



Date: June 19, 2024 **Agenda Item:** 8.8

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Governance Policy: [Board Policy 225: Role of the Board](#)
[Board Policy 700: Superintendent of Schools](#)

Assurance Domain: Student Growth & Achievement
Teaching and Leading
Learning Supports
Governance
Local and Societal Context

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):

- Building Effective Relationships
- Visionary Leadership
- Leading Learning
- School Authority Operations and Resources
- Supporting Effective Governance

Subject: **Administrative Procedures - Education Services Department**

Purpose:

For information.

Background:

Attached for Trustee information are Administrative Procedures that fall under the responsible administration of the Education Services Department which have been reviewed and/or revised.

- Administrative Procedure 230 - School Entrance Age
- Administrative Procedure 241- Annual Education Results Report
- Administrative Procedure 242 - Three Year Education Plan
- Administrative Procedure 243 - School Education Plans and Results Report
- Administrative Procedure 310- Off-Site Activities
- Administrative Procedure 470 - Cell Phone Provision
- Administrative Procedure 500 - Child Abuse and Neglect Prevention
 - Administrative Procedure 500 - Child Abuse and Neglect Prevention - Attachment 1 - Alberta Children’s Services & Law Enforcement Disclosure

- Administrative Procedure 500 - Child Abuse and Neglect Prevention - Attachment 2 - Confirmation of Report to Alberta Children's Services
- Administrative Procedure 505 - Agencies Interviewing Students at School
- Administrative Procedure 515 - Homebound Students
- Administrative Procedure 520 - Student Records Management
- Administrative Procedure 521 - Independent Student Status
- Administrative Procedure 525 - Counselling Services
- Administrative Procedure 716 - Healthy School Communities
- Administrative Procedure 728 - Training of Staff in Therapeutic Crisis Intervention for Schools (TSIS)
- Administrative Procedure 865 - Information and Communication Technology
- Administrative Procedure 870 - Responsible Use of Technology Resources
- Administrative Procedure 875 - Personal Electronic Devices
- Administrative Procedure 901 - Student Conduct

The tracked changes shown within the attachments are reflective of the Education Services team members' collaborative efforts; and within Google Workspace these changes are shown as additions and/or strikeouts in various text colours. Administrative Procedures that were reviewed, but no changes were made or recommended, are linked below, while Procedures with changes are attached in PDF format.

Administration is prepared to respond to questions at the June 19, 2024, Public Board meeting.

Attachment(s):

1. Administrative Procedure 230 - School Entrance Age - Tracked changes
2. [Administrative Procedure 241 - Annual Education Results Report](#) - Reviewed; no changes
3. [Administrative Procedure 242 - Three Year Education Plan](#) - Reviewed; no changes
4. [Administrative Procedure 243 - School Education Plans and Results Report](#) - Reviewed; no changes
5. Administrative Procedure 310- Off-Site Activities - Tracked changes
6. Administrative Procedure 470 - Cell Phone Provision - Tracked changes
7. Administrative Procedure 500 - Child Abuse and Neglect Prevention - Tracked changes
 - Administrative Procedure 500 - Child Abuse and Neglect Prevention - Attachment 1 - Alberta Children's Services & Law Enforcement Disclosure - Tracked changes
 - [Administrative Procedure 500 - Child Abuse and Neglect Prevention - Attachment 2 - Confirmation of Report to Alberta Children's Services](#) - Reviewed; no changes

8. Administrative Procedure 505 - Agencies Interviewing Students at School - Tracked changes
 - Administrative Procedure 505 - Agencies Interviewing Students at School - Attachment 1 - Alberta Children's Services & Law Enforcement Disclosure - Tracked changes
9. Administrative Procedure 515 - Homebound Students - Tracked changes
10. Administrative Procedure 520 - Student Records Management - Tracked changes
11. [Administrative Procedure 521 - Independent Student Status](#) - Reviewed; no changes
12. Administrative Procedure 525 - Counselling Services - Rescinded
13. Administrative Procedure 716 - Healthy School Communities - Tracked changes
14. Administrative Procedure 728 - Training of SPS Staff Therapeutic Crisis Intervention for Schools (TCIS) - Tracked changes
15. Administrative Procedure 865 - Information and Communication Technology - Tracked changes
16. Administrative Procedure 870 - Responsible Use of Technology Resources - Tracked changes
 - Administrative Procedure 870 - Exhibit 1 - Responsible Use of Technology Resources Protocol Staff - Tracked changes
 - Administrative Procedure 870 - Exhibit 2 - Technology Resources Responsible Use Protocol Students - Tracked changes
17. Administrative Procedure 875 - Personal Electronic Devices - Tracked changes
18. Administrative Procedure 901 - Student Conduct - Accepted changes
19. Administrative Procedure 901 - Student Conduct - Tracked changes

Administrative Procedure 230

School Entrance Age

1659538320

Responsible Administrator: ~~Deputy Associate~~ Superintendent Education Services

PURPOSE

Sturgeon Public Schools believes that beginning students shall have the opportunity to attend school in accordance with the Education Act.

PROCESS

The ~~Deputy Associate~~ Superintendent, Education Services, will be responsible to maintain the procedure.

PROCEDURE

1. **Grade 1 Age** An individual who, as of September 1st in a year, is 6 years of age or older, shall attend school. An individual who attains the age of 6 years on or before December 31st in a school year shall be permitted to enter grade 1 at school opening.
2. **Kindergarten Age** An individual who attains the age of 5 years on or before December 31st in a school year, shall be permitted to enter into a Kindergarten Program at school opening.
3. Birth certificates or other official documents shall be submitted as proof of age of beginning students. A photocopy of this document shall be kept on file at the school.
4. Principals of schools offering Grade 1 or Kindergarten shall make appropriate arrangements for the admission of beginning students in accordance with the guidelines and the school year set by the Board.
5. A parent/guardian wishing to appeal the decision of the school principal with regard to admission of a Kindergarten or Grade 1 student shall do so in writing to the Superintendent.
 - 5.1 The appeal must include:
 - 5.1.1 evidence of consultation with the school principal and any other appropriate school staff, and
 - 5.1.2 the parent's/guardian's reasons for requesting early registration of the child in the Kindergarten or Grade 1 program.

References:

Education Act: Sections 7, 21

Early Childhood Services Regulation (87/2019): Section 2

Funding Manual for School Authorities

History

2020 Jan 29 Initial Approval

2021 Feb 10 Amended

Administrative Procedure 310

Off-Site Activities

Responsible Administrator: ~~Deputy Associate~~ Superintendent, Education Services

PURPOSE

Student learning can be enhanced through off-site activities. Off-site activities enable students to participate in quality educational experiences that are at the heart of the educational process and connected to the Guide to Education, Programs of Study, curriculum and learning outcomes.

Sturgeon Public Schools will not compromise the safety and security of staff and students. Therefore, all decisions related to off-site activities will be based on a safety and security-first criteria.

PROCESS

The Superintendent or designate will be responsible for the process involving approval of off-site activities.

The Superintendent may cancel or interrupt any approved off-site activity at any time up to the point of return from that activity where the Superintendent considers the safety and well-being of students and supervisors to be at unusual risk, real or potential, due to emergent circumstances.

DEFINITIONS

Low Risk are learning experiences conducted off school grounds during the day which do not extend overnight, and transportation is not involved. Students walk to the activity. Trips may include but are not limited to a walk to the senior's center to perform.

Day Trips – Low Risk to Moderate are learning experiences conducted off school grounds during the day which do not extend overnight and present themselves as moderate to low risk activities. Trips may include but are not limited to Fort Edmonton Park and the TELUS World of Science.

Principal approval is required.

Day Trips – High Risk are learning experiences conducted off school grounds during the day which do not extend overnight and present themselves as high risk activities. Trips may include but are not limited to canoeing, skiing, and snowboarding.

Principal approval is required.

Extra-Curricular Season of Play are competitions conducted on school property and / or at opposing schools or public venues during the day, evenings and weekends which do not extend overnight and present themselves as high risk activities. Competitions may include but are not limited to basketball, volleyball, and football.

Principal approval is required.

Overnight – Moderate Risk are learning experiences within Alberta that are conducted off school grounds where students remain overnight at a destination and are involved in low to moderate risk activities. Trips may include but are not limited to sports tournaments, band festivals, and hiking.

Principal and Superintendent/~~CEO~~ or designate approval is required.

Overnight – High Risk are learning experiences outside of Alberta that are conducted off school grounds where students remain overnight at a destination and are involved in high risk activities. Trips may include but are not limited to canoeing, skiing, and snowboarding.

Principal and Superintendent or designate approval is required.

National Trips - High Risk *School Leadership requires preauthorization by the Superintendent or designate prior to exploration of any National Trip and subsequent communication with parents or students. A written proposal must be submitted to the Superintendent or designate a minimum of six (6) months prior to any planned National Trip.*

Principal and Superintendent or designate approval is required.

International Trips – High Risk *School Leadership requires preauthorization by the Superintendent or designate prior to exploration of any International Trip and subsequent communication with parents or students. A written proposal must be submitted to the Superintendent or designate a minimum of six (6) months prior to any planned International Trip.*

Principal and Superintendent or designate approval is required.

PROCEDURE

1. The Superintendent or designate has the power to authorize requests for off-site activities provided that the proposal includes:
 - 1.1 Attention to the safety, security, and appropriate supervision of students.
 - 1.2 Attention to risk management of the proposed activities.
 - 1.3 Protection of students, staff, and volunteers of the Division.
 - 1.4 An itinerary that would be deemed safe by a reasonable parent/guardian and meets the needs of all students.
 - 1.4.1 Supervisors shall not entertain major deviations to the proposed itinerary of any trip once parental consent has been received.
 - 1.5 Accommodation and travel arrangements that would be deemed safe by a reasonable parent/guardian.

1.6 A budget that is reasonable, not prohibitive and addresses the costs associated with the trip.

1.6.1 Excludes academies, athletic teams, year-end celebrations, and extended trips or tours not necessary to meet learning expectations in a grade or course.

1.7 Provision for alternative educational programs for those students whose parents do not wish them to participate.

1.8 No communication with students or parents/guardians shall occur prior to obtaining the applicable approvals.

1.9 Parent/guardian permission or approval.

1.10 No trip that exceeds five (5) school days.

1.11 The Superintendent or designate has the right to modify or cancel a national or international trip without compensation.

1.11.1 If a trip needs to be cancelled for any reason, attempts will be made to refund trip fees that may have been paid by students and/or parents/guardians; and

1.11.2 In the event a national or international trip or trip outside of Alberta is modified or cancelled, the Superintendent or designate shall bear no responsibility for the costs incurred.

2. Supervision

2.1 No teacher shall be assigned instructional time specifically to organize off-site activities.

2.2 Each off-site activity shall have a designated teacher-in-charge. The teacher shall be in attendance for the duration of any high risk, overnight or out-of-province trips.

2.2.1 The teacher shall provide a report by phone or email to the Superintendent or designate in the event of unusual circumstances resulting in a major modification to the itinerary of the trip.

2.3 The teacher shall immediately report any serious injury, ambulance call out, or hospital visit to the Superintendent or designate.

2.4 The teacher must always have overall responsibility for the off-site activity to ensure compliance with this procedure. The teacher shall ensure that supervision is always available and that supervisors are prepared to deal with any emergencies that may arise. The supervisory arrangements shall consider:

2.4.1 Student age, maturity, needs, and ability;

2.4.2 The inherent risk of the activity; and

2.4.3 The circumstances of the activity.

2.5 The teacher shall be familiar with and conduct a safety assessment of the proposed off-site activity.

2.6 The teacher shall ensure that training, preparation, orientation, and expectations are provided to all students and supervisors.

2.7 The teacher shall be responsible for ensuring that the following items are present and readily available on off-site activities:

2.7.1 List of student participants;

2.7.2 Phone contact numbers of parents/guardians/emergency contacts listed on the *Off-Site Activity Permission Form*;

2.7.3 Information regarding medication and medi-alert needs of participants; and

2.7.4 An appropriately equipped portable first aid kit.

2.8 To protect the privacy of individuals, the teacher shall ensure the information in articles 2.7.1, 2.7.2 and 2.7.3 is kept secure at all times as per *Administrative Procedure 300 - Security of Personal and Division Information*.

2.9 On overnight trips involving students of both genders, male and female supervisors shall be present.

2.10 For high-risk activities, competent instruction and supervision in these activities are mandatory. Competence may be established by virtue of a certificate from a governing body for activities such as skiing and canoeing. In areas where certificates are not issued, competency may be recognized by virtue of experience and demonstrated expertise in the activity.

2.11 A Principal may authorize persons other than teachers to provide supervision or instruction when warranted by the nature of the specific activity to meet the safety requirements of this administrative procedure.

2.12 Only assigned teachers and authorized supervisors shall accompany students on an off-site activity. Volunteers must be approved as a supervisor by the Principal and are required to have a current criminal record check and vulnerable sector check as per *Administrative Procedure 315 – Volunteers – section 2*.

2.13 When necessary, Principals are expected to seek advice and assistance from experts in planning off-site activities and in assessing risk.

3. Guidelines for approval

3.1 All grades will be considered for approval of day trips.

3.2 Students in Grades 4-6 will only be considered for travel within Alberta.

3.3 Students in Grades 7-9 may be considered for national travel.

3.4 Students in Grades 10-12 may be considered for international travel.

4. Planning Procedures

4.1 Teachers are expected to submit an Off-Site Activity/Excursion Request via CLEVR to the Principal in accordance with the following timelines:

Day Trip – The Principal must provide written approval to the teacher organizer at least ten (10) days prior to the Trip.

Overnight Trip – The Principal must provide written approval to the teacher organizer at least thirty (30) days prior to the Trip.

National or International Trips – The Principal *requires preauthorization by the Superintendent or designate prior to exploration* of any National Trip and subsequent communication with parents or students. **A written proposal must be submitted to the Superintendent or designate a minimum of six (6) months prior to any planned National Trip.**

The Request must address the following:

4.1.1 Educational goals established for the activity which are compatible with the objectives of the course(s) being taught;

4.1.2 The extent to which the off-site activity will interfere with the student's entire educational program;

4.1.3 The budget, ensuring that students who are unable to pay associated fees are not excluded from the off-site activity (with the exceptions noted in 1.6.1);

4.1.4 The type of transportation required;

4.1.5 When deemed appropriate based on activity and distance travelled, access to an emergency support vehicle is recommended if one is not readily available;

4.1.6 An itinerary outlining approximate times at which the off-site activity will be conducted at specific locations;

4.1.7 The numbers and names of adults who will attend as supervisors and the proposed level or ratio of supervision;

4.1.8 Information related to safety procedures and medical procedures for those that may require such; and

4.1.9 A thorough review of the excluded activities and the variety of risks involved.

4.2 For school activities that involve more than one trip outside the boundaries of the school such as swimming lessons, physical education classes, outdoor education classes and interschool sports within a league, a single parent consent will suffice if the information to the parent/guardian includes both a schedule and dates of all activities. Any changes to the schedule must be communicated to the parent/guardian in writing. Should any of these be high-risk activities, separate off-site parental consent must be obtained.

A single parent consent will suffice for walking trips in the neighborhood of the school. The *Off-Site Activities Annual Consent is accessed via the Parent Portal.*

4.3 Teachers are also responsible to:

4.3.1 Review staff, supervision and liability implications;

4.3.2 Estimate the costs associated with the activity;

- 4.3.3 Have an initial discussion with the Principal to review policy requirements and obtain approval to proceed with planning;
- 4.3.4 Consult with other teachers who teach courses to students who will be affected by the trip; and
- 4.3.5 Ensure meaningful alternative in-school learning experiences are made available for those students not participating in the off-site activity.

4.4 Employees are always expected to comply with the Division's Administrative Procedure 713 - *Alcohol and Substances in the Workplace* while on off-site activities.

4.5 For Out-of-Province and International Trips, teachers must consult the Canadian Consulate Web Page at <http://travel.gc.ca/travelling/advisories> for Travel Advisory information at the initial and final stages of the planning process.

- 4.5.1 One (1) day prior to the trip the teacher must verify that the Canadian Consulate is permitting travel to that specific destination.

4.6 Off-site activities/excursions that are not directly sponsored by a school or the Division are the total responsibility of the planners, tour agencies and transportation agencies involved.

- 4.6.1 Division staff is advised that they must not in any way be involved, even on an advisory basis, in such trips/excursions as outlined in 4.6 above.

4.6.2 Division staff are not to recruit students, or photocopy and/or distribute material on behalf of community-based tours and trips.

- 4.6.3 Any staff who participate in community trips shall communicate leave requests to the Associate Superintendent Human Resources.

4.7 All staff and authorized supervisors are included in the Division's liability insurance when acting within the scope of their duties as approved by school administration. It is incumbent upon off-site activity planners to ensure that appropriate insurance coverage exists for the activity to be undertaken.

- 4.7.1 Student Accident Insurance coverage is limited to trips within Canada. Travel accident insurance is required for international trips. The Student Accident Insurance policy provides protection while students are attending school events within their own province. There is very limited coverage available under the policy when a student is out of the country for a school event, therefore it should not be solely relied upon.

4.7.2 When using a private contractor to transport children (e.g., private bus), the supervisory teacher must make certain that the vehicle has adequate insurance, the driver is appropriately licensed, and the Principal is informed of the driver's name.

- 4.7.3 For any off-site activities involving participation in sports and other physical activities, all staff members must adhere to the Safety Guidelines for Physical Activity in Alberta Schools.

4.8 A student representing their school at school sponsored events shall be transported in Principal approved transportation, by their own parents, by him/herself or by staff with

parental permission. Parents shall advise the Principal or supervising teacher in writing, in advance of the activity if the student is not traveling with the rest of the students.

- 4.8.1 The student will not transport any other student other than a sibling; and
- 4.8.2 Dismissing a student directly from an off-site activity venue to the care of the custodial parent/guardian is permitted, however, if the student is to be dismissed to a parent/guardian of a friend, the parent/guardian must advise the Principal or supervising teacher in writing.

5. Supervision and Volunteers

5.1 All off-site activities/excursions must be under the direct supervision of at least one (1) teacher.

5.2 Both male and female supervisors will be provided for overnight (or longer) co-educational trips.

5.3 The teacher is responsible for ensuring that an acceptable level of student discipline is maintained.

5.4 To ensure appropriate student behavior and safety, the Principal is responsible for adhering adequate supervision for different activities as outlined in the "*Safety Guidelines for Physical Activity in Alberta Schools*".

5.5 Instructors who are not employed by the Division are eligible to be supervisors.

5.6 Everyone involved in the off-site activity/excursion must be dressed/equipped in a manner appropriate to the activities to be undertaken.

5.7 Volunteers must comply with the requirements of *Administrative Procedure 315 – Volunteers*. In addition, volunteers are expected to:

- 5.7.1 Know the details of the planned activity, and their specific duties and authority prior to departure;
- 5.7.2 Support and follow the school code of conduct;
- 5.7.3 Report any inappropriate conduct to the teacher-in-charge;
- 5.7.4 Adhere to the schedule on the itinerary;
- 5.7.5 Dress appropriately according to the type of activity; and
- 5.7.6 Fulfill their duties for the duration of the trip/excursion.

5.8 The teacher-in-charge will ensure that appropriate communication devices are taken on the off-site activity so that constant communication within the group and access to external communication is available as required.

5.9 Overnight trips require volunteer parent/guardian supervisors to provide a current (within the last three years) clean criminal record check and a vulnerable sector check. In consultation with the Superintendent or designate, unclean record checks will be reviewed.

5.9.1 For information related to recommended supervision ratios and instructional considerations, visit: Safety Guidelines for Physical Activity in Alberta Schools which is available on the website at:

https://education.alberta.ca/media/160206/sg_pa_final_2014.pdf

5.10 For safety reasons, only students and staff may attend off-site activities.

6. Safety Guidelines

With respect to student safety, the Principal and staff are to take reasonable measures to minimize the risk to students participating in off-site activities. Safety guidelines are as follows:

6.1 Outdoor activities should not be conducted when extreme environmental factors present a danger to student health and safety.

6.2 There is a pre-planned itinerary from which the trip supervisor will not deviate unless, in the opinion of the supervising teacher, it is necessary to do so in emergency or extenuating circumstances.

6.3 When off-site activities/excursions are planned for remote wilderness areas, the supervising teacher shall:

6.3.1 Provide to the Principal a report written by the supervising teacher or other qualified individual that provides an on-site visit review of the area prior to

requesting permission to take students on a trip to that particular location; such previews are to be undertaken whenever a new location is being considered for use, or when a location is being used for a different season of the year;

6.3.2 Be familiar with the area and with seasonal variations for the location they plan to visit;

6.3.3 Use professional guides when appropriate or as directed;

6.3.4 Have established safety and emergency procedures understood by all participants;

6.3.5 Ensure that appropriate communication devices are taken on the trip;

6.3.6 Ensure constant communication within the group and access to external communication as needed;

6.3.7 Inform appropriate local authorities such as the RCMP, forestry or park officials about the program, the location and route;

6.3.8 Establish procedures to contact the Principal via RCMP, forestry, or park officials in the event of an emergency;

6.3.9 Be aware of the location of the nearest accessible medical station;

6.3.10 Ensure that required permits, fishing licenses, and area use permits have been obtained from appropriate authorities; and

6.3.11 Ensure that if a group splits into two (2) or more independent travelling groups, each group must have a Division approved supervisor.

6.4 The possession and use of alcohol and/or illegal drugs by any participant, including staff and volunteer supervisors, is strictly prohibited during the duration of the off-site activity and applies to all off-site activities regardless of the age of the participants or

local laws, customs and culture. All participants shall be made aware of the local laws and customs that may impact their conduct and decisions.

7. Service Providers

If the school does not have qualified staff or volunteers or the necessary equipment to instruct a specialized activity, a reputable service provider should be used. The service provider should be expected to instruct and supervise students in addition to school supervisors. Although a service provider is used, the teacher-in-charge is still required to complete a site assessment and risk analysis.

7.1 Most service providers require waivers to be completed by the client, however, since this measure is not valid or applicable in the case of minors it is necessary for the school to enter into an alternate contractual agreement. The Principal must ensure that the service provider has adequate insurance to cover the activity. Schools, teachers and students are not permitted to sign waivers from service providers where the school, teacher or student/guardian sign away their legal rights.

Specialized Activities

The Division is a member of Alberta Risk Managed Insurance Consortium (ARMIC), which requires all members to follow the [SPHEREs Guidelines](#).

As schools plan activities for students, the SPHEREs guidelines should be reviewed, including the Fundamental Reading. These should be reviewed in conjunction with ARMIC's Activities List as ARMIC prohibits some high-risk activities. Both documents will evolve over time as the educational curriculum changes and as new standards emerge in school athletics program

If a school wants to engage in an activity that is not identified in SPHEREs, every effort should be made to compare the elements of the activity to recognized activities to identify and assess the risks.

If any element of the activity is prohibited by ARMIC, the whole activity is considered prohibited.

If the division remains uncertain of the risk and whether the activity might be prohibited due to some of its elements, the division should seek guidance from the Risk Management Committee.

For all activities undertaken the following questions should be considered:

- Have the SPHEREs Guidelines been reviewed?
- Is the activity prohibited by ARMIC?
- Is the school board the most appropriate host or sponsor of the activity? (i.e. should the activity be sponsored by a community or parent association or should the decision to engage in the activity rest solely with parents?)
- Does the activity have to be practiced or can it be demonstrated to reach the learning outcome?

- Are there safer alternatives that would achieve the same educational benefit?
- Is First Aid and CPR support available?
- Has an Emergency Action Plan been developed?
- Is emergency communication available?
- Are the instructors and supervisors of the activity qualified and have the appropriate certifications?
- Does the instructor have liability insurance, as required by SPHEReS?
- Are appropriate supervisors/chaperones available?
- Is the activity appropriate for the age, abilities, and size of the student group?
- Is there sufficient equipment available for the activity? Has it been inspected?
- Is safe transportation available?
- Have risk mitigation strategies been identified?

In the event the Division chooses to use a third-party vendor to host an activity and/or provide specialized training, school boards must take the following steps:

- Ensure all instructors are appropriately certified;
- Ensure an appropriate number of chaperones;
- Obtain a certificate of liability insurance.

In the event a third-party vendor refuses to provide a certificate of insurance, the school board should consider avoiding the activity or choosing another vendor. Additionally, if the vendor requires a waiver of liability:

- The school should consider avoiding the activity;
- A school cannot sign waivers on behalf of minors;

The use of a third party vendor can help limit the risk exposure to the Division and a prohibited activity can be conducted through a third party vendor but a Certificate of insurance for Commercial General Liability must be obtained with a minimum of \$2 Million or \$5 coverage identified, depending on the activity. The Division also should be listed as an additional insurer. All approvals for prohibited activity and certificates required must be submitted to Corporate Services for review and approval. ¶

8. Prohibited Activities

Prohibited activity: shall mean an activity that is not acceptable by The Sturgeon Public School Division and are those activities included, but not limited to: [Appendix A - Prohibited Activities List](#). Schools should not participate in prohibited activities unless through a third party vendor.

98. Water Activities

8.1 Each off-site activity that includes water-related activities must have a safety assessment, unless the activity is on an approved activities list.

8.2 All participants involved in sailing or boating activities must wear a Transport Canada approved lifejacket or Personal Flotation Device.

8.3 For activities involving canoeing, sailing or power craft, the activity must meet or exceed the Safety Guidelines for Physical Activity in Alberta Schools.

8.4 When canoe activities take place on lakes or rivers, the teacher must have visited the site prior to the trip and be familiar with the proposed route and the seasonal conditions at the time of the activity.

8.5 Adequate instruction and demonstration must be given to all participants involved before allowing the participants to undertake any water-related activity.

~~9. Hot Tubs/Swimming Pools~~

~~9.1 Students may not use swimming pools or hot tubs in proximity to swimming pools, unless there is a lifeguard on duty.~~

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~~9.2 If the facility operator does not provide a lifeguard at a hot tub or swimming pool, students may use the hot tub/swimming pool if the school provides a lifeguard over the age of twenty (20) years with current certification in National Lifeguard Service (NLS), Standard First Aid, and CPR Basic Rescuer.~~

10. Skiing and Snowboarding

10.1 Downhill skiing and snowboarding, while considered High Risk activities, are acceptable for students in grades 4 to 12, if the following conditions are met:

10.1.1 Skiing or snowboarding are part of a well-balanced yearly program and reflect the school's commitment to quality physical education.

10.1.2 The activity includes, at a minimum, one (1) mandatory ski/snowboard lesson by a qualified instructor to identify student level of proficiency and provide safety guidelines on the hill.

10.1.3 Prior to the skiing or snowboarding trip, the teacher must:

10.1.3.1 Be familiar with the ski resort;

10.1.3.2 Contact the ski operator in order to arrange student identification and controls procedure; and

10.1.3.3 Understand the ski resort's emergency protocol.

10.2 Upon arrival at the ski resort, the teacher must:

10.2.1 Divide students into levels of ability as described by the parent's signed acknowledgement of the student's skier or snowboarder's classification.

10.2.2 Assist the ski resort staff with grouping students for their mandatory lesson.

10.2.3 Along with the ski resort staff, emphasize to the students that they will be given permission to use specified slopes or trails, and that the use of other slopes or trails is prohibited.

10.2.4 Assist the ski resort staff with controlling student access to slopes or trails.

10.3 At the conclusion of the mandatory lesson:

10.3.1 The ski resort instructor will identify the level of ability of the students and assign appropriate ski or snowboarding slopes or trails.

10.3.2 Students may begin supervised skiing and snowboarding on the assigned slopes or trails.

10.3.3 During the supervised ski time, students must ski in pairs or groups of three (3) or four (4).

10.3.4 The minimum supervision ratio for skiing and snowboarding is one (1) supervisor to fifteen (15) students: Grades 4 – 6; twenty (20) students: Grades 7 – 9; thirty (30) students: Grades 10 -12, including at least one (1) supervisor in the ski lodge.

10.3.5 Supervision of ski slopes must be carried out by supervising on a constant rotation system by supervisors.

10.3.6 All participants in skiing and snowboarding activities must:

10.3.6.1 Wear a CSA approved ski helmet; and

10.3.6.2 Ski or snowboard only on open runs within the ski area that match the student's level of ability as determined by the parent/guardian.

10.3.7 Snowboard Terrain Parks are excluded.

10.3.8 Use of snowblades, mini-skiing and ski boards are high risk activities and are not permitted.

11. Accidents and Emergencies

11.1 If an accident occurs during an off-site activity/excursion, the supervising teacher must:

11.1.1 Assess the situation and if injuries have occurred, attend to the immediate medical concerns.

11.1.2 Determine whether the off-site activity/excursion will continue based upon all the circumstances.

11.1.3 Notify the Principal or designate at the earliest opportunity, if serious injuries have occurred so that the Principal or designate may inform the parent(s)/guardian(s).

11.1.4 Complete a Student Injury Report within forty-eight (48) hours of the incident, or as soon as possible upon return to the school, and forward it to the Superintendent or designate.

12. National and International Trips

12.1 Protocol: School Leadership requires preauthorization by the Superintendent or designate prior to exploration of any International Trip and subsequent communication

with parents/guardians or students. **A written proposal must be submitted to the Superintendent or designate a minimum of six (6) months prior to any planned trip.**

12.2 Travel requests may be considered only after the following criteria has been applied:

12.2.1 Has there been an investigation to determine if this experience can be achieved in Canada?

12.2.2 Does this experience directly align with Student Learning Outcomes in the curriculum?

12.2.3 Is the potential destination considered safe to travel by Canadian Government Travel alert websites?

12.3 International Trips are considered only for grades 10 - 12.

12.4 The guideline for adult supervisor/student ratio is one to eight (1-8), with co-ed supervisors if both genders of students are attending the trip. Additional supervision is required for students with special needs or who require accommodations.

12.5 All trips require a minimum of two (2) supervisors.

12.6 Supervisors are expected to be Division employees of the school community.

12.7 All suitable staff must be notified by the Principal of possible international trip(s) at the school.

12.8 In order to meet the minimum number of required adult supervisors, staff supervisor's expenses are to be paid through the collection of international trip fees.

12.9 Non-supervisory adults cannot participate in a field trip.

12.10 Travel credits are not to be used for personal or family use; these credits must be turned over to the school to offset the cost of travel for students or to purchase merchandise for student use.

12.11 The Government of Canada strongly recommends that Canadian children carry a consent letter if they are travelling abroad alone, with only one parent/guardian, with friends, relatives, or with a group. Guidelines regarding Consent Letters are provided by the Government of Canada on their website:

<https://travel.gc.ca/travelling/children/consent-letter>

13. Approval

13.1 **For all off-site activities which occur during the school day**, written approval for the off-site activity is obtained by the teacher from the Principal prior to any expectations on the part of the students and/or parents/guardians that the off-site activity will occur. In seeking this approval, the teacher will complete the Off-Site Activity Proposal in CLEVR and submit to the Principal.

13.2 Parents/guardians are to be advised of the nature of the off-site activity and written permission for the child(ren) to attend is to be provided once all approvals have been granted.

13.3 **For activities which take place overnight**, written approval for the trip is obtained by the teacher from the Principal, and the Principal will obtain written approval from the Superintendent or designate, prior to any expectations on the part of the students and/or parents/guardians that the trip will occur. In seeking this approval, the teacher will complete the proposal in CLEVR and submit to the Principal, who will in turn submit to the Superintendent or designate.

13.4 The Superintendent or designate will review the proposed trip and may, depending on the type of trip, grant preliminary approval, which would indicate permission to proceed with the planning and communication processes or final approval.

13.5 Parents/guardians are to be advised of the nature of the trip and written permission for the child(ren) to attend is to be provided once all approvals have been granted.

References:

Board Policy: [225 Role of the Board](#)

Board Policy: ~~[410 Fees](#)~~

Board Policy: [810 Off-Site Activities](#)~~Field Trips~~

Admin Procedure: [315 Volunteers](#)

Admin Procedure: [425 Purchasing Authority and Procedure](#)

Admin Procedure: [713 Alcohol and Substances in the Workplace](#)

[Student Injury Report Form](#)

[Off-Site Activities Annual Consent](#)

[Safety Guidelines for Physical Activity in Alberta Schools](#)

History

2020 Jan 29 Initial Approval

2021 Aug 31 Amended

2024

Administrative Procedure 470

Cell Phone Provision

1663686420

Responsible Administrator: Deputy Superintendent Education Services ~~Associate Superintendent Corporate Services~~

PURPOSE

Sturgeon Public Schools shall determine job responsibilities that may require the use of a cell phone device.

PROCESS

The ~~Deputy Superintendent Education Services Associate Superintendent Corporate Services~~ shall be responsible for administering this Administrative Procedure.

PROCEDURE

1. This procedure applies to all employees who, for safety or business continuity purposes, require a Division owned cell phone.
2. Eligibility criteria may include the following:
 - 2.1 The duties of the position require that the employee work regularly away from land line communication and needs to be immediately accessible.
 - 2.2 The duties of the position are such that immediate emergency response is critical or the employee is responsible for critical infrastructure or operational support and needs to be immediately accessible at all times.
 - 2.3 The duties of the position require a significant amount of travel during regular work hours or outside normal hours and related to Division business.
3. Rather than provide communication technology, the Superintendent or designate may instead reimburse an employee for the business use of their personal device in accordance with AP 871: Use of Personal Mobile Device for Division business.

Division-Owned Cell Phone Devices:

3. Additional charges resulting from use of a division-owned cell phone that is not business related shall be reimbursed by the employee to the Division.
 - 3.1 Division-owned cell phones may be used for any legitimate safety, security or emergency purposes.
4. If the employee's illegitimate or illegal conduct results in the need to terminate or change

the cell phone contract, the employee shall bear the cost of any fees.

5. The employee is expected to return the division-owned device while on an extended leave of absence or upon their termination of employment.

General:

6. Division owned cell phones must be password protected and locked when not in use.

7. If a division owned cell phone device is lost or stolen, the employee shall immediately report it to his/her supervisor, service provider and the Division Technology Services Department.

8. Roaming charges for business-related expenses shall have prior supervisor's written approval. Supervisors shall send an email to Accounts Payable and the Technology Services Department notifying them of additional charges to be incurred or reimbursed as well as the start and end dates of the roaming period.

9. Division owned cellphones will be enrolled into an MDM (Mobile Device Management) where settings will be forced in order to setup, inventory, manage and secure.

References:

Admin Procedure:

~~300 Security of Personal and Division Information~~

~~865 Information and Communication Technology Cell Phone Allowance Request Form~~

~~Employee Expense Claim Form~~

~~Network Resources Responsible Use Protocol for Staff Form~~

AP300 - Security of Personal and Division Information

AP865 - Information and Communication Technology

AP870 - Technology Resources Responsible Use SPS Staff Exhibit 1

History

2020 Jan 29 Initial Approval

Administrative Procedure 500

Child Abuse and Neglect Prevention

Responsible Administrator: ~~Associate~~ **Deputy** Superintendent, Education Services

PURPOSE

Children, as a matter of right, should be safe, secure and adequately cared for at home, at school and in the community.

The school has a responsibility to protect the confidentiality, safety and well-being of students where access by outside agencies for investigative purposes is required.

While parents/guardians have primary responsibility to ensure the welfare of their children, the helping professions and community institutions such as schools, human services, medical services, police and the courts have particular responsibility beyond that of citizens to safeguard children from abuse and neglect.

Under the *Child, Youth and Family Enhancement Act*, staff are obliged to report suspected cases of child abuse and neglect to appropriate authorities and, also, to cooperate as necessary with Children's Services, police and medical services in the investigation of alleged child abuse and neglect.

PROCESS

School principals shall ensure that all school personnel and volunteers understand system expectations, prescribed behaviors by adults, and the physical, behavioral and emotional indicators of child abuse and neglect.

Obligation to Report

The *Child, Youth and Family Enhancement Act* outlines the legal obligation to report suspected neglect or abuse to the Children's Services Authority **and provides protection from legal action against a person making a report unless the reporting is done maliciously or without reasonable and probable grounds.** ▀

Obligation to Cooperate with Investigation

School system staff have a legal obligation and moral responsibility to work collaboratively with those involved in investigating alleged cases of child abuse or neglect.

The Investigation of child protection complaints is the responsibility of child welfare workers from the local Children's Services Authority, who may, where appropriate, be assisted by Police Services.

PROCEDURE

1. Reporting

1.1 Internal Reporting

1.1.1 Any staff member having reasonable and probable grounds to believe that a student has been subjected to abuse or neglect, or who is concerned about abuse or neglect of a student, may consult with their Principal, the Vice Principal, their school counsellor, ~~the system psychologist,~~ or the Director of Learning ~~Support~~ **Services**.

1.1.2 It is possible that allegations of child abuse may be made against teachers or other school personnel. In all such cases, the Principal and the ~~Associate~~ **Deputy** Superintendent shall be informed, whether the report originates in the school or elsewhere.

1.1.3 If a staff member has reported suspected abuse or neglect of a child and remains uncertain of the child's safety following the report, they may pass information on to the Director of Learning ~~Support~~ **Services** who may contact the appropriate Children's Services Director.

1.2 External Reporting

1.2.1 The staff member who has received the report has the legal obligation to contact the appropriate authorities of Children's Services. When such a report is made to Children's Services, the staff member must inform the Principal that a report has been made.

1.2.2 The Principal or designate shall ensure that a record of each report to Children's Services is recorded on the *Confirmation of Report to Alberta Children's Services form*. This form shall be stored confidentially in a counselling file and a copy submitted to the Director of Learning Support Services and not in the Cumulative Record uploaded to the PASI record .

1.2.3 Knowledge of a suspected case of child abuse or neglect is confidential and the details of a report to Child, Youth and Family Services shall be restricted to the staff member initiating the report and the school professionals they consulted within 1.1.1. Information should be disclosed in a manner that balances the safety of a child with confidentiality.

2. Cooperation with Investigation – Refer to AP505 Agencies Interviewing Students at School

2.1 Access to Students

2.1.1 *The Child, Youth and Family Enhancement Act* mandates investigation of suspected child abuse or neglect and provides authority for Children's Services workers and peace officers to enter schools. Access to students for investigative purposes is required where the student is an alleged victim of abuse or neglect. Investigators are expected to consider the convenience of school and student when negotiating a time for access.

3. Investigative Interviews with School Staff

3.1 Children's Services or police authorities, investigating a complaint of child abuse or neglect from whatever source, may wish to interview teachers or other school personnel having regular contact with the student or having other specific information pertinent to the investigation. The Principal will assist the investigators by identifying and facilitating these contacts.

4. Child Personal Safety Education

4.1 Principals of primary schools shall ensure implementation of the Safety and Responsibility outcomes from the Health & Life Skills program of studies.

References:

Child, Youth and Family Enhancement Act

[Children's Services & Law Enforcement Disclosure Form](#)

[Confirmation of Report to Alberta Children's Services Form](#)

History

2020 Jan 29 Initial Approval

2021 Sep 29 Amended

Freedom of Information and Protection of Privacy Provisions
**Alberta Children's Services
& Law Enforcement Disclosure**

Name of Public Body

hereby requests, pertaining to

Name of Student or Other Identifier

- Disclosure of personal information
- Access to the student
- Access to the staff regarding the student
- Access to surveillance recordings

Pursuant to: _____
Statute (Act), Bylaw or Description of Purpose, **Case Number (if applicable)**

Requesting Official Name and Title

Date

Identification presented

Badge Number (if applicable)

Sturgeon Public Schools Use

Request Approved Denied

Principal (or Designate)

Date

References: Sturgeon Public Schools Administrative Procedure 505 – Agencies Interviewing Students at School



Administrative Procedure 505

Agencies Interviewing Students at School

Responsible Administrator: ~~Deputy Superintendent~~ ~~Associate Superintendent~~ Education Services

PURPOSE

Schools have a responsibility to protect the confidentiality, safety and well-being of students where access by outside agencies for investigative purposes is requested.

PROCESS

The ~~Deputy Superintendent~~ ~~Associate Superintendent~~ Education Services or designate is delegated the responsibility of maintaining this Administrative Procedure.

PROCEDURE

School level investigations shall be deferred to the police once an offense is believed to fall within the *Criminal Code*.

1. Interviewing of Students by Officers of the Law

1.1 The Principal or designate shall ensure that the following guidelines concerning interviewing of students by officers of the law are observed:

1.1.1 The officer shall be questioned as to the urgency of the matter.

1.2 The Principal or designate must allow the officer to proceed under the following circumstances:

1.2.1 if the officer possesses a warrant (either for arrest or search);

1.2.2 if the officer is "in hot pursuit" after the commission of an offence;

1.2.3 if the officer possesses blanket powers of search, etc., as defined by legislation (an example is drug offences);

1.2.3.1 The Principal or designate shall attempt to contact the parent or legal guardian of the student in order to apprise them of the situation prior to an interview.

1.2.3.2 In the event that the parent or legal guardian could not be contacted per Section 1.2.3.1, the parent or legal guardian shall be notified of the interview by telephone, failing that by registered letter.

1.2.3.4 In the absence of the parent or legal guardian, the student shall be informed that he/she has the right to have the Principal or designate remain with the student at all times during which the officer is present.

1.2.3.5 The Principal or designate will ensure that the student is advised of his/her rights as set out in Section 1.3.

1.3 The student has the right:

1.3.1 to be informed of the reason for the interview;

1.3.2 to contact a lawyer;

1.3.3 to not answer any question, except as to identity, and to the identity of his/her parents;

1.3.4 to be advised that statements he/she makes can be used against him/her in subsequent proceedings;

1.3.5 to know whether or not he/she is under arrest, and if so, the reason therefore;

1.3.6 to refuse to continue to answer questions until he/she has had an opportunity to obtain advice either from his parents, legal guardian or a lawyer.

1.4 An officer requested student interview that fails to answer the criteria as set out in Section 1.2 shall be informed that the interview must take place outside of school hours and premises.

1.5 Documentation Must be Maintained

1.5.1 The Principal shall ask the officer of the law to present identification, and to provide an explanation as to the nature of the investigation being conducted, to state reasons for wanting to conduct the interview in the school and to complete the *Alberta Children's Services & Law Enforcement Disclosure Form*.

1.5.1.1 A written copy of the *Alberta Children's Services & Law Enforcement Disclosure Form* will be kept by school administration for the current school year.

2. Interviewing of Students by Children's Services representative

2.1 ~~The Investigation of child protection complaints is the responsibility of child welfare workers from the local Child and Family Services Authority, who may, where appropriate, be assisted by Police Services.~~

2.2 ~~School authorities have a responsibility to cooperate with personnel from the Department of Children's Services and the Principal or designate also have a responsibility to the students to stand in loco parentis. Both of these areas of responsibility must be considered in instances when personnel from Children's Services request permission of school authorities to interview a student on school premises during school hours.~~

2.32 The Principal shall ask the Children's Services worker to present identification, and to provide an explanation as to the nature of the investigation being conducted, to state reasons for wanting to conduct the interview in the school and to complete an *Alberta Children's Services & Law Enforcement Disclosure Form*.

2.43 The Principal or designate shall ensure that the following guidelines concerning the interviewing of students are observed:

2.34.1 The Children's Services representative must acknowledge that the matter falls within their legislated right.

2.34.2 The Children's Services representative must complete and sign the *Alberta Children's Services & Law Enforcement Disclosure Form*.

2.54 The school shall attempt to contact the parent or legal guardian of the student in order to apprise them of the situation unless instructed by Children's Services not to do so.

2.65 ~~The Principal or designate shall inform the student that he/she has the right to request the Principal or designate be present during the interview.~~

To enable the student to speak freely and openly to the investigators, it is usually appropriate for the student and the investigators to be alone. Occasionally a student may request or require the reassuring but non-participating presence of a familiar staff member; therefore, there may be instances when the principal and the investigators agree that a school representative is to be present during the interview.

2.76 A written copy of the *Alberta Children's Services & Law Enforcement Disclosure Form* will be kept by school administration for the current school year.

3. Interviewing of Students by Other Agencies

3.1 Requested access to students by other external agencies without legislated access must be accompanied by a written consent of parent or guardian.

References:

Admin Procedure: 500 Child Abuse and Neglect Prevention
Alberta Children's Services & Law Enforcement Disclosure Form
Children First Act
Child, Youth and Family Enhancement Act
Freedom of Information and Protection of Privacy Act (FOIP)

History

2020 Jan 29 Initial Approval
2021 Sep 29 Amended

Freedom of Information and Protection of Privacy Provisions
**Alberta Children's Services
& Law Enforcement Disclosure**

Name of Public Body

hereby requests, pertaining to

Name of Student or Other Identifier

- Disclosure of personal information
- Access to the student
- Access to the staff regarding the student
- Access to surveillance recordings

Pursuant to: _____

Statute (Act), Bylaw or Description of Purpose, **Case Number (if applicable)**

Requesting Official Name and Title

Date

Identification presented

Badge Number (if applicable)

Sturgeon Public Schools Use

Request Approved Denied

Principal (or Designate)

Date

References: Sturgeon Public Schools Administrative Procedure 505 – Agencies Interviewing Students at School



Administrative Procedure 515

Homebound Students

Responsible Administrator: ~~Deputy Associate~~ Superintendent Education Services

PURPOSE

Sturgeon Public School's students who are unable to attend regular school classes for medical reasons should be provided with alternate learning opportunities.

PROCESS

The ~~Associate~~ Deputy Superintendent Education Services or designate shall be responsible for administering this Administrative Procedure.

PROCEDURE

1. In order to be eligible for Homebound Student Services, a student must:
 - 1.1 Have written confirmation from a medical doctor indicating that the student is unable to attend school.
 - 1.2 Be capable of benefiting from Homebound Student Services.
 - 1.3 Be recommended for Homebound Student Services by the Principal of the school in which the student is enrolled.
2. The student will remain enrolled in the referring school and is considered excusably absent while receiving Homebound Student Services. A student receiving such services shall not lose Senior High School credits solely because of non-attendance.
3. Access to the referring school's supplies and resources shall continue during the period the student is receiving Homebound Student Services.
4. The Principal of the referring school remains responsible for the student's program.
5. Where appropriate, a student who has an expected absence of more than five (5) months shall be enrolled in courses provided by ~~Alberta Distance Learning~~ Sturgeon Learning Centre or another service provided by the Division.
6. The Principal of the referring school shall inform the Director ~~Student Services~~ Learning Services the need for Homebound Student Services for a qualifying student. The following information shall be provided:
 - 6.1 A copy of the medical report advising of the need for Homebound Student Services.
 - 6.2 Age, grade, program, home location, etc., of the student.
 - 6.3 The estimated length of time that Homebound Student Services will be necessary.
7. The Principal shall consult with the Director ~~Student Achievement and Results~~ Learning Services regarding the number of hours and type of service to be provided.
8. Upon approval of the request by the Superintendent or designate, the necessary personnel shall be engaged.
9. The Principal of the referring school shall retain responsibility for evaluation of the student and reporting progress to parent(s)/guardian(s).
 - 9.1 The teacher or teacher assistant providing the Homebound Student Services shall be accountable to, and report to the Principal of the referring school.

References:

Board Policy 805 Home Education

History

2020 Jul 24 Initial Approval

Administrative Procedure 520

Student Records Management

Responsible Administrators:

Associate Superintendent Corporate Services

~~Deputy Associate~~ Superintendent Education Services

PURPOSE

The Education Act directs that the Board ensure that a system of recording information is in place for each student enrolled in its schools.

A Student Record shall be established and maintained at the highest standard of integrity. It must be treated as confidential to the student, the parent/legal guardian, and to The Sturgeon Public School Division staff, and shall be used to promote the educational welfare of students.

PROCESS

The Associate Superintendent Corporate Services and the ~~Deputy Associate~~ Superintendent Education Services are responsible for maintaining this Administrative Procedure and ensuring that the policies and procedures established by the Board relating to Student Records comply with the Student Record Regulation and the *Freedom of Information and Protection of Privacy Act (FOIP)*.

PROCEDURE

1. For the purpose of this Administrative Procedure:

1.1 An independent student means a student who is:

1.1.1 18 years of age or older; or

1.1.2 16 years of age or older; and

1.1.2.1 who is living independently as determined by the Board in accordance with section 6 of the *Education Act*; or

1.1.2.2 party to an agreement under the *Child, Youth and Family Enhancement Act*, section 57.2.

1.2 Parent, unless otherwise specified, means in respect of a student or a child enrolled in an early childhood services program. Subject to subsection 1.2.6,

1.2.1 the guardian as set out in section 20 of the Family Law Act;

1.2.2 the guardian appointed under Part 1, Division 5 of the Child, Youth and Family

Enhancement Act, if the guardian notifies the Board in writing of the guardian's appointment; or

1.2.3 the guardian appointed under section 22 or 23 of the Family Law Act, if the guardian notifies the Board in writing of the guardian's appointment;

1.2.4 notwithstanding subsection 1.2.1, 1.2.2 and 1.2.3, the guardian of a student appointed under:

1.2.4.1 a temporary or permanent guardianship order under section 31 or 34 of the *Child, Youth and Family Enhancement Act*;

1.2.4.2 a permanent guardianship agreement under section 11 of the *Child, Youth and Family Enhancement Act*; or

1.2.4.3 a private guardianship order under section 56 of the *Child, Youth and Family Enhancement Act*, if the guardian notifies the Board in writing of the guardian's appointment; or
1.2.5 notwithstanding subsection 1.2.1, 1.2.2, 1.2.3 and 1.2.4, the Minister of Justice and Solicitor General, if the student is in custody under the *Corrections Act*, the *Corrections and Conditional Release Act (Canada)*, or the *Youth Criminal Justice Act (Canada)*; and
1.2.6 the authority of a guardian to act under the *Education Act* is subject to any limitation imposed by law on the authority of the guardian, and where a person claims to be a parent or guardian or claims the existence of any limitation on the authority of a parent or guardian, the onus is on that person to provide proof of the claim.

2. Student means a person who is:

2.1 enrolled in a school; or

2.2 required by the *Education Act* to attend school but does not include a child younger than six (6) years of age who is enrolled in an early childhood services program.

3. Administration of Security

3.1 The **Deputy Associate** Superintendent Education Services is responsible for record maintenance, security, and access to Student Records at the system level.

3.2 The school principal is responsible for record maintenance, security, and access to Student Records at the school level; and

3.3 All reasonable efforts must be taken to ensure that Student Records and Confidential Records are kept secure and confidential.

3.4 Files and other paper records must be kept in locked containers or in rooms that are not freely accessible to those who have neither a custodial responsibility nor a requirement for the performance of their duties; and

3.5 Electronic Student Records must be protected using access controls, including security levels, passwords, and other controls and procedures established by the **Deputy Associate**-Superintendent Education Services and school principals or their designate.

4. Types of Records

4.1 Student Record

4.1.1 A record is maintained for each student or child in the school in which that student is enrolled. It shall contain all information that is directly useful in facilitating the student or child's education and shall contain all information required in *Education Act, Student Record Regulation*;

4.1.2 The school principal or designate is responsible for establishing a Student Record for each student upon the student's initial registration at Sturgeon Public Schools; and

4.1.3 The school principal or designate is responsible for updating Student Records annually.

4.2 Confidential Record

4.2.1 A Confidential Record is a record kept separate from the Student Record and it contains information of a sensitive nature, the disclosure of which, in the opinion of the Superintendent, would clearly be injurious to the student or child; and

4.2.2 Retention and storage of Confidential Records must adhere to the standards of the professional regulatory body which guides the record keeper ie: Social Work, Psychology.

Counselling notes created by teaching staff and others not governed by another professional regulation, should be kept for a minimum period of one (1) full school year following the last supports provided to the student, with record destruction in June. Reports or materials placed in confidential files shall be stamped "Confidential" and must be stored in a locked container. The Student Record will indicate the existence of a Confidential Record.

5. Information included in Student Record

5.1 The Student Record for a student or child must contain all information affecting the decisions made about the education of the student or child that is collected and maintained by a Board, regardless of the manner in which the Student Record is maintained or stored, including:

5.1.1 the student's or child's name;

5.1.1.1 as registered under the Vital Statistics Act if the student or child was born in Alberta;

5.1.1.2 as registered under the applicable legislation of the province or territory in which the student or child was born, if the student or child was born in a province or territory of Canada other than Alberta; or

5.1.1.3 as shown on the documents under which the student or child was lawfully admitted to Canada, if the student or child was born outside of Canada and any other surnames by which the student or child is known.

5.1.2 the student identification number assigned to the student by the Minister and any student identification number assigned to the student or child by The Sturgeon Public School Division;

5.1.3 the name of the student's or child's parent or guardian;

5.1.4 proof of guardianship of the student or child and any documents evidencing limits on the guardianship of the student or child;

5.1.5 the birth date of the student or child;

5.1.6 the gender of the student or child;

5.1.7 the addresses, email addresses and telephone numbers of the student or child and of the student's or child's parent or guardian;

5.1.8 the name of the resident Board of the student;

5.1.9 the citizenship of the student or child and, if the student or child is not a Canadian citizen, the type of document pursuant to which the student or child is lawfully entitled to remain in Canada, and the expiry date of that document;

5.1.10 the names of all schools attended by the student or child in Alberta and the dates of enrolment, if known except for the names of any schools in respect of which including the name of the school would be contrary to subsection 7.1.4;

5.1.11 an annual summary, or a summary at the end of each semester, of the student's or child's achievement or progress in the courses and programs in which the student is enrolled;

5.1.12 the results obtained by the student or child on any:

5.1.12.1 provincial assessment under a program established by the Minister;

5.1.12.2 diagnostic test; and

5.1.12.3 standardized tests, under any testing program to all or a large portion of the students or children or to a specific grade level of students.

5.1.13 any accommodation or exemption in respect of a provincial assessment under a program established by the Minister;

5.1.14 in relation to any formal intellectual, behavioral or emotional assessment or evaluation administered individually to the student or child;

5.1.14.1 the name of the assessment or evaluation, a summary of the results of the assessment or evaluation, the date of the assessment or evaluation, the name of the individual who administered the assessment or evaluation; any interpretive report relating to the assessment or evaluation, and any action taken as program planning as a result of the assessment, evaluation or interpretive report, including, without limitation, the provision of specialized supports or services.

5.1.15 in relation to any formal intellectual, behavioral or emotional assessment or evaluation requested by the student's or child's parent or guardian and administered to the student or child by an independent party;

5.1.15.1 the name of the assessment or evaluation, a summary of the results of the assessment or evaluation, the date of the assessment or evaluation, the name of the individual who administered the assessment or evaluation; any interpretive report relating to the assessment or evaluation, and any action taken as program planning as a result of the assessment, evaluation or interpretive report, including, without limitation, the provision of specialized supports or services.

5.1.16 any health information that the parent or guardian of the student or child or the student wishes to be placed on the Student Record;

5.1.17 an annual summary of the student's or child's school attendance;

5.1.18 information about any suspension of more than one day or expulsion relating to the student or the student's rights pursuant to the *Education Act*, must be:

5.1.18.1 retained in the Student Record for a student; and

5.1.18.2 be removed from the Student Record for a student not later than three (3) years after the date on which the suspension or expulsion began.

5.1.19 if the parent or guardian of the student or child has the right to have the student or child receive primary and secondary school instruction in the French language under section 23 of the *Canadian Charter of Rights and Freedoms*, a notation to indicate that and a notation to indicate whether the parent or guardian wishes to exercise that right;

5.1.20 if the parent or guardian of the student or child or the student or child wishes to provide information that the student is of aboriginal ancestry, a notation indicating whether the student or child is Status Indian/First Nations, Non-Status Indian/First Nations, Métis or Inuit; and

5.1.21 if an individualized program plan is specifically devised for a student or child for a school year, the plan and any amendments to the plan must be placed on the Student Record of that student or child in addition to summaries of all individualized program plans for previous school years for that student or child.

5.2 Each year that a student or child is enrolled in a school operated by The Sturgeon Public School Division, the principal or designate must ensure that:

5.2.1 information included in the Student Record, subsection 5.1 must be updated in the Student Record for the student or child annually; and

5.2.2 any information to which subsection 5.1.18.2 applies is removed from the Student Record for the student or child annually.

6. The Sturgeon Public School Division will require a student's or child's parent/guardian or an independent student to provide an acceptable, legible copy of:

6.1 the student's or child's Birth Certificate, and, if applicable, Change of Name Certificate, if the student or child was born in Canada; or

6.2 another official document acceptable to the Division, referred to in subsection 5.1.1.3, if the student or child was born outside Canada; and

6.3 the student's or child's Canadian Citizenship Certificate or the document pursuant to which the student or child is lawfully admitted to Canada for permanent or temporary residence.

7. The Student Record for a student or child maintained or retained by The Sturgeon Public School Division must not include:

7.1 any information contained in:

7.1.1 notes and observations prepared by and for the exclusive use of a teacher, teacher assistant, counsellor or principal that are not used in program placement decisions; and

7.1.2 a report or an investigation record relating to the student or child under the Child, Youth and Family Enhancement Act; or

7.1.3 counselling records relating to the student or child that are or may be personal, sensitive, or embarrassing to the student, unless subsection 8 applies; or

7.1.4 any information that identifies a student as a young person as defined in the Youth Justice Act or the Youth Criminal Justice Act (Canada) and all information relating to that student in that capacity.

8. The Sturgeon Public School Division may include in a Student Record any information referred to in subsection 7.1.3 if, in the Board's opinion, inclusion of the information in the Student Record would be:

8.1 in the public interest; or

8.2 necessary to ensure the safety of students or children and staff.

9. The Division will exclude from a Student Record a test instrument or any part of it relating to a test, examination, assessment or evaluation referred to in subsection 5.1.12, 5.1.14 or 5.1.15, but if there is an appeal relating to the test, examination, assessment or evaluation or an evaluation of a student or child in respect of the test, examination, assessment, or evaluation, the persons referred to under section 56(3) of the *Education Act* may review the test instrument as if it were part of the Student Record.

10. Access to Student Records

10.1 The [Deputy Associate](#) Superintendent Education Services or the school principal shall ensure that the persons who, under section 56 of the *Education Act*, are entitled to review the Student Record of a student or child are informed that they are entitled to review the Student Record;

10.1.1 The following persons may review the Student Record maintained in respect of a student or child enrolled in an early childhood services program:

10.1.1.1 the student;

10.1.1.2 the student's parent or guardian, except where the student is an independent student;
or

10.1.1.3 the parent or guardian of a child enrolled in an early childhood services program.

10.2 The Associate Superintendent Corporate Services, or the school principal, must ensure that the contents of a Student Record are disclosed;

10.2.1 in accordance with the *Freedom of Information and Protection of Privacy Act (FOIP)*;

10.2.2 in accordance with sections 56 and 70 of the *Education Act*;

10.2.3 to an employee of The Sturgeon Public School Division, if the information in the Student Record is necessary for the performance of the duties of the employee;

10.2.4 to the Minister of Education if the information is necessary for the performance of the duties of the Minister;

10.2.5 with proof of identity to:

10.2.5.1 the parent/guardian in the case of a child or a student who is under 16 years of age, or

10.2.5.2 the student or the parent/guardian in the case of a student is 16 years of age or older.

10.2.6 to the Department of Justice and Solicitor General or its designate when requested by the Department or its designate;

10.2.7 to a Medical Officer of Health (MOH) as defined in the Public Health Act or their designate, at their written request, for the purpose of contacting a parent or guardian of a student, or contacting an independent student, respecting voluntary health programs, including immunization, hearing, vision, speech and dental health programs, and for the purpose of communicable disease control;

10.2.7.1 a student's name, address, postal code, date of birth, gender, grade level and school;
and

10.2.7.2 the name, address, postal code, telephone number and electronic address;

10.2.7.2.1 of parent or guardian of a student other than an independent student, or

10.2.7.2.2 of an independent student; and

10.2.7.2.3 any other information prescribed in the regulations.

10.2.8 to a Child Welfare Worker at their written request, subject to the *Child, Youth and Family Enhancement Act* and the workers presentation of picture identification containing their employee number;

10.2.9 to a school in accordance with the provisions for transfer of a Student Record in subsection 13 of this Administrative Procedure;

10.2.10 in accordance with any other regulation under the Act, or

10.2.11 upon request from either a Francophone regional authority or the Minister of Education for the purpose of disclosing information to a Francophone regional authority, disclose the name, address, date of birth, gender and school of a student or child whose parent or guardian has been noted under subsection 5.1.19, as having a right to have the student or child receive primary and secondary school instruction in the French Language under section 23 of the *Canadian Charter of Rights and Freedoms* and the name address and telephone number of the student's or child's parent or guardian.

11. Procedure for access to Student Records

11.1 Before access is given to a Student Record, the record must be reviewed by the school principal or designate, in accordance with the *Freedom of Information and Protection of Privacy*

Act (FOIP), to ensure that there is no reference to, or personal information of others, included in the Student Record;

11.2 Information about a student that is excluded from the Student Record under subsection 5 of this Administrative Procedure may be requested under FOIP;

11.3 Persons who are entitled to examine the contents of a Student Record may do so on an appointment basis. The appointment can be made at the location where the record is housed or at another suitable place in the presence of the [Deputy Associate](#) Superintendent Education Services, school principal or their designate;

11.4 When a Student Record contains information, a test result or an evaluation or information administered by an employee or an agent of the Division who has relevant recognized expertise or training in the subject area, arrangements must be made as soon as possible for the employee, agent or a suitable alternate to be available for the purpose of providing an explanation and interpretation of its contents; and

11.5 When a record contains information prepared by a person who is not an employee or agent of the Division, the person who wishes to review, or has reviewed, the record must be referred to the originator of the information for an explanation and interpretation of its contents.

11.6 A request for a copy of a Student Record by an individual or agency other than a school to which the student has newly transferred must:

11.6.1 be in writing, include the identity of the individual or agency making the request and include a signature; and

11.6.2 identify what part of the record is to be released. In the event of a request for a paper copy of the Student Record, a cost recovery copying fee will apply.

12. Transfer of The Sturgeon Public School Division Student Records

12.1 Parental consent is not required to transfer The Sturgeon Public School Division Student Records;

12.2 If a student transfers from the Division to another school in Alberta:

12.2.1 the principal or designate of the school from which the student or child transfers may disclose the Student Record for the student or child containing the information referred to in subsection 5.1 to the receiving school; and

12.2.2 the school to which the student or child transfers may collect the Student Record for the student or child containing the information referred to in subsection 5.1.

12.3 If the Student Record for a student or child who transfers from a school in Alberta to another school in Alberta is not in electronic form, the Board from which the student or child transfers must, on receipt of a written request from the school to which the student or child transfers, send the original Student Record for the student or child containing the information referred to in subsection 5.1;

12.4 If a student or child transfers from the Division to a school outside Alberta, the [Deputy Associate](#) Superintendent Education Services or designate must:

12.4.1 send a copy of the student record for the student or child containing the information referred to in section 5.1; and

12.4.2 keep the original digital record for at least seven (7) years after the date the student could be expected to have completed grade 12, if the student had not transferred from the

school. 12.5 Additional documentation may be required for transfer of Student Records outside of Alberta or Canada.

13. Maintenance and storage of Inactive Student Records

13.1 Inactive Student Records will be centrally stored in the Division Central Office and will be maintained in accordance with record retention guidelines, pursuant to the *Education Act Student Record Regulation*.

14. Retention of Student Record

14.1 The Sturgeon Public School Division must retain the Student Record for a student or child containing the information referred to in subsection 5.1 for seven (7) years after the student or child ceases to attend a school operated by the Division or until the Student Record has been provided in accordance with subsection 12; and

14.2 If a student or child transfers from a school in Alberta to a school outside Alberta, The Sturgeon Public School Division must retain the Student Record for the student or child containing the information referred to in subsection 5.1 for seven (7) years after the date the student or child would have been expected to have completed grade 12 had the student or child not transferred from the school.

15. Compliance

15.1 The Sturgeon Public School Division delegates the [Deputy Associate Superintendent Education Services](#) to be responsible for ensuring that the policies and Administrative Procedures established by the Board relating:

15.1.1 to Student Records subsection 5; and

15.1.2 to information referred to in subsection 7; comply with this Administrative Procedure, the *Education Act*, the *Student Record Regulation* and the *Freedom of Information and Protection of Privacy Act*.

References:

Administrative Procedure: 300 Security of Personal and Division Information

Education Act Sections: 1(1), (2), (3), 6, 42, 43, 56, 65, 70, 201

Education Act Student Record Regulation

Provincial Assessment Directive

Canadian Charter of Rights and Freedoms Section 23

Child, Youth and Family Enhancement Act

Corrections Act

Corrections and Conditional Release Act

Family Law Act

Freedom of Information and Protection of Privacy Act (FOIP)

Freedom of Information and Protection of Privacy Regulation

Public Health Act

Vital Statistics Act

Youth Justice Act

Youth Criminal Justice Act

History

2020 Jan 29 Initial Approval

2021 Aug 27 Amended

Recommendation to rescind this AP and rewrite AP 716 ~~Healthy School Communities~~ Comprehensive School Health to include any additions

525: ~~Counseling Services~~

Responsible Administrator: ~~Associate~~ Deputy Superintendent Education Services

PURPOSE

~~Sturgeon Public Schools believes in a community approach to assist all students in achieving their full potential. Counseling is an integral part of a healthy school community, which includes a continuum of supports and services.~~

PROCESS

~~The Associate ~~Deputy~~ Superintendent, Education Services, will be responsible to maintain this procedure.~~

PROCEDURE

- ~~1. The Superintendent of Schools shall ensure that counseling services are available to all Sturgeon Public Schools students as directed by the Board.~~
- ~~2. Principals shall ensure that counseling services are available to all students within their schools.~~
- ~~3. Counseling supports and services address students' educational, personal, social, emotional, and career needs. This is facilitated by the development of a continuum of supports and services, which includes a school counsellor, other school/ division staff, and parents/ guardians working together with community services and professionals.~~
- ~~4. Through a comprehensive counselling and wellness approach, school communities build welcoming, caring, respectful and safe learning environments that support healthy relationships and facilitate student learning. Each school is responsible for having a Counselling Wellness Plan that is the shared responsibility of the entire school staff.~~
- ~~5. Schools shall have counsellors who have successful certified teaching experience, current counselling knowledge and skills focused on communication, awareness, prevention, and intervention. This is supported divisionally through on-going professional development.~~
- ~~6. As outlined in the School Counsellor Handbook, the school counsellor shall:
 - ~~6.1 Take the lead in developing the Counselling Wellness Plan, coordinating services, and providing direct and indirect support to students, staff, and parents/guardians.~~
 - ~~6.2 Acknowledge the limited scope of their practice, which requires them to refer to specialized outside services to best meet the needs of students.~~~~

~~6.3 Support transitions and career planning.~~

~~6.4 Have a non-administrative assignment when possible.~~

~~7. Principals shall be responsible for monitoring and communicating the effectiveness of the counselling supports and services to appropriate stakeholders, in accordance with these guidelines.~~

References:

~~Sturgeon Public Schools—Counselling Wellness Plan
School Counsellor Handbook~~

History

~~2020 Jan 29 Initial Approval~~

~~2020 Jul 24 Amended~~

716: Healthy School Communities- Comprehensive School Health

Responsible Administrator: Associate Deputy Superintendent Education Services

PURPOSE

Comprehensive School Health is an integrated approach that provides students and staff with opportunities to observe and learn positive health attitudes and behaviors. It includes a broad spectrum of programs, activities, partnerships and services that take place in schools and communities in order to enhance health and build productive and satisfying relationships across their community.

Health and education are interdependent: healthy students are better learners, and better-educated individuals are healthier. Research has shown that comprehensive school health is an effective way to enhance that linkage, improving both health and educational outcomes and encouraging healthy behaviors that last a lifetime. In the classroom, comprehensive school health facilitates improved academic achievement and can lead to fewer behavioral problems. In the broader school environment, it helps students develop the skills they need to be physically and emotionally healthy for life.

~~Sturgeon Public Schools believes that health and education are interdependent; healthy students are better learners and well educated individuals are healthier. Through a Comprehensive School Health approach, school communities will create a culture of wellness that is inclusive, collaborative and connected. Staff shall promote and support the physical, intellectual, spiritual, social, emotional and mental well-being of students and continuously strive to strengthen our capacity as a healthy setting for living, learning and working.~~

PROCESS

~~Using a team approach to harmonize the four components of Comprehensive School Health students will be supported to realize their full potential as learners and as healthy productive members of society.~~

The ~~Associate~~ Deputy Superintendent Education Services shall be responsible for maintaining this Administrative Procedure.

PROCEDURE

1.1 The school staff shall address the four distinct but ~~inter-related~~ interrelated components that provide a strong foundation for a healthy school. ~~of Comprehensive School Health.~~

1.1.1 Social and Physical Environment includes the quality of the relationships between the school community, the emotional well-being of students and the buildings, grounds, play spaces and equipment in and around the school.

1.1.2 Teaching and Learning includes resources, activities and curriculum where students gain skills and knowledge related to health and wellness.

1.1.3 Healthy School Policy includes practices, decision-making processes, policies and procedures that promote and support health and wellness.

1.1.4 Partnerships and Services includes connections between schools, families, community organizations, health services and other sectors that support student health.

1.2 Physical wellbeing: the ability, motivation and confidence to make choices that result in healthy growth, development, and care of the body.

1.2.1 Active living: developing knowledge, skills and attitudes that correspond with leading a healthy, active lifestyle.

1.2.2 Healthy eating: promoting healthy food choices and healthy attitudes about food.

1.3 Mental Health: the capacity of each of us to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face (Public Health Agency of Canada).

1.4 Positive Social Environments: building a predictable and safe environment, relating positively and respectfully to others, and supporting a strong sense of belonging and connection.

2.0 Division schools and work environments work towards creating and maintaining environments that support a division culture of health and wellness by:

2.1 recognizing the importance of students' and staff' wellness;

2.2 establishing environments that support and integrate active living, healthy eating and positive social environments;

2.3 acknowledging that active living, healthy eating, and mental health play significant roles in students and staff' overall health and wellness; and

2.4 promoting healthy attitudes toward active living, healthy eating, mental health and positive social environments.

3.0 Division schools and work environments work towards supporting active living by:

3.1 encouraging successful and meaningful engagement in physical activity and encourage lifelong fitness; and

3.2 encouraging students to engage in physical activity inside and outside of regular curriculum (e.g. community events, clubs, special events, teams, intramurals, etc.) to support their development as healthy, active learners.

4.0 Division schools and work environments work towards supporting healthy eating by:

4.1 fostering knowledge, skills and attitudes that promote healthy eating, promoting nutrition education and create an environment of positive food messages;

4.2 establishing a strong connection between nutrition education and foods available at the school/workplace;

4.3 creating an environment where healthy foods are available, accessible and promoted as the best choice; and

5.0 Division schools work towards supporting mental health by:

5.1 implementing school-wide approaches that increase understanding of mental health and mental illness;

5.2 supporting strength based approaches that build resilience;

5.3 supporting social-emotional learning and regulation;

5.4 offering a continuum of supports including universal, targeted and specialized supports and services; and

5.5 partnering with community and health service providers to promote access to service.

6.0 Division schools work towards supporting positive social environments by:

6.1 fostering relationships between students, staff, the school division and community;

6.2 supporting and embedding character education programs to support emotional well-being, creating learning environments where emotional well-being is role modeled and developed in students;

6.3 accessing resources and links with community agencies, partners and support networks to help students develop the skills to be aware of and monitor their emotional well-being;

6.4 recognizing the importance of students' emotional, social, intellectual and physical wellness to their success in school and expect students to adhere to the Division's Code of Conduct and schools' code of conduct;

6.5 promoting digital citizenship education including a proactive approach regarding the physical and psychological health risks of technology; and

6.6 encouraging reporting to a responsible adult all incidents of threats, bullying, harassment, violence, intimidation or discrimination.

1. Social and Physical Environment

Staff shall:

~~1.1 Create welcoming, caring, respectful and safe~~ ~~inclusive, safe and healthy~~ learning environments that respect diversity and nurture a sense of belonging and positive sense of self for all students and staff.

~~1.2 Create learning environments where social-emotional, physical and nutritional well-being are modeled and developed in students and staff.~~

~~1.3 Recognize that the buildings, grounds, play spaces and equipment in and surrounding the school should be safe and promote a healthy, active lifestyle.~~

2. Teaching and Learning

Staff shall:

~~2.1 Integrate health and wellness across curricular areas.~~

~~2.2 Promote and encourage the development of physical, social-emotional, and nutritional competencies.~~

~~2.3 Encourage students to think critically about the impact of their choices on their current and long-term health.~~

~~2.4 Have access to professional learning opportunities and resources related to health and well-being.~~

3. Healthy School Policy

Staff shall:

~~3.1 Meet all provincial curricular requirements with respect to Daily Physical Activity (DPA), Physical Education, Health, and Career and Life Management (CALM).~~

~~3.2 In consultation with school councils, develop a practice, where healthy foods are available and promoted as the healthier choice.~~

~~3.3 Welcome, care for, respect and create safety for everyone in Division schools, in accordance with the Education Act.~~

~~3.4 Include school-level practices for healthy schools within the school's Counseling and Wellness Plan.~~

4. Partnerships and Services

Staff shall:

~~4.1 Foster positive connections between the school and families.~~

~~4.2 Engage in developing supportive working relationships within schools and within the Division.~~

~~4.3 Where appropriate and possible partner with community organizations to deliver and support programs and services to collectively advance healthy school communities.~~

References:

~~Admin Procedure: 525 Counselling Services~~

~~Policy 110: Welcoming Inclusive, Safe and Healthy Environments~~

~~Policy 900: Student Conduct and Discipline~~

~~Admin. Procedure 711: Welcoming Inclusive, Safe and Healthy Environments~~

~~Comprehensive School Health Approach- Alberta Health Services~~

~~Working Together to Support Mental Health in Alberta Schools- Alberta Education~~

Public Health Agency of Canada

Education Act: Section 33.1

Joint Consortium for School Health (JCSH)

~~Physical Education Programs of Study~~

~~Health and Career and Life Management Programs of Study~~

~~Daily Physical Activity: A Handbook for Grades 1-9 Schools~~

~~Guide to Education, ECS to Grade 12: "Daily Physical Activity Policy, Daily Physical Activity (Grade 1 to 9")~~

~~Alberta Nutrition Guidelines for Children and Youth (Choose Most Often, Choose Sometimes, Choose Least Often from Alberta Nutrition Guidelines for Children and Youth)~~

History

2020 Jan 29 Initial Approval

2020 Jul 24 Amended

728: Training of SPS Staff in ~~Non-Violent Crisis Intervention (NVC)~~ **Therapeutic Crisis Intervention for Schools (TCIS)**

Responsible Administrator: ~~Deputy Associate~~ Superintendent Education Services/Associate Superintendent Human Resources

PURPOSE

Sturgeon Public Schools believes in the importance of establishing and maintaining a welcoming, caring, respectful and safe working and learning environment.

PROCESS

The ~~Deputy Associate~~ Superintendent Education Services in concert with the Associate Superintendent Human Resources will ensure that trainers are available to offer **Therapeutic Crisis Intervention for Schools** ~~the Non-Violent Crisis Intervention (NVC) Training program~~ to Division staff.

PROCEDURE

1. ~~The Director of Learning Services~~ **Principals** shall develop and implement an information and training program ~~for the Division and to support schools.~~

2. **Principals shall implement an information and training program within their school:**

~~24.1~~ School staff shall become aware of the health, safety and medical needs of those students with whom they interact. In keeping with FOIP regulations, the school shall inform the parents/guardians of the need to inform those staff members working with the child of the need to share appropriate information on the child.

~~24.2~~ Principals shall give preference to individual staff members who hold current **TCIS** ~~NVC~~ certification for staffing programs for special needs students.

~~24.2.1~~ Each school shall maintain an adequate number of staff trained in **Therapeutic Crisis Intervention for Schools** ~~Non-Violent Crisis Intervention.~~

24.2.2 The number of staff requiring ~~TCIS NVCI~~ certification training shall be determined annually by the Principal in consultation with the Director of Learning ~~Services Support~~ after consideration is given to known student needs.

2. ~~TCIS NVCI~~ training shall be of two types:

2.1 Initial training shall be available ~~semi - annually~~ usually in ~~October and January~~ ~~February~~.

2.2 Recertification training shall ~~occur throughout the school year requiring 10 hours of refresher training to be assessed available~~ annually usually in ~~June~~ ~~August~~.

3. To maintain certification, staff members shall receive ~~TCIS NVCI~~ recertification training every ~~year~~ ~~two years~~.

4. ~~Positions Centralized programs~~ that have potential for high rates of student behaviour shall be staffed with certified ~~TCIS NVCI~~ employees, or with employees who shall have access to ~~TCIS NVCI~~ training.

5. All staff shall be provided Professional Development to become TCIS Knowledgeable at the beginning of the school year through a 6 hour training module. This will be presented to staff by a ~~Train-the-Trainer~~ of TCIS or a fully certificated TCIS staff member.

History

2020 Jan 29 Initial Approval

2020 Jul 24 Amended

865: Information and Communication Technology

Responsible Administrator: Deputy Superintendent of Education Services

PURPOSE

To ensure technology is used in the service of learning and supports efficient system administration and operations.

PROCESS

The ~~Deputy Superintendent Education Services~~ ~~Associate Superintendent Corporate Services~~ shall maintain and facilitate this Administrative Procedure.

PROCEDURE

1. The Superintendent or designate shall ensure technology is aligned in support of the Three Year Education Plan.
2. The ~~Deputy Superintendent Education Services~~ ~~Associate Superintendent Corporate Services~~ shall be responsible for the oversight and monitoring of the Division Technology ~~Funding and~~ Evergreening Plan.
 - 2.1. Technology purchases, deployment, installation and associated costs included in the Division's Technology ~~Budget and~~ Evergreening plan are the responsibility of the Division's Technology Services Department.
 - 2.2. The Division's Evergreening Plan includes ~~computing~~ technology for ~~students,~~ teachers, administrators, administrative support and system software.
 - 2.3. Schools wishing to add, modify or enhance technology ~~beyond the existing Technology Budget and Evergreening Plan~~ will contact the Director of Technology and Logistics to ensure compatibility. ~~The and~~ associated costs ~~are distributed, including labour at a rate of \$50.00/hour,~~ to the school based budget.
 - 2.4. The Principal, in collaboration with the Technology Services Department, shall review annually and implement the school plan for school-based technologies within available budget allocations.
3. The Principal, in consultation with the Technology Services Department, shall be responsible for the development, implementation, and evaluation of the school technology plan in alignment with the Division's Three Year Education Plan. The annual school plan shall ensure:
 - 3.1. Equitable and appropriate access to devices, network resources, and other technologies for all students.
 - 3.2. Appropriate access to devices, network resources and other technologies for staff in the performance of responsibilities.
4. Software

- 4.1. Principals must ensure the Director of Technology and Logistics is consulted before any device accesses the network to seek approval.
 - 4.1.1. Installation of new technology must be managed by the Technology Services Department.
5. Guidelines for Purchases
 - 5.1. Technology purchases are based on Division standards.
 - 5.2. The Technology Services Department responds to requests for service through the HelpDesk.
 - 5.3. There are no costs associated with allocating existing resources (i.e. software licenses and devices)
 - ~~5.4. Facility Services prioritizes emergent requests for repairs through their HelpDesk.~~
6. Guidelines for Remote Access into Division Equipment
 - 6.1. The Technology Services Department can investigate what could be defined as meta data. This would include:
 - 6.1.1. Who is or has logged into a computer
 - 6.1.2. What is running on that computer; Processes, DLLs, Tasks, Executables, etc.
 - 6.1.3. Details of the computer's state. I/O, RAM/HD/CPU utilization etc
 - 6.2. The Technology Services Department should not access the following without express permission of the user (staff), or the Principal in the case of a student device:
 - 6.2.1. Specific files or their content.
 - 6.2.2. Screen visual or what is being displayed on the screen.
 - 6.2.3. Audio content or what is currently playing on the device.
 - 6.2.4. Microphone or Camera. These devices should not be turned on, nor their feeds accessed.
 - 6.2.5. Geolocation data, should the device provide this. The concern is that it may reveal a person's private address and if they have not shared that with the Division, this would seem inappropriate.
 - 6.3. In case of an emergency, the Director of Technology and Logistics can override the above if they believe the network, systems or data are in danger of being compromised or damaged in any way. They must provide clear and documented reasons for why this action was taken.
 - 6.4. All investigations should be logged in to a location and through a process that allows it to be retrieved if requested.
 - 6.5. This guidance does not translate to BYOD devices. The most that Technology Services can do is capture a specific MAC and/or IP and the traffic related to that device. The Principal would need to do a specific investigation in the school, with the student and parent.

History

2020 Jan 29 Initial Approval

870: Responsible Use of Technology Resources

Responsible Administrator: ~~Deputy Superintendent Education Services Associate~~
~~Superintendent Corporate Services~~

PURPOSE

Sturgeon Public Schools (SPS) provides staff and students with technology resources that support teaching, learning or administrative operations. The Division also allows personal devices to access the network.

PROCESS

The ~~Deputy Superintendent Education Services Associate~~ ~~Superintendent Corporate Services~~ is responsible for this Administrative Procedure and shall review with principals and other supervisors on an annual basis.

PROCEDURE

1. Principals and supervisors shall review the following documents with all ~~school-based~~ employees that report to them on an annual basis:
 - 1.1. this Administrative Procedure;
 - 1.2. Responsible use of Technology Resources Agreement - Staff (Exhibit 1); and,
 - 1.3. AP 300 Security of Personal and Divisional Information.
2. The Division promotes a culture of innovation and learning through the responsible and ethical use of Artificial Intelligence (AI). AI tools must be reviewed for privacy, bias, discrimination, accuracy, and the potential harm that may come with their use. No student identifying information may be uploaded into any type of AI tool.
3. The Responsible use of Technology Resources Agreement - Staff (Exhibit 1) will be signed by all SPS staff annually.
4. The Human Resources Department shall ensure that all new staff members have signed the Responsible use of Technology Resources Agreement - Staff (Exhibit 1) during the orientation process.
5. Principals shall ensure teachers review on an annual basis, the Responsible Use of Technology Resources Agreement - Students (Exhibit 2) with all students within the context of digital citizenship.

6. The Responsible Use of Technology Resources Agreement - Students (Exhibit 2) will be reviewed and signed by ~~parents~~parent/guardians and students annually.
7. The Division may authorize the executive of the respective employee association or union to use technology resources to conduct association or union business.
8. Technology resources shall not be used to campaign, canvass for support, debate, or in any other manner encourage Division employees to take political action.
9. Technology resources shall not be used to promote positions in conflict with Division policies, programs, or other operational guidelines or directives.
10. For network security and the safety of all users, Sturgeon Public Schools monitors network activity. If the Division discovers activities that do not comply with applicable law or Division policy, records will be retrieved in accordance with due process.

References:

Admin Procedure:

300 Security of Personal and Division Information

721 Teachers and Professional Development

727 Support Staff and Professional Development

865 Information and Communication Technology

875 Personal Electronic Devices

Exhibit 1 – Responsible Use of Technology Resources Protocol Staff

Exhibit 2 – Responsible Use of Technology Resources Protocol Students

History

2020 Jan 29 Initial Approval

2021 Aug 10 Amended

870: Exhibit 1 - Responsible Use of Technology Resources Protocol Staff

Date: August 10, 2021

Responsible Administrator: ~~Deputy Superintendent Education Services Associate~~
~~Superintendent Corporate Services~~

PURPOSE

Sturgeon Public Schools provides staff with technology resources that support teaching, learning or administrative operations. Technology resources refers to all resources on the Division ~~network including network of including~~, but not limited to, Internet access, ~~email-mail~~ accounts, installed software, personal file storage areas and all hardware attached to the network.

PRINCIPLES OF USE

- All technology resources are intended for education and administrative use.
- As the owner of all technology resources, The Division retains the right to monitor their use.
- The use of technology resources is subject to all policies and procedures of both the Division and individual schools/sites related to technology, property or conduct.

CONDITIONS OF USE

- Staff are expected to use technology resources to further the mission of the Division. Personal use of these resources is NOT permitted.
- ~~Staff are encouraged to consider the responsible and ethical use of Artificial Intelligence (AI) tools for professional creation of materials. Staff who choose to use AI tools will:~~
 - ~~Ensure no student identifying information is uploaded into any type of AI tool.~~
 - ~~Acknowledge using AI if the content is generative and large parts will be used as new ideas, content, or shared as facts or statements.~~
 - ~~Do so in a manner that upholds a commitment to privacy, safety, ethical and professional standards, demonstrating the importance of digital citizenship and thoughtful application of technology.~~

- Staff will ensure that publishing of any personal information about themselves or other network users on the Internet or in publicly viewed files meets the FOIP guidelines established by the Division.
- Staff who discover inappropriate material on the network are expected to advise their school administrator and/or the ~~Deputy Superintendent Education Services Associate~~ ~~Superintendent Corporate Services~~.
- Staff will use their assigned login only in the manner intended. This includes accessing only network resources assigned to their login. Staff will not use another person's files, output, or credentials.
- Staff are responsible for the security of access (login and password) to their network resources and will not share the credentials with anyone.
- In order to protect personal and corporate identities, staff must adhere to the password protocol which includes password history limitations and password age, length and complexity.
- Staff will not decrease the operation of or access to technology resources through inappropriate use of technology resources, malicious activity directed against technology resources, or ~~through~~ unauthorized use of personal program/data files.
- Staff will follow the procedures in AP 300 Security of Personal and Division Information and AP 870 Responsible Use of Technology Resources.
- Consequences of inappropriate use of technology resources could include loss of network privileges, suspension, financial liability for damages, and disciplinary or legal action.
- In the event of damage to a resource, the school or department will be responsible for the cost of the repair, remediation or replacement (whichever is deemed most feasible) of the resource(s) that is/are damaged. It is at the discretion of the Principal or head of the department if the cost is to be transferred to the individual responsible for the damage.
- Examples of Technology Resources

Below are examples of what items fall under the classification of technology resources:

Desktop PC Computers	Scanners	Speakers
Laptop or Notebook Computers	Document cameras	Digital camera
Chromebooks	Monitors	Media/DVD player
Mobile phones	Hallway displays	Printers and 3D Printers
iPads and other tablets	Gymnasium audio/visual equipment	Web cameras
Interactive Displays – LOFT	Desktop phones	STEAM Robotics
Multimedia Projectors	Keyboards/Mice	Account Login

ACKNOWLEDGEMENT

I understand and agree to follow the conditions of this Responsible Use Protocol. I have read AP 300 and AP 870 and understand the procedures.

Staff Member (Print): _____

Staff Member Signature: _____

Date: _____

Admin Procedure:

300 Security of Personal and Division Information
721 Teachers and Professional Development
727 Support Staff and Professional Development
865 Information and Communication Technology
875 Personal Electronic Devices

870: Exhibit 2 - Technology Resources Responsible Use Protocol Students

Date: August 10, 2023

Responsible Administrator: Deputy Superintendent Education Services

PURPOSE

Sturgeon Public Schools provides students with technology resources that support learning. Technology resources refers to all resources on the network of Sturgeon Public Schools including, but not limited to, Internet access, email accounts, installed software, personal file storage areas and all hardware attached to the network.

PRINCIPLES OF USE

- All technology resources are intended for educational use.
- As the owner of all technology resources, Sturgeon Public Schools retains the right to monitor their use.
- The use of technology resources is subject to all policies and practices of both Division and individual schools/sites related to technology, property or conduct.

CONDITIONS OF USE

- Students shall use technology resources for appropriate educational purposes only.
- Students over 13 years of age are allowed to consider the responsible and ethical use of Artificial Intelligence (AI) tools for support in their learning and education. This can only be done if the following is agreed to and completed:
 - Teachers have discussed appropriate ~~and in-appropriate~~ and responsible use of AI in learning and education with the student.
 - Parents are fully aware of which tool(s) will be used and how ~~each~~ it is used.
 - During use, the student will ensure ~~that~~ no student or school identifying information is uploaded into any ~~type of~~ AI tool. ~~Identifying information may include~~ ~~Such as~~ the name of any students, teachers, ~~or the school name~~ or the Division.
 - The use of AI is acknowledged or credited in any ~~projects or summative assessment activities~~ work the student submits. Submitting work supported by AI without acknowledging its use will be considered academic misconduct.

- AI is used ~~Do so~~ in a manner that upholds a commitment to privacy, safety, and ethical standards, demonstrating the importance of digital citizenship and thoughtful application of technology
- Students who discover material on the network that is inappropriate or makes them feel uncomfortable should report the material to a staff member.
- Students will use their assigned login only in the manner intended. This includes accessing only network resources assigned to their login. Students will not use another person's files, output or credentials.
- Students are responsible for the security of access (login and password) to their network resources and will not share their credentials with anyone.
- Access to technology resources with personal devices is subject to Administrative Procedures 865 - Information and Communication Technology, 900 - Student Conduct, and individual school policies and practices.
- Consequences of inappropriate use of network resources could include disciplinary action including, but not limited to, loss of network privileges, recommendation for withdrawal from a course, suspension, financial liability for damages, or legal action.
- In the event of damage to a resource, the school or department will be responsible for the cost of the repair, remediation or replacement (whichever is deemed most feasible) of the resource(s) that is/are damaged. It is at the discretion of the Principal or head of the department if the cost is to be transferred to the individual responsible for the damage.

Examples of Technology Resources

Below are examples of what items fall under the classification of technology resources:

Desktop PC Computers	Scanners	Speakers
Laptop or Notebook Computers	Document cameras	Digital camera
Chromebooks	Monitors	Media/DVD player
Mobile phones	Hallway displays	Printers and 3D Printers
iPads and other tablets	Gymnasium audio/visual equipment	Web cameras
Interactive Displays – LOFT	Desktop phones	STEAM Robotics
Multimedia Projectors	Keyboards/Mice	Account Login

Please place a checkmark by each statement below to indicate you have read and understand the “Responsible Use of Technology”.

Responsible Use of Technology	Agree
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Teachers and School Administration will guide my use of technology at school.	
I will use technology while at school for educational purposes, and at times when teachers or School Administration allow.	
I will be careful with school technology, and treat it respectfully.	
I will be careful about the personal information I share online. If I am unsure of a site or a request for information, I will check with my parents and my teacher before proceeding.	
If I accidentally access a site that is not appropriate for school, I will close my browser and let my teacher know.	
I will not download or install any software, music, movies or shared files of any kind.	
I will protect my password and not share it with any other students.	
I will log out of computers or Chromebooks when I am not using them.	
I will not use the account of another student or teacher to access technology.	
I will not use technology while at school to distract others from learning.	
I will work with my teacher to better understand if the information I find online is accurate and reliable.	
I will give credit for any photos or information I find online and use for assignments.	
I understand that my use of school technology or the Division provided account is under the supervision of my teacher or School Administration. If they have reason to think I have been using technology inappropriately, they may look at my account, files, and logs to see my activities.	
I understand that my access to technology and/or the Internet may be removed by my teacher or the School Administration if I have not used it responsibly.	

Students may bring personal technology to school. However the security and maintenance of that device remains the responsibility of the student. Also, each year, teachers will review the Student Code of Conduct, which includes guidelines for using personal communication devices. Should a student misuse a personal device while at school, their access to the device may be removed, and repeated misuse may result in the student not being allowed to bring a personal device to school.

Please place a checkmark by each statement below to indicate you have read and understand the "Use of Personal Device Responsibilities".

Use of Personal Device Responsibilities	Agree
I will only connect to the school wireless network and not plug my personal device into the wired network at school.	
I will ensure my device is up-to-date and has virus protection software installed.	
I will not use peer-to-peer software or web-hosting services for the purpose of downloading music, video, or software while connected to the school wireless network.	
I will only use my device when my teacher or School Administration indicate it is the right time to do so.	
I will not use my device to record audio, take pictures, or record video of anyone at school without their expressed permission and the expressed permission of a staff member.	
If my teacher or School Administration have reason to think I have misused my personal device they may ask me to show the device memory to indicate what audio, pictures, or video I may have taken, and direct me to delete files that I did not have	

permission to create or that violate the privacy of others.	
I understand the care, maintenance, and security of my device is my own responsibility.	
I understand that the school is not responsible for the loss, theft or damage of my device. I am fully responsible for my own property while it is at school.	

Acknowledgement

I have read with my child, understand and agree to follow the conditions of this Responsible Use Protocol.

Parent/Guardian name (print): _____

Parent/Guardian Signature: _____

Student Name (print): _____

Student Signature: _____

Date: _____

Admin Procedure:

300 Security of Personal and Division Information

721 Teachers and Professional Development

727 Support Staff and Professional Development

865 Information and Communication Technology

900 Student Conduct

Administrative Procedure 875

Personal Electronic Devices

Responsible Administrator: ~~Deputy Superintendent Education Services Associate~~
~~Superintendent Corporate Services~~

PURPOSE

The responsible use of personally owned digital devices for instructional purposes can support the learning process and the administration of business operations.

PROCESS

The ~~Deputy Superintendent Education Services Associate~~ ~~Superintendent Corporate Services~~ will be responsible for administering this Administrative Procedure.

PROCEDURE

- The Deputy Superintendent Education Services or designate shall establish ~~Administrative Procedures policy~~ and guidelines to ensure the responsible use of personally owned digital devices for instructional purposes within the school environment.
- All FOIP guidelines and agreements must be followed when capturing images or video of students or staff. Further, when staff are capturing images or video they must consider the following:
 - Division owned technology should be used when capturing images of students or staff for use in publications, websites or on Social Media.
 - When it is not possible to use Division technology, staff may use their personal device, provided all FOIP guidelines and agreements are followed and any files are deleted from the device within 14 days. Staff must also ensure no copies remain on the device, including any backup cloud services.
- ~~The Principal shall publish annually the Division's policy and guidelines in the student handbook as part of a program to teach the practices of responsible digital citizenship.~~
- The Division's policy and guidelines may make provision for consequences for failure to practice responsible use of personally owned digital devices. This may include, but is not limited to, temporary confiscation, loss of network privileges, recommendation for withdrawal from a course, suspension, financial liability for damages, or legal action.

References:

Admin Procedure: 300 Security of Personal and Division Information

Admin Procedure: 721 Teachers and Professional Development

Admin Procedure: 727 Support Staff and Professional Development

Admin Procedure: 865 Information and Communication Technology

~~Admin Procedure: 870 Responsible Use of Technology Resources~~

History

2020 Jan 29 Initial Approval

Administrative Procedure 901

Student Conduct

Responsible Administrator: Deputy Superintendent, Education Services

PURPOSE

Sturgeon Public Schools recognizes its responsibility to maintain a welcoming, caring, respectful and safe learning and working environment in schools.

PROCESS

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

PROCEDURE

1. Principals shall develop a written School Code of Student Conduct consistent with Board Policy 900 Student Conduct and Discipline and in consultation with students, parents/guardians, School Council and staff. The School Code of Student Conduct shall be reviewed annually with any revisions communicated to the Deputy Superintendent, Education Services.
2. Principals shall make copies of the School Code of Student Conduct available to students, parents/guardians and staff, on the school's website and in print if requested.
3. Principals shall review the School Code of Student Conduct with School Council annually.
4. Schools shall review the School Code of Student Conduct with all students annually.
5. A school code of student conduct shall include:
 - 5.1 expectations for student behavior;
 - 5.2 a range of specific corrective measures that will be taken when students are found responsible for unacceptable behaviour;
 - 5.3 provisions regarding safety and security offences;
 - 5.4 expectations for the safe and effective use of a Personal Communication Device while in class or at school;
 - 5.5 any other matter which the Principal deems necessary.
6. Students, as partners in education, have the responsibility to:
 - 6.1 attend school regularly and punctually,
 - 6.2 be ready to learn and actively engage in and diligently pursue the student's education; including completion of assignments and homework,
 - 6.3 ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
 - 6.4 respect the rights of others in the school,
 - 6.5 refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether it occurs within the school building, during the school day or by electronic means,
 - 6.6 comply with the rules of the school and the policies of the board,

6.7 co-operate with everyone authorized by the board to provide education programs and other services,

6.8 be accountable to the student's teachers and other school staff for the student's conduct, and

6.8 positively contribute to the student's school and community.

7. Furthermore, students are expected to:

7.1 Resolve conflict or seek assistance to resolve conflict in a respectful, peaceful, safe and nonthreatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation or forms of restorative practice.

7.2 Use school and personal technology appropriately and ethically.

7.3. Conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating, plagiarizing, or submitting work supported by Artificial Intelligence (AI) without acknowledging its use.

8. Students will be held responsible and accountable to Sturgeon Public Schools and its agents for unacceptable behaviour whether it occurs within the school building, during the school day or by electronic means.

9. Beyond school hours, students will be held responsible for unacceptable behaviour if that behaviour has a connection back to the school and has a demonstrated detrimental impact on the welfare of other students or staff.

10. Examples of unacceptable behaviours include but are not limited to:

10.1 conduct which verbally, physically or emotionally threatens the safety of students or staff;

10.2 conduct which demonstrates disrespect for ethnic, racial, religious and sexual diversity;

10.3 possession of a weapon, or anything used, or intended for use in causing injury to any person, or for the purposes of threatening or intimidating any person;

10.4 assault;

10.5 possession, distribution and/or use of illicit, prohibited or restricted substances in school or on school property;

10.6 possession, use, display or distribution of offensive messages, videos or images.

10.7 discrimination or harassment;

10.8 participating in or contributing to cyberbullying;

10.9 participating in, or contributing to frothing or hazing activities;

10.10 extortion;

10.11 disruptive behaviour, willful disobedience or defiance of authority;

10.12 interference with the orderly conduct of classes and school activities;

10.13 willful damage to school or other's property;

10.14 tampering with items such as fire alarms, or safety equipment;

- 10.15 criminal activity;
- 10.16 bystander encouragement or involvement

11. When determining responses, interventions or consequences for a student who engages in unacceptable behaviour, a teacher or Principal will consider:

- 11.1 whether the student has failed to comply with the Education Act, Board Policy, Division Code of Conduct or with the School Code of Student Conduct;
- 11.2 the effect of the student's behaviour upon other students, the staff, the school and the community;
- 11.3 the nature of the action or incident that calls for disciplinary measures;
- 11.4 informing and/or consulting with the student's parents/guardians when it is warranted;
- 11.5 the student's previous conduct;
- 11.6 the student's unique circumstances (age, maturity, extenuating circumstances);
- 11.7 the impact of proposed action on the student's future behaviour;
- 11.8 any other information the teacher or Principal considers appropriate or relevant;
- 11.9 whether the student's conduct is injurious to the physical or mental well-being of others in the school.

12. When a student engages in unacceptable behaviour, responses, interventions and consequences may include, but are not limited to:

- 12.1 Temporary assignment of a student to an alternate supervised area within the school.
- 12.2 Temporary assignment of a student to an alternate learning location.
- 12.3 Short term removal of privileges.
- 12.4 Interventions such as positive behaviour supports, contracts and counselling.
- 12.5 Restorative practices, where appropriate and agreed upon by impacted staff and students.
- 12.6 Replacement or restitution for loss of or damage to property.
- 12.7 Suspension or expulsion from bus transportation.
- 12.8 In-school or out-of-school suspension.
- 12.9 Referral to the Attendance Board.
- 12.10 Recommendation for expulsion.

13. Depending on the resources that are available, the Principal shall arrange for support, if needed, for students who may be impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.

14. Where the behaviour of a student involves a violent threat, the Principal shall refer to the Violent Threat Risk Assessment (VTRA) protocol. This protocol allows the Principal, in consultation with the Director, Learning Services, to involve regional partners such as RCMP, Alberta Health Services and Children Services to collaborate on the risk assessment and implementation of recommendation for support.

15. Each teacher or Principal will ensure that appropriate documentation procedures are employed to record disciplinary actions.

16. The Principal must maintain order and discipline in the school, on school grounds and during activities sponsored or approved by the Board and, therefore, has the responsibility for and the authority to establish and maintain appropriate procedures conducive to an acceptable standard of student discipline (Education Act, Section 197).

References:

[Policy 105: Vision, Mission and Values](#)

[Policy 110: Welcoming Inclusive, Safe and Healthy Environments](#)

[Policy 115: Sexual Orientation and Gender Identities](#)

[Board Policy: 230 Board Committees](#)

[Board Policy: 900 Student Conduct and Discipline](#)

[Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 196, 197](#)

[Freedom of Information and Protection of Privacy Act](#)

[Alberta Human Rights Act](#)

[Tobacco, Smoking and Vaping Reduction Act 141/2021](#)

[Tobacco, Smoking and Vaping Reduction Act](#)

[Violent Threat Risk Assessment \(VTRA\) Protocol](#)

History

2020 Jan 29 Initial Approval

2021 Feb 11 Amended

2023 May 15 Amended

2024 June

Administrative Procedure 9019

Student Conduct

Responsible Administrator: Deputy Superintendent, Education Services

PURPOSE

Sturgeon Public Schools recognizes its responsibility to maintain a welcoming, caring, respectful and safe learning and working environment in schools.

PROCESS

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

PROCEDURE

1. Principals shall develop a written School Code of Student Conduct consistent with Board Policy 900 Student Conduct and Discipline and in consultation with students, parents/guardians, ~~the School Council~~ and staff. ~~The School Code of Student Conduct shall should be reviewed annually with any revisions communicated to the Deputy Superintendent, Education Services.~~

2. Principals shall make copies of the School Code of Student Conduct available to students, parents/guardians and staff, on the school's website and in print if requested.

3. ~~Principals shall review the School Code of Student Conduct with the School Council annually.~~

4. Schools shall review the School Code of Student Conduct with **all** students annually.

5. A school code of student conduct shall include:

5.1 expectations for student behavior;

5.2 a range of specific corrective measures that will be taken when students are found responsible for unacceptable behaviour;

5.3 provisions regarding safety and security offences;

5.4 expectations for the safe and effective use of a Personal Communication Device while in class or at school;

5.5 any other matter which the Principal deems necessary.

~~5. Students will be held responsible and accountable to Sturgeon Public Schools and its agents for unacceptable behaviour whether it occurs within the school building, during the school day or by electronic means.~~

~~6. Beyond school hours, students will be held responsible for unacceptable behaviour if that behaviour has a connection back to the school and has a demonstrated detrimental impact on the welfare of other students or staff.~~

6. Students ~~and their parents/guardians~~, as partners in education, have the responsibility to:

6.1 attend school regularly and punctually,

6.2 ~~be ensure the student is~~ ready to learn and actively engage in and diligently pursue the student's education; including completion of assignments and homework,

6.3 ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,

67.4 respect the rights of others in the school,

67.5 refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether it occurs within the school building, during the school day or by electronic means,

67.6 comply with the rules of the school and the policies of the board,

67.7 co-operate with everyone authorized by the board to provide education programs and other services,

67.8 be accountable to the student's teachers and other school staff for the student's conduct, and

~~7.7 fully cooperate with school authority and personnel authorized to provide educational programs and other services throughout the school day and during all school-sponsored activities and beyond the hours of school operation if that behavior or conduct has a connection back to the school and a demonstrated detrimental impact on the welfare of individual students, and~~

67.9 positively contribute to the student's school and community.

7. Furthermore, students are expected to:

7.1 Resolve conflict or seek assistance to resolve conflict in a respectful, peaceful, safe and nonthreatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation or forms of restorative practice.

7.2 Use school and personal technology appropriately and ethically.

7.3. Conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating, plagiarizing, or submitting work supported by Artificial Intelligence (AI) without acknowledging its use.

85. Students will be held responsible and accountable to Sturgeon Public Schools and its agents for unacceptable behaviour whether it occurs within the school building, during the school day or by electronic means.

96. Beyond school hours, students will be held responsible for unacceptable behaviour if that behaviour has a connection back to the school and has a demonstrated detrimental impact on the welfare of other students or staff.

~~10. 8. Consequences including intervention, suspension and/or recommendation for expulsion, from school or bus, depending on individual circumstances, may be imposed when a student fails to meet the expectations for student conduct articulated in the School Code of Conduct and/or Education Act. Some e-~~ E Examples of unacceptable behaviours include but are not limited to:

8.1 conduct which verbally, physically or emotionally threatens the safety of students or staff;

8.2 conduct which demonstrates disrespect for ethnic, racial, religious and sexual diversity;

8.3 possession of a weapon, or anything used, or intended for use in causing injury to any person, or for the purposes of threatening or intimidating any person;

8.4 assault;

8.5 possession, distribution and/or use of illicit, prohibited or restricted substances in school or on school property;

8.6 possession, use, display or distribution of offensive messages, videos or images.

~~8.6 willful damage to school or other's property;~~

8.7 discrimination or harassment;

8.8 participating in or contributing to ~~cyberbullying~~ ~~eyber-bullying~~;

8.9 participating in, or contributing to froshing or hazing activities;

8.10 extortion;

8.11 disruptive behaviour, willful disobedience or defiance of authority;

8.12 interference with the orderly conduct of classes and school activities;

8.13 willful damage to school or other's property;

8.143 tampering with items such as fire alarms, or safety equipment;

8.154 criminal activity;

8.165 bystander encouragement or involvement

9. When ~~determining responses, interventions or consequences for when a student who engages in unacceptable behaviour misconduct~~ disciplining a student a teacher or Principal will consider:

9.1 whether the student has failed to comply with the Education Act, ~~Board Policy, Division Code of Conduct~~ or with the School Code of Student Conduct;

9.2 the effect of the student's behaviour upon other students, the staff, the school and the community;

9.3 the nature of the action or incident that calls for disciplinary measures;

9.4 informing and/or consulting with the student's parents/guardians when it is warranted;

9.5 the student's previous conduct;

9.6 the student's unique circumstances (age, maturity, extenuating circumstances);

9.7 the impact of proposed action on the student's future behaviour;

9.8 any other information the teacher or Principal considers appropriate or relevant;

9.9 whether the student's conduct is injurious to the physical or mental well-being of others in the school.

10. When a student engages in unacceptable behaviour, responses, interventions and consequences may include, but are not limited to:

10.1 Temporary assignment of a student to an alternate supervised area within the school.

10.2 Temporary assignment of a student to an alternate learning location.

10.3 Short term removal of privileges.

10.4 Interventions such as positive behaviour supports, contracts and counselling.

10.5 Restorative practices, where appropriate and agreed upon by impacted staff and students.

- 10.6 Replacement or restitution for loss of or damage to property.
- 10.7 Suspension or expulsion from bus transportation.
- 10.8 In-school or out-of-school suspension.
- 10.9 Referral to the Attendance Board.
- 10.10 Recommendation for expulsion.

~~1140. Depending~~ ~~Depending~~ on the resources that are available, the Principal shall arrange for support, if needed, for students who may be impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.

124. Where the behaviour of a student involves a violent threat, the Principal shall refer to the Violent Threat Risk Assessment (VTRA) protocol. This protocol allows the Principal, in consultation with the Director, Learning ~~Services Support~~, to involve regional partners such as RCMP, Alberta Health Services and Children Services to collaborate on the risk assessment and implementation of recommendation for support.

132. Each teacher or Principal will ensure that appropriate documentation procedures are employed to record disciplinary actions.

143. ~~As per the Education Act,~~ the Principal ~~or designate~~ must maintain order and discipline in the school, on school grounds and during activities sponsored or approved by the Board and, therefore, has the responsibility for and the authority to establish and maintain appropriate procedures conducive to an acceptable standard of student discipline (~~Education Act, Section 197~~).

References:

[Policy 105: Vision, Mission and Values](#)
[Policy 110: Welcoming Inclusive, Safe and Healthy Environments](#)
[Policy 115: Sexual Orientation and Gender Identities](#)
[Board Policy: 230 Board Committees](#)
[Board Policy: 900 Student Conduct and Discipline](#)
[Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 196, 197](#)
[Freedom of Information and Protection of Privacy Act](#)
[Alberta Human Rights Act](#)
~~[Prevention of Youth Tobacco Use Regulation 149/2003](#)~~
~~[Tobacco, Smoking and Vaping Reduction Act 141/2021](#)~~
[Tobacco, Smoking and Vaping Reduction Act](#)
[Violent Threat Risk Assessment \(VTRA\) Protocol](#)

History

2020 Jan 29 Initial Approval
2021 Feb 11 Amended
2023 May 15 Amended
2024 June