

# AGENDA

## BOARD

Wed. Feb. 26, 2020

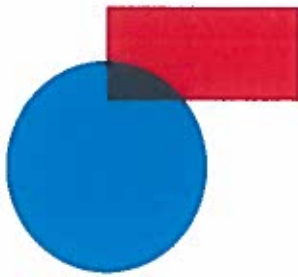


**Sturgeon  
Public Schools**

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. READING AND APPROVING OF MINUTES
  - 4.1 Approval of the Minutes of the Regular Meeting of January 29, 2020
5. PRESENTATIONS
  - 5.1 AMERESCO Presentation – R. Ross
6. REPORTS FROM SENIOR EXECUTIVE
  - 6.1 Capital Update
7. REPORTS FROM TRUSTEES AND STANDING COMMITTEES
  - 7.1 Chair's Report
    - 7.1.1 Ministerial Order 010/2020
  - 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 Representative
  - 8.2 Public School Boards Association of Alberta Representative





# AGENDA

## BOARD

### 9. NEW BUSINESS

- 9.1 Administrative Procedure 915 – Administering Medications and Medical Treatment to Students
- 9.2 Locally Developed Course Approval – Creative Writing & Publishing 15, 25, 35 – 3 credit
- 9.3 Locally Developed Course Approval – Creative Writing & Publishing 15, 25, 35 – 5 credits
- 9.4 Locally Developed Course Approval – Design Thinking for Innovation 15, 25, 35 – 3 credits
- 9.5 Locally Developed Course Approval – Design Thinking for Innovation 15, 25, 35 – 5 credits
- 9.6 Locally Developed Course Approval – Leadership, Character and Social Responsibility 15 – 5 credits
- 9.7 Monthly Financial Report
- 9.8 Policy 245 – Appeals
- 9.9 Rescinded SPS Admin Practice T3
- 9.10 School Calendar: 2020-2021
- 9.11 School Calendar: 2020-2021 Camilla

### 10. UNFINISHED BUSINESS

### 11. NOTICES OF MOTION

### 12. INFORMATION

### 13. COMMENT & QUESTION PERIOD

- 13.1 ATA; CUPE
- 13.2 Community Members
- 13.3 Media

### 14. REQUESTS FOR INFORMATION

### 15. IN CAMERA

### 16. ADJOURNMENT





Sturgeon  
Public Schools

UNAPPROVED DRAFT  
Minutes of the Meeting of  
The Board of Trustees of  
The Sturgeon School Division  
Held at Sturgeon County on  
January 29, 2020

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Omnibus Motion for Board Policies .....	006
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Sturgeon  
Public Schools

Minutes of the Meeting of  
The Board of Trustees of  
The Sturgeon School Division  
Held at Sturgeon County on January 29, 2020

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**PRESENT**

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

**REGRETS**

Mrs. Tasha Oatway-McLay, Trustee

**CALL TO ORDER**

The Chair called the meeting to order at 4:05 p.m.

**APPROVAL OF AGENDA**

#001/2020 - Moved by Mrs. Kohle that the agenda be approved as presented.

CARRIED UNANIMOUSLY

**APPOINTMENTS**

**APPROVAL OF MINUTES**

#002/2020 - Moved by Mrs. Featherley that the minutes of the Regular Meeting of November 27, 2019 be approved.

CARRIED UNANIMOUSLY

#003/2020 - Moved by Mrs. Kohle that the minutes of the Special Meeting of December 11, 2019 be approved.

CARRIED UNANIMOUSLY

**PRESENTATIONS**

Combined Three Year Education Plan and Annual Education Results Report presented by Jonathan Konrad, Director, Student Achievement & Results.

**REPORTS FROM SENIOR EXECUTIVE**

A written and verbal report was provided on behalf of Senior Executive.

**REPORTS FROM TRUSTEES AND STANDING COMMITTEES**

**CHAIR'S REPORT**

A written and verbal report was provided.

**TRUSTEES' REPORTS**

Verbal reports were provided.

**ADVOCACY COMMITTEE**

A verbal report was provided.

**BUILDING AND MAINTENANCE COMMITTEE**

A verbal report was provided.

**EDUCATION COMMITTEE**

A verbal report was provided.

## 7.5.1 Cell Phone/Personal Device Survey

#004/2020 - Moved by Mrs. Pequin that the Board of Trustees send the Cell Phone/Personal Device to the Advocacy Committee for finalization.

CARRIED UNANIMOUSLY

## 7.5.2 Draft Policy Tracker

#005/2020 - Moved by Mr. Jewell that the Board of Trustees review and approve the draft Policy Tracker.

CARRIED UNANIMOUSLY

**FINANCE & PEOPLE SERVICES COMMITTEE**

A verbal report was provided.

**TRANSPORTATION COMMITTEE**

A verbal report was provided.

**REPORTS FROM SPECIAL COMMITTEES****ALBERTA SCHOOL BOARDS ASSOCIATION REPRESENTATIVE**

A verbal report was provided.

**PUBLIC SCHOOL BOARDS ASSOCIATION OF ALBERTA REPRESENTATIVE**

A verbal report was provided.

**NEW BUSINESS****Epinephrine Auto-Injectors Bill 201**

This report was received as information.

**Final Sturgeon Public Schools Administrative Procedures Update**

This report was received as information.

**IT Report: Monthly Downtime**

This report was received as information.

**Monthly Financial Report**

This report was received as information.

**New Consortium Model – Notice to Withdraw from ASBIE**

This report was received as information.

**Omnibus Motion for Board Policies**

#006/2020 - Moved by Mr. Jewell that the Board of Trustees approve the Omnibus Motion for Board Policies as amended.

CARRIED UNANIMOUSLY

**Sturgeon Public Schools DRAFT Three Year Education Plan 2019/2020 & Annual Education Results Report (AERR) – October 2019**

#007/2020 - Moved by Mr. Dwyer that the Board of Trustees approve the Sturgeon Public Schools DRAFT Three Year Education Plan 2019/2020 & Annual Education Results Report (AERR) – October 2019, as presented.

CARRIED UNANIMOUSLY

Sturgeon Public Schools DRAFT Annual Education Results Report (AERR) Summary - 2018-2019 #008/2020 - Moved by Mrs. Kohle that the Board of Trustees approve the Sturgeon Public Schools DRAFT Annual Education Results Report (AERR) Summary - 2018-2019, as presented.

CARRIED UNANIMOUSLY

Three Year Education Plan 2020/2023: Engagement  
This report was received as information.

UNFINISHED BUSINESS

NOTICES OF MOTION

There were no Notices of Motion.

INFORMATION

COMMENT & QUESTION PERIOD

ATA

A verbal report was provided.

CUPE

No report was provided.

COMMUNITY MEMBERS

No report was provided.

MEDIA

No report was provided.

REQUESTS FOR INFORMATION

IN CAMERA

#009/2020 - 5:32 p.m. - Moved by Mrs. Kohle that the Board go in camera.

CARRIED UNANIMOUSLY

Meeting recessed at 6:06 p.m. for dinner.

Meeting resumed at 6:38 p.m.

#010/2020 - 8:10 p.m. - Moved by Mrs. Kohle that the Board revert to public.

CARRIED UNANIMOUSLY

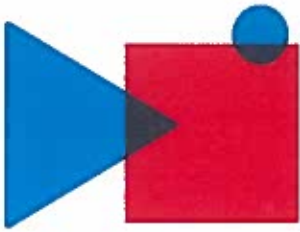
ADJOURNMENT

The Chair adjourned the meeting at 8:10 p.m.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Associate Superintendent,  
Corporate Services



**BOARD**  
MEMORANDUM

Date: February 26, 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

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**Background:**

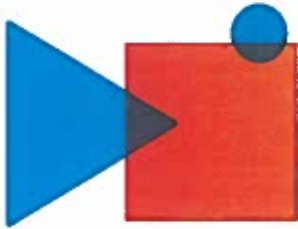
Find attached a written update regarding the Division's Capital Projects.

**Recommendation:**

That the report be received as information.

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

Attachment



**BOARD**  
MEMORANDUM

Date: February 26, 2020  
To: Board of Trustees  
From: Mary Lynne R. Campbell, Superintendent/CEO  
Originator(s): Committee of the Whole  
Subject: Administrative Procedure AP915 –  
Administering Medications and Medical Treatment to Students

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**Background:**

At the February 12, 2020 Committee of the Whole meeting, the Board of Trustees reviewed updated Administrative Procedure AP915 – Administering Medications and Medical Treatment to Students.

Attached for Trustee information is the revised draft of Administrative Procedure AP915 – Administering Medications and Medical Treatment to Students.

Administration is pleased to respond to questions.

**Recommendation:**

Administrative Procedure AP915 – Administering Medications and Medical Treatment to Students 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.

*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*



- 1.5 Mandatory regular training on dealing with life threatening allergies for all staff.
- 1.6 All staff (including bus drivers) are informed regarding the need for emergency medication for students.
- 1.7 Training is provided to all staff (including bus drivers) in the administration of emergency medication.
  - 1.7.1 Ensure that an alternate plan is in place in the absence of the employee who regularly administers medication.
  - 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 1.7 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 To receive a copy of the written instructions provided by the parent/guardian and physician;
  - 9.2 To 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 To 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 Release Form Medical Treatment of Students at School (Appendix 2)
  - 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)
- 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

Revised Draft

*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.*



## **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.

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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

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## Appendix 3

# Medication and Medical Treatment Management Parental Consent

Student Name: \_\_\_\_\_  
Last /First

Emergency Medical Contact Name \_\_\_\_\_

Phone (home) \_\_\_\_\_ (work) \_\_\_\_\_

Cell/Other \_\_\_\_\_

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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

\_\_\_\_\_  
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)**

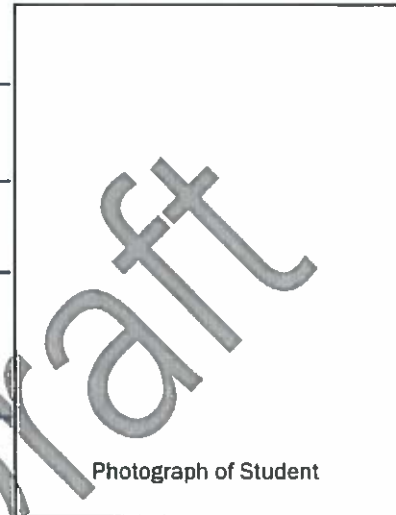
(The information on this form is to correspond with the Request for Administration of Medication/Medical Treatment Form)

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) \_\_\_\_\_**



## 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>_____ Full name of student</p> <p>_____ Grade and School of student</p> <p>_____ Signature of parent/guardian</p> <p>_____ Date</p>
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# **Guide to Developing a Student Focused Medication and Medical Treatment Management Plan for Students with Specialized Health Care Needs**

Revised

Frank Robinson Education Centre  
9820-104 Street, Morinville, AB T8R 1L8

P: 780.939.4341  
F: 780.939.5520

TF: 1.888.459.4062  
E: [frec@sturgeon.ab.ca](mailto:frec@sturgeon.ab.ca)



## Appendix 6

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





## Safety Considerations

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



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

REVISION DRAFT



## Appendix 9 Medication Preparation

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

Revised Draft



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

Revised Draft



Parent/Guardian Role	School/Staff Role	Student/Child Role	Community Health Nurse Role
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Record side effects, missed doses or errors immediately under comments on the Medication Management Record.</li> <li>• Inform parents of errors, missed doses or side effects.</li> <li>• Record medication and medical treatment with red ink, date and initial.</li> </ul>		<ul style="list-style-type: none"> <li>• Assist as requested if problems arise.</li> </ul>

Revised Draft



**SAMPLE**

# Medication and Medical Treatment Management Plan

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

John Doe  
Student's Name

January 06, 1993  
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 &amp; 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

Revised Draft



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





## **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.

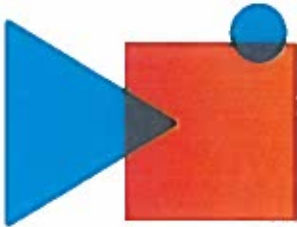
### **Procedures**

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 26, 2020  
To: Board of Trustees  
From: Mary Lynne R. Campbell, Superintendent/CEO  
Originator(s): Committee of the Whole  
Subject: Locally Developed Course Approval  
Creative Writing & Publishing (2019) 15/25/35 – 3 credits

---



**Background:**

At the February 12, 2020 Committee of the Whole meeting, the Board of Trustees reviewed the locally developed course Creative Writing & Publishing (2019) 15/25/35 – 3 credits acquired from The Calgary School Division. 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.

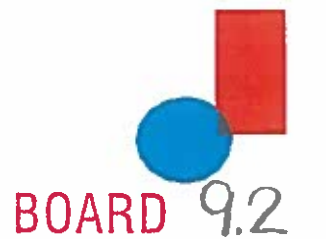
**Recommendation:**

That the Board of Trustees approve the locally developed course **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.

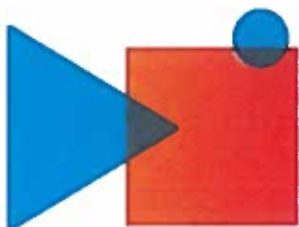
## **Student Need (formerly: Rationale)**

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.



**BOARD**  
MEMORANDUM

Date: February 26, 2020  
To: Board of Trustees  
From: Mary Lynne R. Campbell, Superintendent/CEO  
Originator(s): Committee of the Whole  
Subject: Locally Developed Course Approval  
Creative Writing & Publishing (2019) 15/25/35 - 5 credits

---



**Background:**

At the February 12, 2020 Committee of the Whole meeting, the Board of Trustees reviewed the locally developed course Creative Writing & Publishing (2019) 15/25/35 - 5 credits acquired from The Calgary School Division. 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 approve the locally developed course **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.

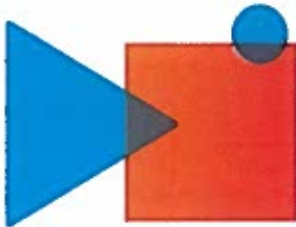
## **Student Need (formerly: Rationale)**

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.



**BOARD**  
MEMORANDUM

Date: February 26, 2020  
To: Board of Trustees  
From: Mary Lynne R. Campbell, Superintendent/CEO  
Originator(s): Committee of the Whole  
Subject: Locally Developed Course Approval  
Design Thinking for Innovation 15/25/35 – 3 credits

---



**Background:**

At the February 12, 2020 Committee of the Whole meeting, the Board of Trustees reviewed the locally developed course Design Thinking for Innovation 15/25/35 – 3 credits acquired from The Calgary School Division. 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 approve the locally developed course **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.

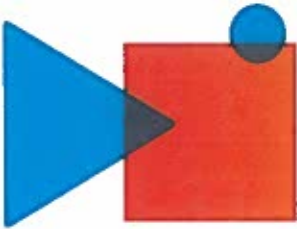
Learner outcomes focus on design thinking, creative development and increasing a student's creative capacity over time. Sawyer (2012) articulates two definitions of creativity, that encompass the creative development of the individual, and also the creation of ideas and products that impact a group in 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.



**BOARD**  
MEMORANDUM

Date: February 26, 2020  
To: Board of Trustees  
From: Mary Lynne R. Campbell, Superintendent/CEO  
Originator(s): Committee of the Whole  
Subject: Locally Developed Course Approval  
Design Thinking for Innovation 15/25/35 – 5 credits

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**Background:**

At the February 12, 2020 Committee of the Whole meeting, the Board of Trustees reviewed the locally developed course Design Thinking for Innovation 15/25/35 – 5 credits acquired from The Calgary School Division. 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 approve the locally developed course **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, ICD.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.

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. Shenger (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.

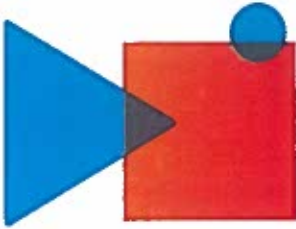
Learner outcomes focus on design thinking, creative development and increasing a student's creative capacity over time. Sawyer (2012) articulates two definitions of creativity, that encompass the creative development of the individual, and also the creation of ideas and products that impact a group in 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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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.



**BOARD**  
MEMORANDUM

Date: February 26, 2020  
To: Board of Trustees  
From: Mary Lynne R. Campbell, Superintendent/CEO  
Originator(s): Committee of the Whole  
Subject: Locally Developed Course Approval  
Leadership, Character & Social Responsibility 15 – 5 credits

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**Background:**

At the February 12, 2020 Committee of the Whole meeting, the Board of Trustees reviewed the locally developed course Leadership, Character & Social Responsibility 15 – 5 credits acquired from The Golden Hills School Division. 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.

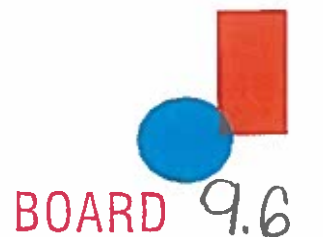
**Recommendation:**

That the Board of Trustees approve the locally developed course **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	08/31/2024	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.

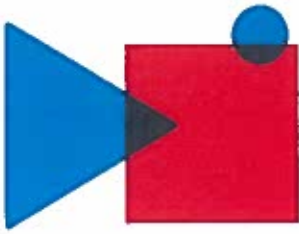
Learning from experience, trial and error, and mentorship through the trial, students reach their own internalized understanding of leadership and citizenship. Within the school and community, leadership is demonstrated through a variety of spirit-building initiatives and community outreach mentoring 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.





**BOARD**  
MEMORANDUM

Date: February 26, 2020  
To: Board of Trustees  
From: Mary Lynne R. Campbell, Superintendent/CEO  
Originator(s): Dr. Charmaine Brooks, Associate Superintendent, Corporate Services  
Lynne Chaston, Supervisor, Financial Services  
Subject: Monthly Financial Report

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**Background:**

Attached you will find the Financial Report for 2019-2020 as of January 2020.

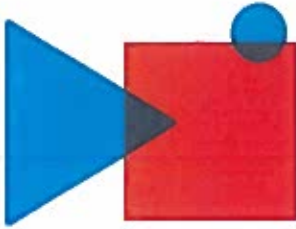
**Recommendation:**

This report is shared as information.

Sincerely,

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

Attachment



**BOARD**  
MEMORANDUM

Date: February 26, 2020  
To: Board of Trustees  
From: Mary Lynne R. Campbell, Superintendent/CEO  
Originator(s): Committee of the Whole  
Subject: Policy 245 - Appeals

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**Background:**

At the February 12, 2020 Committee of the Whole meeting, the Board of Trustees referred Policy 245 – Appeals to this evening’s Board Meeting.

Attached for Trustee review is the revised draft of Policy 245 – Appeals.

**Recommendation:**

That the Board of Trustees approve Policy 245 - Appeals.

Sincerely,

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

Attachment

## 1.0 POLICY

The Board of Trustees expects staff members to resolve issues with stakeholders 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 right of stakeholders to appeal decisions of the administration to the Board. Therefore, upon request, the Board will 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.

## 2.0 GUIDELINES

### 2.1 Attempts to Resolve the issue

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.

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 documentation should include:

2.1.3.1 A description of the concern;

2.1.3.2 A record of stakeholder-staff interactions, staff decisions and actions, and stakeholder actions; as well as,

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References: School Act: Sections 104, 123, 124

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2.1.3.3 Related correspondence.

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 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 or designate, he/she shall inform the stakeholder of the Board's appeal procedures.

2.2.4 If further action is desired, the next step would be to the Superintendent of Schools 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 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

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References: School Act: Sections 104, 123, 124

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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 administration 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 administration's decision, then in the same letter, the individual will be informed of the right of appeal to the Minister under section 124 of the School 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 104 of the School Act.

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References: School Act: Sections 104, 123, 124

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**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
- 6.0 Outline of Procedure – Chair
- 7.0 Superintendent'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'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

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References: School Act: Sections 104, 123, 124

## Appeals

EFFECTIVE: March 27, 2019

REVISED:

REVIEW: 2020-2021

### 1.0 POLICY

The Board of Trustees expects staff members to resolve issues with individuals in a proactive, respectful and timely manner. The Board recognizes that a resolution acceptable to both parties cannot always be achieved. The Board respects the rights of individuals to appeal decisions of the Administration to the Board. Therefore, upon written request, the Board may hear appeals when a decision 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 Dispute Resolution

2.1.1 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 documented. 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 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.

References: Education Act: Sections 41, 42, 44, 212  
Policy 220 – Trustee Responsibility and Conduct

## Appeals

EFFECTIVE: March 27, 2019

REVISED:

REVIEW: 2020-2021

- 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.
- 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.

References: Education Act: Sections 41, 42, 44, 212  
Policy 220 – Trustee Responsibility and Conduct



## Appeals

EFFECTIVE: March 27, 2019

REVISED:

REVIEW: 2020-2021

- 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 Administration 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 Administration's decision, then in the same letter, the individual will be informed of the right of appeal to the Minister under section 44 of the 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 144 of the Education Act.

References: Education Act: Sections 41, 42, 44, 212  
Policy 220 – Trustee Responsibility and Conduct

**Appeals**

EFFECTIVE: March 27, 2019

REVISED:

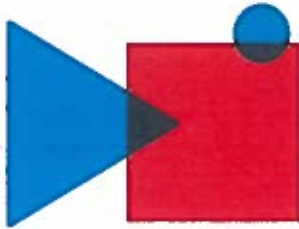
REVIEW: 2020-2021

**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

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References: Education Act: Sections 41, 42, 44, 212  
Policy 220 – Trustee Responsibility and Conduct



**B O A R D**  
MEMORANDUM

**Date:** February 26, 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

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**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, ICD.D  
Superintendent/CEO

Attachment



## TRANSPORTATION 3 – Support Staff & Bus Riding Duties

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

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### **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.

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



## TRANSPORTATION 3 – Support Staff & Bus Riding Duties

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

- 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.

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References: *Board Policy I/1 – Student Transportation Services*  
*Board Policy I/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

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





**TRANSPORTATION 3 – Support Staff & Bus Riding Duties**

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

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

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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 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

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

**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*



### TRANSPORTATION 3 – Support Staff & Bus Riding Duties

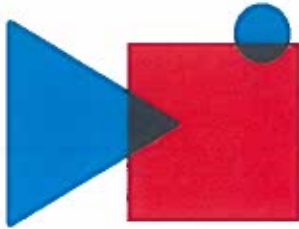
Date: March 25, 2003 Revised: Feb. 13, 2013 Responsible Administrator: Manager, Transportation

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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).

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



**BOARD**  
MEMORANDUM

**Date:** February 26, 2020  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Lisa Lacroix, Associate Superintendent People Services  
**Subject:** School Calendar: 2020-2021



**Background:**

Attached for Trustee review is the School Calendar package for 2020-2021 which was approved in principle and referred from the October 09, 2019 Committee of Whole meeting.

The School Calendar package was sent to Administration to present to staff and School Councils for feedback during the months of October and November 2019.

**Feedback included:**

- One comment recommended moving the October PD to the Friday before Thanksgiving to allow families to get away for Thanksgiving early;
- One comment concerning the length of time between Spring break and the next 4-day week; and
- One comment recommended moving the PD and Day in Lieu of Parent teacher interviews in November to the week of November 9<sup>th</sup> to allow for a long weekend with Remembrance Day.

Professional Development and days in lieu, have been placed throughout the calendar to allow for equitable distribution throughout the year.

The December 2020 PD day has been moved from December 11 to December 18.

The draft School Calendar package for Camilla is not being brought forward at this time, as the turn over date of the new school is not yet determined thus, Camilla School will have the same operational calendar as the Division.

**Recommendation:**

That the Board of Trustees approve the final version of the 2020-2021 Calendar package.

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

# 2020-2021

## Amended Draft February 26, 2020

### AUGUST, 2020

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### SEPTEMBER, 2020

S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

### OCTOBER, 2020

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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### NOVEMBER, 2020

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

### DECEMBER, 2020

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13	14	15	16	17	18	19
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27	28	29	30	31		

### JANUARY, 2021

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### FEBRUARY, 2021

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21	22	23	24	25	26	27
28						

### MARCH, 2021

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### APRIL, 2021

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18	19	20	21	22	23	24
25	26	27	28	29	30	

### MAY, 2021

S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### JUNE, 2021

S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

### JULY, 2021

S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

School offices open August 24  
 Prof. Dev. Collaboration – no classes August 27  
 Prof. Dev. Collaboration – no classes August 28  
 Operational Non-Instructional (K-12) - no classes August 31  
 All classes (full day) September 7  
 Labour Day – no classes September 7  
 Division/School PD/Collaboration; Staff meeting September 18  
 Thanksgiving Day – no classes October 12  
 Division/School PD/Collaboration; Staff meeting October 16  
 Remembrance Day - no classes November 11  
 Division/School PD/Collaboration; Staff meeting November 12  
 In lieu of Parent/Teacher Interviews - no classes November 13  
 Division/School PD/Collaboration; Staff meeting December 18  
 Christmas Vacation Dec. 19-Jan 3  
 Classes Resume January 4  
 Division/School PD/Collaboration; Staff meeting January 29  
 First day of classes Semester Two February 1  
 Teachers' Convention – no classes February 4-5  
 Family Day – no classes February 15  
 Division/School PD/Collaboration; Staff meeting February 26  
 Division/School PD/Collaboration; Staff meeting March 25  
 In lieu of Parent/Teacher Interviews - no classes March 26  
 Spring Recess March 27 - April 4  
 Good Friday - no classes April 2  
 Easter Monday - no classes April 5  
 Classes Resume April 6  
 Division/School PD/Collaboration; Staff meeting April 23  
 Division/School PD/Collaboration; Staff meeting May 21  
 Victoria Day - no classes May 24  
 Division/School PD/Collaboration; Staff meeting June 4  
 Last day of classes June 28  
 Operational Non-Instructional (K-12) - no classes June 29  
 Summer vacation begins June 30



**Sturgeon Public Schools**  
 Dare to reimagine learning

Frank Robinson Education Centre  
 9820-104 Street  
 Morinville, AB T8R 1L8  
 Phone: (780) 939-4341  
 Fax: (780) 939-5520



**School Year 2020-2021**

(All dates are inclusive unless otherwise specified)

**AUGUST**

Mon. 24 School offices open  
Thurs. 27 Division/School PD/Collaboration; Staff meeting – no classes  
Fri. 28 Division/School PD/Collaboration; Staff meeting – no classes  
Mon. 31 Operational Non-Instructional Day- no classes

**SEPTEMBER**

Tues. 1 All classes (full day)  
Mon. 7 LABOUR DAY - no classes  
Fri. 18 Division/School PD/Collaboration; Staff meeting – no classes

**OCTOBER**

Mon. 12 THANKSGIVING DAY - no classes  
Fri. 16 Division/School PD/Collaboration; Staff meeting – no classes

**NOVEMBER**

Wed. 11 REMEMBRANCE DAY – no classes  
Mon. 12 Division/School PD/Collaboration; Staff meeting – no classes  
Fri. 13 Non-instructional day in lieu of Parent-Teacher Interviews – no classes

**DECEMBER**

Fri. 18 Division/School PD/Collaboration; Staff meeting – no classes  
Sat. 19 Christmas recess begins

**JANUARY**

Mon. 24 Classes resume  
Fri. 29 Division/School PD/Collaboration; Staff meeting – no classes

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References: Policy: 205 Operational School Year  
Admin Procedure: AP235 – Operational School Year and Calendar  
School Operational Year Calendar 2020-2021  
School Operational Year Calendar Day Count 2020-2021  
Education Act: Section 60



**FEBRUARY**

Mon.	1	First day of Semester Two
Thurs./Fri.	4/5	Teachers' Convention - no classes
Mon.	15	FAMILY DAY - no classes
Fri.	26	Division/School PD/Collaboration; Staff meeting – no classes

**MARCH**

Fri.	25	Division/School PD/Collaboration; Staff meeting – no classes
Fri.	26	Non-instructional day in lieu of Parent-Teacher Interviews – no classes
Sat.	27	Spring recess begins

**APRIL**

Fri.	2	GOOD FRIDAY – no classes
Mon.	5	EASTER MONDAY – no classes
Tues.	6	Classes resume
Fri.	23	Division/School PD/Collaboration; Staff meeting – no classes

**MAY**

Fri.	21	Division/School PD/Collaboration; Staff meeting – no classes
Mon.	24	VICTORIA DAY - no classes

**JUNE**

Fri.	4	Division/School PD/Collaboration; Staff meeting – no classes
Tues.	28	Last day of classes
Wed.	29	Operational Non-Instructional Day – no classes
Thurs.	30	Summer recess begins

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References: Policy: 205 Operational School Year  
Admin Procedure: AP235 – Operational School Year and Calendar  
School Operational Year Calendar 2020-2021  
School Operational Year Calendar Day Count 2020-2021  
Education Act: Section 60





**School Year 2020-2021**

	Non-Instructional		Instructional		Operational	
	1 to 9	10 to 12	1 to 9	10 to 12	1 to 9	10 to 12
AUGUST	3.0	3.0	0.0	0.0	3.0	3.0
SEPTEMBER	1.0	1.0	20.0	20.0	21.0	21.0
OCTOBER	1.0	1.0	20.0	20.0	21.0	21.0
NOVEMBER	2.0	2.0	18.0	18.0	20.0	20.0
DECEMBER	1.0	1.0	13.0	13.0	14.0	14.0
JANUARY	1.0	1.0	19.0	19.0	20.0	20.0
<b>TOTAL - SEMESTER I</b>	9.0	9.0	90.0	90.0	99.0	99.0
FEBRUARY	3.0	3.0	16.0	16.0	19.0	19.0
MARCH	2.0	2.0	18.0	18.0	20.0	20.0
APRIL	1.0	1.0	18.0	18.0	19.0	19.0
MAY		1.0	19.0	19.0	20.0	20.0
JUNE	2.0	2.0	19.0	19.0	21.0	21.0
<b>TOTAL - SEMESTER II</b>	9.0	9.0	90.0	90.0	99.0	99.0
<b>OPERATIONAL YEAR TOTAL</b>	18.0	18.0	180.0	180.0	198.0	198.0

References: Policy: 205 Operational School Year  
Admin Procedure: AP235 – Operational School Year and Calendar  
School Operational Year Calendar 2020-2021  
School Operational Year Calendar Day Count 2020-2021  
Education Act: Section 60

# 2020-2021

**Subject to change**  
**Approved in principle - Oct 9, 2019**

School offices open	August 24
School Dev. Collaboration - no classes	August 27
Prof. Dev. Collaboration - no classes	August 28
Operational Non-Instructional (K-12) - no classes	August 31
All classes (full day)	September 1
Labour Day - no classes	September 7
Division/School PD/Collaboration; Staff meeting	September 18
Thanksgiving Day - no classes	October 12
Division/School PD/Collaboration; Staff meeting	October 16
Remembrance Day - no classes	November 11
Division/School PD/Collaboration; Staff meeting	November 20
In lieu of Parent/Teacher Interviews - no classes	November 27
Division/School PD/Collaboration; Staff meeting	December 11
Christmas Vacation	Dec. 19 - Jan 3
Classes Resume	January 4
Division/School PD/Collaboration; Staff meeting	January 29
First day of classes Semester Two	February 1
Teachers' Convention - no classes	February 4-5
Family Day - no classes	February 15
Division/School PD/Collaboration; Staff meeting	February 26
Division/School PD/Collaboration; Staff meeting	March 19
In lieu of Parent/Teacher Interviews - no classes	March 26
Spring Recess	March 27 - April 4
Good Friday - no classes	April 2
Easter Monday - no classes	April 5
Classes Resume	April 6
Division/School PD/Collaboration; Staff meeting	April 9
Division/School PD/Collaboration; Staff meeting	May 21
Victoria Day - no classes	May 24
Division/School PD/Collaboration; Staff meeting	June 4
Last day of classes	June 28
Operational Non-Instructional (K-12) - no classes	June 29
Summer vacation begins	June 30

OCTOBER, 2020						
S	M	T	W	T	F	S
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4	5	6	7	8	9	10
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY, 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

APRIL, 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY, 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER, 2020						
S	M	T	W	T	F	S
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER, 2020						
S	M	T	W	T	F	S
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MARCH, 2021						
S	M	T	W	T	F	S
						6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE, 2021						
S	M	T	W	T	F	S
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

AUGUST, 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					




NOVEMBER, 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

FEBRUARY, 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MAY, 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

 Operational Day - No Classes  
 Non-Operational Day - No Classes  
 Division/School P D/Collaboration; Staff Meeting - No classes

**Frank Robinson Education Centre**  
 9820-104 Street  
 Morinville, AB T8R 1L8  
 Phone: (780) 939-4341  
 Fax: (780) 939-5520



**School Year 2020-2021**

(All dates are inclusive unless otherwise specified)

**AUGUST**

Mon.	24	School offices open
Thurs.	27	Division/School PD/Collaboration; Staff meeting – no classes
Fri.	28	Division/School PD/Collaboration; Staff meeting – no classes
Mon.	31	Operational Non-Instructional Day- no classes

**SEPTEMBER**

Tues.	1	All classes (full day)
Mon.	7	LABOUR DAY - no classes
Fri.	18	Division/School PD/Collaboration; Staff meeting – no classes

**OCTOBER**

Mon.	12	THANKSGIVING DAY - no classes
Fri.	16	Division/School PD/Collaboration; Staff meeting – no classes

**NOVEMBER**

Wed.	11	REMEMBRANCE DAY – no classes
Mon.	20	Division/School PD/Collaboration; Staff meeting – no classes
Fri.	27	Non-instructional day in lieu of Parent-Teacher Interviews – no classes

**DECEMBER**

Fri.	11	Division/School PD/Collaboration; Staff meeting – no classes
Sat.	19	Christmas recess begins

**JANUARY**

Mon.	4	Classes resume
Fri.	29	Division/School PD/Collaboration; Staff meeting – no classes

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References: Policy: *205 Operational School Year*  
 Admin Procedure: *AP235 – Operational School Year and Calendar*  
*School Operational Year Calendar 2020-2021*  
*School Operational Year Calendar Day Count 2020-2021*  
 Education Act: *Section 60*



**FEBRUARY**

Mon.	1	First day of Semester Two
Thurs./Fri.	4/5	Teachers' Convention - no classes
Mon.	15	FAMILY DAY - no classes
Fri.	26	Division/School PD/Collaboration; Staff meeting – no classes

**MARCH**

Fri.	19	Division/School PD/Collaboration; Staff meeting – no classes
Fri.	26	Non-instructional day in lieu of Parent-Teacher Interviews – no classes
Sat.	27	Spring recess begins

**APRIL**

Fri.	2	GOOD FRIDAY – no classes
Mon.	5	EASTER MONDAY – no classes
Tues.	6	Classes resume
Fri.	9	Division/School PD/Collaboration; Staff meeting – no classes

**MAY**

Fri.	21	Division/School PD/Collaboration; Staff meeting – no classes
Mon.	24	VICTORIA DAY - no classes

**JUNE**

Fri.	4	Division/School PD/Collaboration; Staff meeting – no classes
Tues.	28	Last day of classes
Wed.	29	Operational Non-Instructional Day – no classes
Thurs.	30	Summer recess begins

Approved in principle – subject to change October 9, 2019

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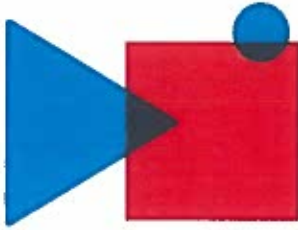
References: Policy: 205 Operational School Year  
 Admin Procedure: AP235 – Operational School Year and Calendar  
 School Operational Year Calendar 2020-2021  
 School Operational Year Calendar Day Count 2020-2021  
 Education Act: Section 60



**School Year 2020-2021**

	Non-Instructional		Instructional		Operational	
	1 to 9	10 to 12	1 to 9	10 to 12	1 to 9	10 to 12
AUGUST	3.0	3.0	0.0	0.0	3.0	3.0
SEPTEMBER	1.0	1.0	20.0	20.0	21.0	21.0
OCTOBER	1.0	1.0	20.0	20.0	21.0	21.0
NOVEMBER	2.0	2.0	18.0	18.0	20.0	20.0
DECEMBER	1.0	1.0	13.0	13.0	14.0	14.0
JANUARY	1.0	1.0	19.0	19.0	20.0	20.0
<b>TOTAL - SEMESTER I</b>	9.0	9.0	90.0	90.0	99.0	99.0
FEBRUARY	3.0	3.0	16.0	16.0	19.0	19.0
MARCH	2.0	2.0	18.0	18.0	20.0	20.0
APRIL	1.0	1.0	18.0	18.0	19.0	19.0
MAY		1.0	19.0	19.0	20.0	20.0
JUNE	2.0	2.0	19.0	19.0	21.0	21.0
<b>TOTAL - SEMESTER II</b>	9.0	9.0	90.0	90.0	99.0	99.0
<b>OPERATIONAL YEAR TOTAL</b>	18.0	18.0	180.0	180.0	198.0	198.0

References: Policy: 205 Operational School Year  
 Admin Procedure: AP235 – Operational School Year and Calendar  
 School Operational Year Calendar 2020-2021  
 School Operational Year Calendar Day Count 2020-2021  
 Education Act: Section 60



**B O A R D**  
MEMORANDUM

**Date:** February 26, 2020  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Lisa Lacroix, Associate Superintendent People Services  
**Subject:** School Calendar: 2020-2021 Camilla



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**Background:**

Attached for Trustee review is the School Calendar package for 2020-2021 for Camilla School which was approved in principle and referred from the October 09, 2019 Committee of Whole meeting.

**Recommendation:**

That the Board of Trustees withdraw the Camilla School package for the 2020-2021 school year.

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

Attachment

# 2020-2021

**CAMILLA SCHOOL**  
**Approved in principle**  
**Subject to change - Draft**  
**October 9, 2019**

**OCTOBER, 2020**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**SEPTEMBER, 2020**

S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**AUGUST, 2020**

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**JANUARY, 2021**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**DECEMBER, 2020**

S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**NOVEMBER, 2020**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**APRIL, 2021**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**MARCH, 2021**

S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**FEBRUARY, 2021**

S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

**JULY, 2021**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**JUNE, 2021**

S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**MAY, 2021**

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- School offices open August 24
- Prof. Dev. Collaboration – no classes August 27
- Prof. Dev. Collaboration – no classes August 28
- Operational Non-Instructional (K-12) - no classes August 31
- September 1
- September 7
- September 18
- October 12
- October 16
- November 11
- November 20
- November 27
- December 18
- Dec. 19–Jan 3
- January 4
- January 25 - 29
- January 1
- February 4-5
- February 15
- February 26
- March 19
- March 26
- March 27 - April 4
- April 2
- April 5
- April 6
- April 9
- May 21
- May 24
- June 4
- June 28
- June 29
- June 30

- Operational Day - no classes
- First day of classes Semester Two
- Teachers' Convention – no classes
- Family Day – no classes
- Division/School PD/Collaboration; Staff meeting
- Division/School PD/Collaboration; Staff meeting
- In lieu of Parent/Teacher Interviews - no classes
- Spring Recess
- Good Friday - no classes
- Easter Monday - no classes
- Classes Resume
- Division/School PD/Collaboration; Staff meeting
- Victoria Day - no classes
- Division/School PD/Collaboration; Staff meeting
- Last day of classes
- Operational Non-Instructional (K-12) - no classes
- Summer vacation begins

- Prof. Dev. Collaboration – no classes
- Operational Non-Instructional (K-12) - no classes
- All classes (full day)
- Labour Day – no classes
- Division/School PD/Collaboration; Staff meeting
- Thanksgiving Day – no classes
- Division/School PD/Collaboration; Staff meeting
- Remembrance Day - no classes
- Division/School PD/Collaboration; Staff meeting
- In lieu of Parent/Teacher Interviews - no classes
- Division/School PD/Collaboration; Staff meeting
- Christmas Vacation
- Classes Resume
- Operational Day - no classes - Moving of Camilla School
- First day of classes Semester Two
- Teachers' Convention – no classes
- Family Day – no classes
- Division/School PD/Collaboration; Staff meeting
- Division/School PD/Collaboration; Staff meeting
- In lieu of Parent/Teacher Interviews - no classes
- Spring Recess
- Good Friday - no classes
- Easter Monday - no classes
- Classes Resume
- Division/School PD/Collaboration; Staff meeting
- Victoria Day - no classes
- Division/School PD/Collaboration; Staff meeting
- Last day of classes
- Operational Non-Instructional (K-12) - no classes
- Summer vacation begins

- Operational Day - No Classes
- Non-Operational Day - No Classes
- Division/School P D/Collaboration; Staff Meeting - No Classes

## CAMILLA SCHOOL

Frank Robinson Education Centre  
 9820-104 Street  
 Morinville, AB T8R 1L8  
 Phone: (780) 939-4341  
 Fax: (780) 939-5520





**CAMILLA SCHOOL**

**School Year 2020-2021**

(All dates are inclusive unless otherwise specified)

**AUGUST**

Mon.	24	School offices open
Thurs.	27	Division/School PD/Collaboration; Staff meeting – no classes
Fri.	28	Division/School PD/Collaboration; Staff meeting – no classes
Mon.	31	Operational Non-Instructional Day – no classes

**SEPTEMBER**

Tues.	1	All classes (full day)
Mon.	7	LABOUR DAY - no classes
Fri.	18	Division/School PD/Collaboration; Staff meeting – no classes

**OCTOBER**

Mon.	12	THANKSGIVING DAY - no classes
Fri.	16	Division/School PD/Collaboration; Staff meeting – no classes

**NOVEMBER**

Wed.	11	REMEMBRANCE DAY – no classes
Mon.	20	Division/School PD/Collaboration; Staff meeting – no classes
Fri.	27	Non-instructional day in lieu of Parent-Teacher Interviews – no classes

**DECEMBER**

Fri.	18	Division/School PD/Collaboration; Staff meeting – no classes
Sat.	19	Christmas recess begins

**JANUARY**

Mon.	4	Classes resume
Mon.– Fri.	25 - 29	Moving of Camilla School - no classes

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References: Policy: 205 Operational School Year  
Admin Procedure: AP235 – Operational School Year and Calendar  
School Operational Year Calendar 2020-2021  
School Operational Year Calendar Day Count 2020-2021  
Education Act: Section 60





**FEBRUARY**

Mon.	1	First day of Semester Two
Thurs./Fri.	4/5	Teachers' Convention - no classes
Mon.	15	FAMILY DAY - no classes
Fri.	26	Division/School PD/Collaboration; Staff meeting – no classes

**MARCH**

Fri.	19	Division/School PD/Collaboration; Staff meeting – no classes
Fri.	26	Non-instructional day in lieu of Parent-Teacher Interviews – no classes
Sat.	27	Spring recess begins

**APRIL**

Fri.	2	GOOD FRIDAY – no classes
Mon.	5	EASTER MONDAY – no classes
Tues.	6	Classes resume
Fri.	9	Division/School PD/Collaboration; Staff meeting – no classes

**MAY**

Fri.	21	Division/School PD/Collaboration; Staff meeting – no classes
Mon.	24	VICTORIA DAY - no classes

**JUNE**

Fri.	4	Division/School PD/Collaboration; Staff meeting – no classes
Tues.	28	Last day of classes
Wed.	29	Operational Non-Instructional Day – no classes
Thurs.	30	Summer recess begins

References: Policy: 205 Operational School Year  
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Education Act: Section 60



**CAMILLA SCHOOL**

**School Year 2020-2021**

	Non-Instructional		Instructional		Operational	
	1 to 9	10 to 12	1 to 9	10 to 12	1 to 9	10 to 12
AUGUST	3.0	3.0	0.0	0.0	3.0	3.0
SEPTEMBER	1.0	1.0	20.0	20.0	21.0	21.0
OCTOBER	1.0	1.0	20.0	20.0	21.0	21.0
NOVEMBER	2.0	2.0	18.0	18.0	20.0	20.0
DECEMBER	1.0	1.0	13.0	13.0	14.0	14.0
JANUARY	5.0	1.0	15.0	19.0	20.0	20.0
<b>TOTAL – SEMESTER I</b>	13.0	9.0	88.0	90.0	99.0	99.0
FEBRUARY	3.0	2.0	16.0	16.0	19.0	19.0
MARCH	2.0	2.0	18.0	18.0	20.0	20.0
APRIL	1.0	1.0	18.0	18.0	19.0	19.0
MAY	2.0	1.0	19.0	19.0	20.0	20.0
JUNE	2.0	2.0	19.0	19.0	21.0	21.0
<b>TOTAL - SEMESTER II</b>	9.0	9.0	90.0	90.0	99.0	99.0
<b>OPERATIONAL YEAR TOTAL</b>	22.0	18.0	176.0	180.0	198.0	198.0

References: Policy: 205 Operational School Year  
 Admin Procedure: AP235 – Operational School Year and Calendar  
 School Operational Year Calendar 2020-2021  
 School Operational Year Calendar Day Count 2020-2021  
 Education Act: Section 60