - 2.2.8.2 A sub-committee of the Board
- 2.2.9 The appeal hearing will be conducted in accordance with a pre-set agenda (Appendix A).
- 2.2.10 The stakeholder making the appeal may be represented by an advocate or legal counsel, at the individual's own initiative and expense.
- 2.2.11 The aAdministration may also use an advocate or legal counsel.
- 2.2.12 The Board will inform both parties of the result of the appeal, in writing, within three days of the appeal hearing. If the Board upholds the aAdministration's decision, then in the same letter, the individual will be informed of the right of appeal to the Minister under section 12444 of the School Education Act (where applicable).
- 2.3 Appeal of Teacher Transfer
- In the event of a teacher appeal of a transfer, the process will be as outlined in Section 10444 of the School Education Act.

References: School Education Act: Sections ~~104, 123, 124~~ 41, 42, 44, 212
Policy 220 – Trustee Responsibility and Conduct



Appeals

EFFECTIVE: March 27, 2019

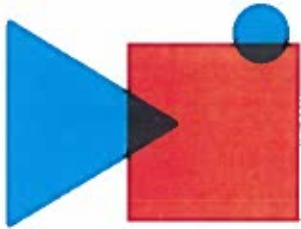
REVISED:

REVIEW: 2020-2021

APPENDIX A - APPEAL HEARING

- 1.0 Call to Order
- 2.0 Call for any Conflict of Interest Disclosures
- 3.0 Agenda Consideration and Approval
- 4.0 Motion to Go-in-Camera
- 5.0 Introduction by Superintendent/CEO
- 6.0 Outline of Procedure – Chair
- 7.0 Superintendent/CEO's and/or Representative's Presentation
- 8.0 Trustee Questions of Superintendent and/or Representative
- 9.0 Applicant's and/or Representative's Presentation
- 10.0 Trustee Questions of Applicant and/or Representative
- 11.0 Recess if Desire
- 12.0 Superintendent/CEO's and/or Representative's Rebuttal
- 13.0 Applicant's and/or Representative's Rebuttal
- 14.0 Opportunity for Questions by Trustees
- 15.0 Deliberations by the Board in Closed Session
- 16.0 Call all Parties back to Meeting
- 17.0 Motion to Go-Out-of-Camera
- 18.0 Board Decision by Motion and Vote
- 19.0 Adjournment

References: ~~School Education Act: Sections 104, 123, 124~~ 41, 42, 44, 212
Policy 220 – Trustee Responsibility and Conduct



BOARD
MEMORANDUM

Date: February 12, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Shawna Walter, Director Special Projects/Initiatives
Subject: Rescinded SPS Admin Practice T3




Background:

Administrative Practice Transportation 3 - Support Staff & Bus Riding Duties has been rescinded. This practice no longer applies. I am happy to respond to any questions at the Board meeting.

Recommendation:

This Report is shared as Information.

Sincerely,

Mary Lynne R. Campbell, JCD.D
Superintendent/CEO

Attachment



TRANSPORTATION 3 – Support Staff & Bus Riding Duties

Date: March 25, 2003 Revised: Feb. 13, 2013 Responsible Administrator: Manager, Transportation

1.0 RATIONALE

At time, support staff are hired to work during the regular school day in a school program, and also supervise students on the bus or in a private vehicle as students are transported to and/or from school. This Administrative Practice provides direction for writing letters of assignment for such staff members that ensure consistency in paying for such services throughout the Division.

2.0 PROCESS

The Manager, Transportation will be responsible for maintaining and updating this process, and will ensure consistency in paying for such services.

3.0 GUIDELINES

- 3.1 In consultation with the Associate Superintendent, Human Resources, the principal determines the number of hours a support staff member is required to work in a school program during the regular school day.
- 3.2 If the support staff member is required to ride the bus and supervise students in addition to the working time in a school program (as outlined in Section 1 above), the additional time shall become part of the support staff member's total hours of assignment. Payment for the extra time the support staff member spends riding on the bus and supervising students will be provided through the Transportation Services Department, as specified in the support staff member's job description.

References: *Board Policy 1/1 – Student Transportation Services*
Board Policy 1/2 – School Bus Safety



TRANSPORTATION 3 – Support Staff & Bus Riding Duties

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- 3.3 If the support staff member is required to privately transport and supervise students in addition to the working time in a school program (as outlined in Section 1 above), the additional time required shall become part of the support staff member's total hours of assignment and shall be paid by the school. Payment for the kilometers traveled by the support staff member will be paid through the Transportation Services Department by way of a travel expense claim submitted monthly to the Manager, Transportation.
- 3.4 The, Manager, Transportation shall determine both the time required and the kilometers travelled by the support staff member for riding the bus or privately transporting the students.
- 3.5 Support staff members that are required to privately transport students must:
 - 3.5.1 complete the Automobile Driver Authorization Form;
 - 3.5.2 have a Class 4 Operator's License as required by Alberta Transportation;
 - 3.5.3 obtain a 6a Endorsement that gives permission to carry passengers for compensation from their insurance company. This is in addition to their other insurance requirements.

Depending where the funding is obtained, the cost will be borne by the school or the, Manager, Transportation.

References: *Board Policy 1/1 – Student Transportation Services*
Board Policy 1/2 – School Bus Safety



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**APPENDIX I
AUTOMOBILE DRIVER AUTHORIZATION**

The personal information requested on this form is being collected pursuant to the *Freedom of Information and Protection of Privacy Act*, Section 32 (c). The information will be used to make a determination regarding the authorization of volunteer drivers.

School name _____ School year _____

Declaration of Automobile Driver

I acknowledge that if, according to my most current driver's abstract I have six demerit points or more, I cannot become a volunteer driver. A copy of my insurance must be attached in order to receive approval.

I acknowledge that acting as a driver for the school jurisdiction activities and planning to use my own vehicle(s) I must inform my insurance company to determine the nature of exposure and ensure that all are adequately protected.

I understand that in case of an insurance claim (i.e. third party damage &/or personal injury) my personal automobile liability insurance applies before the School Board's insurance as described below.

Additional automobile liability insurance protection is provided under the School District's comprehensive general liability insurance policy for authorized volunteer drivers transporting students in privately-owned vehicles on an approved school activity or function. This insurance is only for an amount in excess of the limit of liability provided by the vehicle owner's liability insurance policy.

Damage to any vehicle, including the owner's, is the responsibility of the volunteer driver. I Declare:

- that I have a minimum of five years driving experience.
- that to the best of my knowledge the vehicle used to transport students is in good operating condition.

By submitting this application to become a volunteer driver for the School Board, I agree to:

- a) abide by the requirements of all applicable laws at all times while I am engaged in volunteer driving
- b) possess the proper class of license for the type and seating capacity of the vehicle that I will be operating
- c) provide to the school principal a written report of all accidents (whether or not occurring while I am volunteer driving) which will increase the number of demerit points against my license. I also agree to report to the school principal any suspensions of my license or change in my insurance status that may occur after the date of this declaration
- d) limit the number of passengers to the number of seat belts which are usable and to comply with the directions of teachers or agents of the School Board
- e) undertake to maintain at all times, insurance in an amount of not less than \$1,000,000 in respect of liability or injury or death of any students who are passengers in my vehicle while I am volunteer driving, and I have advised my own insurance company before undertaking to transport students.

References: *Board Policy 1/1 – Student Transportation Services*
Board Policy 1/2 – School Bus Safety



TRANSPORTATION 3 – Support Staff & Bus Riding Duties

Date: March 25, 2003 Revised: Feb. 13, 2013 Responsible Administrator: Manager, Transportation

Has your driver's license been suspended in the last three years? Yes _____ No _____
If yes, please provide date of reinstatement: _____

Have you been involved in any accidents as a driver during the last three years? Yes ___ No ___
If yes, please provide details:

Have you been convicted of an offense under the Highway Traffic Act, the Motor Vehicle Administration Act, or for any motor vehicle-related offense under the Criminal Code during the last three years? Yes _____
No _____

If yes, please provide details:

References: *Board Policy 1/1 – Student Transportation Services*
Board Policy 1/2 – School Bus Safety



TRANSPORTATION 3 – Support Staff & Bus Riding Duties

Date: March 25, 2003 Revised: Feb. 13, 2013 Responsible Administrator: Manager, Transportation

APPENDIX I - AUTOMOBILE DRIVER AUTHORIZATION (Continued)

I hereby declare that I have read and understand the information contained on this form.

 Volunteer Driver's Signature Vehicle Owner's Signature Date

Authorization to Release Driver's Abstract

Driver's Name (in full) _____ Date of Birth _____

Driver's Address _____ City _____

Postal Code _____ Home Phone _____ Business Phone _____

Driver's License # _____ Class _____ Expiry Date _____

Volunteer Staff ___ Volunteer Parent ___ Vehicle Seating Capacity (not counting driver) ___

Type of Vehicle Used _____ Make _____ Model _____

Name of Company you are insured with _____

Company Policy # _____ Expiry Date _____

I, the undersigned, authorize release of my Driver's Abstract to the School Board and/or it's Insurance Agents.

 Automobile Drivers Signature Date

FOR OFFICE USE ONLY

I accept the above named individual as an authorized automobile driver for the _____ school year for the purpose of _____.

 Signature of Principal/Designate Date

This information is collected and used to ensure that those people involved/in transporting students have a valid drivers license and appropriate insurance coverage. This information will also be provided to the insurance company in the event of a claim.

If you have any questions regarding the collection of this information, you may contact:

References: *Board Policy 1/1 – Student Transportation Services*
 Board Policy 1/2 – School Bus Safety



TRANSPORTATION 3 – Support Staff & Bus Riding Duties

Date: March 25, 2003 Revised: Feb. 13, 2013 Responsible Administrator: Manager, Transportation

Manager, Transportation 780-949-4341 or
Your School Principal

References: *Board Policy 1/1 – Student Transportation Services*
 Board Policy 1/2 – School Bus Safety



TRANSPORTATION 3 – Support Staff & Bus Riding Duties

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APPENDIX II
CONSENT FORM (EEBB):
USE OF PRIVATE VEHICLES FOR SCHOOL SPONSORED ACTIVITIES

This form covers either (check either "1" or "2" below):

_____ (1) one specific field trip Date: _____
Activity: _____ Destination: _____

_____ (2) extra-curricular/class activities for the current school year.
Please list: _____

References: Board Policy 1/1 – Student Transportation Services
Board Policy 1/2 – School Bus Safety



TRANSPORTATION 3 – Support Staff & Bus Riding Duties

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APPENDIX II
PARENTAL CONSENT FORM

Parental Consent When Student Is A Passenger

I acknowledge and give permission for _____ to be a passenger in a student/adult
(student name)
driven motor vehicle during the aforementioned activity(ies) pursuant to an EIPS Automobile -Driver
Authorization form being completed. I agree to indemnify and save harmless Sturgeon School Division No. 24
schools from all actions arising out of or related to the transportation of the above named person.

(Signature of parent/guardian) (Date)

Student Is Driving Other Students

I give permission for _____ to convey student passengers in a motor vehicle
(student name)
license number _____ during the above-mentioned activity(ies) pursuant to an EIPS
Automobile Driver Authorization form being completed. I agree to indemnify and save harmless Sturgeon
School Division No. 24 from all actions arising out of or related to the transportation of the above named
person.

(Signature of parent/guardian) (Date)

Parental Consent When Student Is Driving Only Themselves

I give permission for _____ to drive a motor vehicle, license number
(student name)
_____ during the above-mentioned activity(ies), pursuant to an EIPS Automobile Driver
Authorization form being completed. I agree to indemnify and save harmless Sturgeon School Division No. 24
from all actions arising out of or related to such transportation.

(Signature of parent/guardian) (Date)

- Parent is defined under the terms of the School Act, RSA 1988 and amendments thereto as follows:
Sec. (2) For purposes of subsection (1) (1), the parent is
a) the biological parent or, if the student is an adopted child, the adoptive parent,

References: Board Policy 1/1 – Student Transportation Services
Board Policy 1/2 – School Bus Safety



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- b) notwithstanding clause (a), if the student's biological or adoptive parent resided in Alberta and has changed his residence so that it is outside Alberta or unknown, the individual who has care and custody of the student as a result of the change,
- c) notwithstanding clauses (a) and (b), the individual who has custody of the student under
 - i. a court order, or
 - ii. a written agreement made pursuant to a statute governing custody of the student, if the individual notifies the Board in writing of his custody,
- d) notwithstanding clauses (a) to (c), the guardian of the student appointed under
 - i. a temporary or permanent guardianship order under the Child Welfare Act, or
 - ii. a written agreement made pursuant to the Domestic Relations Act or the Child Welfare Act, or
 - iii. an order of a court, if the guardian notifies the Board in writing of his appointment or
- e) notwithstanding clauses (a) to (d), the Minister of Justice and Attorney General if the student is in custody under the Corrections Act, the Corrections and Conditional Release Act (Canada), the Young Offenders Act or the Young Offenders Act (Canada).

References: *Board Policy 1/1 – Student Transportation Services*
Board Policy 1/2 – School Bus Safety