

**STURGEON
LEARNING
CENTRE**



**MORINVILLE
LEARNING
CENTRE**

**SCHOOL HANDBOOK
2025-2026**

STURGEON LEARNING CENTRE

PO Box 300, 5028 - 49 St.
Gibbons, AB T0A 1N0

MORINVILLE LEARNING CENTRE

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

Phone: 780-288-1353

E-mail: learningcentres@sturgeon.ab.ca

Website: www.sturgeonlearning.ca

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WELCOME

Welcome to the Learning Centres!

You have chosen to attend a school that offers many different opportunities to help you reach your goals, whether that be graduation, upgrading, or adult education. We are excited to be working on a BlendED plan which will allow even more pathways to learn success through online learning, dual credit options, access to teaching staff digitally, and meaningful school events that bring our students and staff together.

Our team cares about your success. If you have any questions or concerns, please see one of our staff. Our job is to provide the very best environment for you, and we take this job seriously.

Thank you for choosing us.

ABOUT US

The small school nature of the Learning Centres provides for a flexible learning environment that fosters supportive teacher-learner relationships. Students are treated as adults and are extensively involved in the planning of their educational program. Personalized education plans incorporating modules, one-to-one tutorials, meetings, and group or individual learning projects assist each student in achieving their personal academic objectives.

The Learning Centre is for anyone who needs an extra course, needs to repeat a course, wants to upgrade, or needs some flexibility in their timetable, even if you are already registered at another high school. Students are involved in selecting their programs and determining goals. Students are encouraged to work at their own pace, reaching for a personal level of mastery, and learn to balance time with success. Students have many options available to them including print modules, blended modules, online learning, and dual credit courses to name a few.

Emphasis is placed on organizational skills such as goal setting, time management, and independent and cooperative learning. The concept of self-advocation is important at the Learning Centre, as we seek to cultivate the skills in students to be independent, self-directed and life-long learners.

We believe...

- All students can be successful.
- Everyone has a right to a high quality education.
- Learning rates, styles and abilities vary from individual to individual.
- Learning takes place everywhere.

The key to our work is the belief that all students have a right to an education. Students must accept the ultimate responsibility for taking advantage of that opportunity. We accept that learning rates, styles, and abilities vary from individual to individual and that learning takes place in multiple settings. We foster the notion that as a learning community within a larger community, service is an important part of learning. We acknowledge the need to include opportunities for community service, where possible, within the instructional program. We see our mandate as offering an alternative high school program for self-motivated students whose skills allow them to succeed within the Learning Centre environment.

Our Vision:

Guiding students through innovative learning to grow and feel a sense of belonging.

Our Mission:

To connect and grow through SPS online

Our Values:

Connect, Grow, Innovate and Belong

MANDATE

Sturgeon School Division believes in addressing the need of an alternate learning environment for students wishing to continue their education, but are unable to do so in the face-to-face high school learning environment. Attendance and work completion schedules are flexible and designed to meet the individual needs of students. While providing a more flexible approach to instruction, academic success is the primary focus of the Learning Centres. The ultimate goal of the program is for each student to achieve a high school diploma, Certificate of Achievement, or requisite courses for enrollment in a post-secondary institution.

MATURE STUDENTS

A mature student, for Alberta High School Diploma purposes, is one who, as of September 1 of the current school year, is

- 19 years of age or older; or
- The holder of a previously awarded high school diploma from the province of Alberta, or an equivalent high school diploma from a jurisdiction acceptable to the Minister. Mature student status is granted effective September 1 for the subsequent school year. The above criteria are to be satisfied prior to September 1.

A mature student is eligible to enroll in any course at the senior high school level or to write a diploma examination without having completed the required prerequisite courses. Enrolment in courses without the prerequisite or challenging the diploma is at the discretion of the principal.

LIMITS TO STUDENT ENROLLMENT

Given the significant staff skills needed to deliver a broad range of courses to students and the nature of student needs, we may find ourselves having to limit enrollment. Courses may be deemed to be full if the circumstance of overall student service demands outweighs our ability to reasonably provide the delivery of quality programs to all students. Students who have been formally identified with severe or mild and moderate learning needs must be granted special permission before registration can be accepted.

HOURS OF OPERATION

The Learning Centres are open Monday to Friday from 8:30am until 3:30pm. Please visit www.sturgeonlearning.ca to find out about other dates the Learning Centre may be closed due to Diploma Examinations. The weekly schedule is as follows: Mondays 8:30am to 3:30pm, Tuesdays 8:30am to 6:30 pm (Morinville location), Wednesdays 8:30 am to 6:30 pm (Gibbons location), Thursdays 8:30am to 3:30 pm and Fridays 8:30am to 3:00 pm.

ORIENTATION

All prospective candidates making an application to enroll at a Learning Centre will participate in a registration process, including an examination of personal goal setting, time management, and self management. It is essential that students clearly define their objectives, goals, and commitment prior to beginning another educational endeavor. It is also important for each individual to recognize the need to clearly plan for and work towards the achievement of personal goals and objectives.

COURSE SCHEDULING AND COMPLETION

Upon registration, students will meet with the subject area teacher to receive course work and create a personalized course schedule. For students completing diploma exams, a schedule will be set up where students can meet the deadline for one of the four upcoming diploma writings, which are November, January, April, and June. Students completing non-diploma courses have 8 months or until the end of the school year (June) to complete their coursework and final exams.

ATTENDANCE AND INACTIVE STUDENT POLICY

Students that attend one of the Learning Centres may be completing work through a flexible or structured program. Students in a flexible program complete their work at their pace and set goals with their teacher. If changes to the course schedule are required, students are to notify their Learning Centre Teacher(s). Students that miss their goals will have contact from the teacher as they work together to set new goals and problem solve obstacles to learning. Learning Centre staff will make three attempts to contact students and their parents/guardians. If no contact is made, the situation will be forwarded, if necessary, to school counselling and administration for follow-up. Students that do not respond within two (2) months are deemed inactive; if at the end of the third month there is no contact made, the student will be withdrawn from their course(s) and transferred out of the Learning Centre School; at this time, all materials must be returned. If materials are not returned, a book charge will be assessed.

Students in a structured program will have an Education Plan to communicate expectations for attendance, work completion and break times. Please see your Learning Centre teacher if you are unsure of the type of program you are enrolled in. In severe cases where attendance is a concern, the Principal may refer a student and their family to the Attendance Board. This board is a legal entity with the authority to enforce attendance and levy fines.

POWERSCHOOL PARENT PORTAL

Sturgeon Public Schools' PowerSchool Parent Portal is an online tool that helps parents be informed and involved partners in education. The PowerSchool Parent Portal can provide updates about what's happening at school, track your children's progress, and provide contact information for your child's teachers.

The Parent Portal gives the very latest information:

- Class Descriptions
- Assignments
- Assignment Criteria
- Grades
- Teacher Comments
- School Bulletins
- Paperless Report Cards

PowerSchool is also portable. The PowerSchool for Parents app is available for download on Google Play for Android devices as well as from the App Store for iOS devices (iPhone, iPad, or iPod Touch).

STUDENT EVALUATION

Evaluation of students' work will vary because many evaluative methods are used at the Learning Centres. Some of these include the following: quizzes, written and oral presentations, projects, reports, Internet searches, exams, computer software projects and provincial diploma exams. Within the introductory phase of each course, teachers provide the students outlines of the content and the objectives of the courses and how they will be assessed.

FEES

Age 18 and under (as of September 1st. and registration is received and processed before September 30th.).

- No course fees.

COURSE FEES

Age 19 or over (as of September 1st).

- \$140.00 per one credit course.
- \$420.00 per three credit course.
- \$700.00 per five credit course.

Please note that course fees must be paid in full before course content and teacher support is provided.

STUDENT SERVICES

The Learning Centres work with Sturgeon Public Schools and neighbouring schools to provide guidance programs and counselling services. The services are intended to aid individuals in making career choices, in overcoming problems that may interfere with their studies, and in acquiring skills that will be useful in making sound and satisfying life choices. The following services are available to students:

A. Academic Counselling

- Selection of courses.
- Program planning.
- Graduation requirements.
- Post-secondary education entrance requirements.

B. Financial Assistance

Please see the following links for financial assistance regarding paying for coursework:

Academic Upgrading and Adult Learning:

<https://www.alberta.ca/funding-academic-upgrading-adult-learning>

<https://www.canada.ca/en/services/benefits/education/diploma.html>

Paying for Post-Secondary Education:

<https://www.alberta.ca/pay-adult-education-training>

<https://www.canada.ca/en/services/benefits/education/education-savings/paying-education.html>

C. Career Counselling

- Exploration of related occupations.

D. Personal Counselling

- Referrals to community agencies to provide assistance.

CREDITS

All course work must be completed for the student to receive credit. Partial credit is not available. Marks, complete with credits, are sent to Alberta Education at the completion of each course.

MARK APPEAL PROCEDURE

Students may wish to appeal a unit or assignment mark. Students who wish to appeal a final mark should first discuss the situation with the teacher concerned. If the matter is not resolved, then the student or parent may complete a written statement of appeal to the principal. Students must state the nature of the concern and the grounds for the appeal. The student must submit the appeal to the principal within thirty (30) days of receipt of the mark. The principal will receive the appeal and investigate further details as needed. The principal will render a decision within two (2) weeks of receiving the appeal. The student has the right to appeal the Principal's decision to the Superintendent but must do so within one week of receiving the Principal's decision.

GRADUATION REQUIREMENTS AND CEREMONY PARTICIPATION

High School Diploma Requirements:

- 100 credits, along with the following:
- English 30-1 or English 30-2 and the prerequisites.
- Social 30-1 or 30-2 and the prerequisites.
- Mathematics 20-1, Mathematics 20-2, or Mathematics 20-3 and the prerequisites.
- Science 20, Science 24, Biology 20, Chemistry 20, or Physics 20 and the prerequisites.
- Career and Life Management (CALM).
- Physical Education 10 (minimum three credit course).
- 10 credits in either CTS, Second Languages, or Fine Arts.
- 10 credits at the 30 level, excluding coursework in English or Social.

Please see the following link for additional information:

<https://www.alberta.ca/education-guide-alberta-high-school-diploma-graduation-requirements-english>

Certificate of Achievement Requirements:

- 80 credits, along with the following:
- English 20-2 or 30-4 and the prerequisites.
- Social 10-2 or 20-4 and the prerequisites.
- Math 10-3 or Math 20-4 and the prerequisites.
- Science 14 or 20-4 and the prerequisites.
- Physical Education 10 (minimum three credit course).
- Career and Life Management (CALM).
- 5 credits in 30 level Knowledge and Employability Occupational Courses, 30 level CTS courses, or 30 level locally developed courses with an occupational focus, or 30 level Registered Apprenticeship Program (RAP) course.
- If the student is not registered in RAP, he/she/they will need five credits in 30 level Knowledge and Employability Workplace practicum course, 30 level Work Experience course, 30 level Green Certificate course, or Special Projects 30.

Please see the following link for additional information:

<https://www.alberta.ca/education-guide-certificate-of-high-school-achievement-requirements-english>

In order to participate in the graduation ceremony at the Learning Centre, a student must have completed all the requirements toward a High School Diploma or Certificate of Achievement. Generally, the graduation ceremony is tailored to the wishes of the majority of graduates and is usually held in the June timeframe.

COURSE CHALLENGES

Any senior high school student who believes that he or she possesses the knowledge, skills and attitudes for a senior high school course as specified in the program of studies and is ready to demonstrate that achievement through a formal, summative assessment process, may initiate a request for course challenge to his, her, or their principal. For diploma examination courses, this applies only to the school-awarded mark.

The course challenge process must assess a student's achievement of the depth and breadth of the outcomes of the course. Assessment procedures for course challenges must include a variety of formats and strategies.

The course challenge applies to non-diploma examination courses and only to the school awarded mark component of diploma examination courses. Students challenging a non-diploma course will be given a final course mark, and, if successful, credits in that course.

Credit in diploma examination courses can be achieved only through a combination of the school awarded mark (70%) and the diploma examination mark (30%). **Course challenge in diploma examination courses will NOT result in a final course mark or in credits until after the student successfully completes the diploma examination for that course.**

In the assessment process for a **language course challenge**, students must perform several oral, written, listening and reading comprehension tasks as well as show samples of their work that demonstrate the expected outcomes being challenged. Student performance is to be evaluated by a teacher who has expertise in the language course being challenged.

The student who initiates the challenge shall take responsibility for providing **evidence of readiness to challenge a course** (e.g., a portfolio, other collection, documentation of work and/or experience, a recommendation from a junior high school teacher).

A student may not challenge a course in a lower-level sequence if the student has been awarded credits in a course in a higher-level sequence. For example, a student who has earned credits for Science 30 may not challenge Science 24. However, a student waived into a higher-level course in a sequence may challenge the lower-level course(s) in that sequence. For example, a student who is waived into Science 30 may challenge Science 20.

Please see the following link for additional information:

<https://www.alberta.ca/education-guide-course-challenge>

A student who challenges a course, either successfully or unsuccessfully, may subsequently choose to take the course.

Students are not permitted to challenge the following courses:

- All Registered Apprenticeship Program (RAP) courses
- Career and Technology Studies (CTS) courses completed in grades 7, 8, and 9.
- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35
- Locally developed/acquired and authorized courses

Adult students may write a diploma exam for a course without taking instruction in the course and count their exam mark as 100% of the course mark.

DIPLOMA EXAMS POLICIES

A. Students are required to write diploma exams that are indicated by Alberta Education (see: <https://www.alberta.ca/diploma-exams-overview>).

B. Diploma Rewrite:

- Only from September of the current school year or previous 2 school years or the student must redo the course work.*

C. Mature Student (19 or older as of September 1 of the current school year or holds a previously awarded high school diploma)

- Course mark and diploma mark will have a blended final grade.
- Students can write the Diploma only and it will count as the final grade.
- The highest exam mark (mark only exam) will be used as a final grade.

D. Rescore

- Rescore application paperwork must be submitted by Alberta Education's deadlines and a rescore fee must be paid.
- Rescore fee is refunded if score is raised by 5% or more.
- Rescore will be the final mark, even if the mark is lower.

* Students that are rewriting a Diploma Exam MUST register themselves at **MyPass** and pay the applicable fee on their own before they can write the exam.

VISITORS TO THE SCHOOL

Parents/guardians and other relatives of students are welcome by appointment in the Learning Centre as their positive involvement in the student's program is welcome and appreciated. Please appreciate that the primary responsibility of the school is to provide a sound educational opportunity and a safe and caring environment for students and staff. To this end, uninvited visitors or persons who, in the eyes of staff, conduct themselves in an unacceptable manner will be asked to leave. Those who chose not to leave when asked may be issued a trespassing warning and, if necessary, be charged with trespassing. In some cases, the person may be banned from the school.

STUDENT MEDICAL CONDITIONS

It is our desire to ensure the safety of students in our care. Therefore, we need key medical information about our students. If a student is receiving medication or medical treatment or has been diagnosed with a severe allergy or other illness that may impact him/her/they or others, it is essential that this information be shared in written form by parents and students with the school so that all are safe in the learning environment.

INTERNET ACCESS

Students registered at the Learning Centres can access the Internet through technology available at the school. Access to the Internet is a privilege and to be used for sanctioned purposes only after the student has been granted permission by the Learning Centre staff. Inappropriate use of the Internet will result in loss of privileges and further sanctions if deemed necessary by the school.

PARKING

Students are asked to respect the needs of fellow students and neighbouring businesses and park in areas that are designated for students.

ACCIDENTS

In the event of an accident, first aid is administered as appropriate to the situation. If a student requires further attention at a hospital, the parents are contacted. An ambulance may be called, as staff deem necessary, to ensure the safety of the student. Please note that the cost of additional services regarding non urgent, urgent, and emergency care is to be covered by the parents, guardians, or adult students.

STUDENT CODE OF CONDUCT

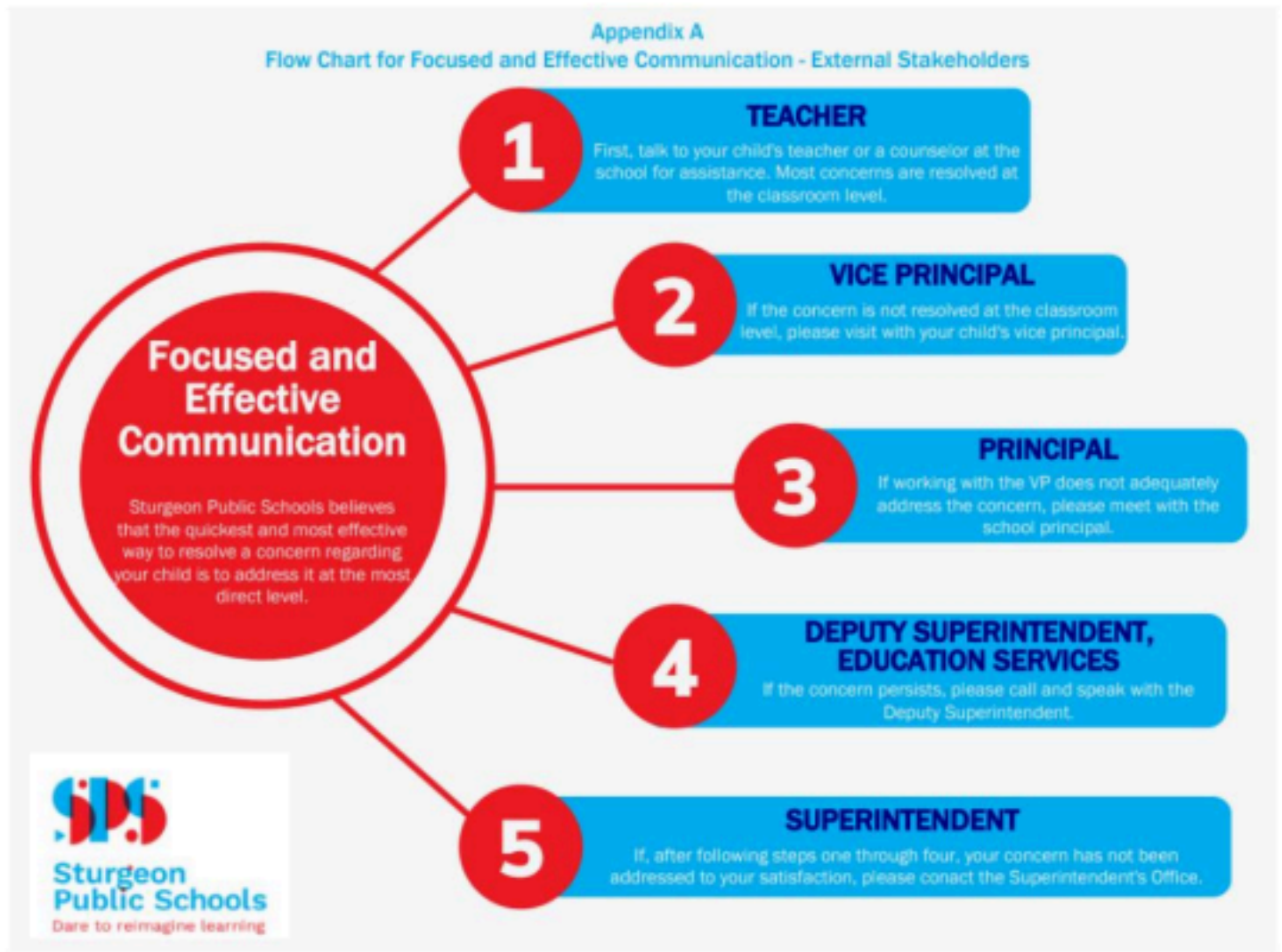
Please take a moment to familiarize yourself with our student conduct policy created to ensure that ALL students can learn in a safe, caring and respectful learning environment.

A student shall conduct themselves so as to reasonably comply with the following Code of Conduct:

- (a) Be diligent in pursuing the student's studies;
 - (b) Attend school regularly and punctually (work completion is a focus at the Learning Centres);
 - (c) Cooperate fully with everyone authorized by the board to provide education programs and other services;
 - (d) Comply with the rules of the school;
 - (e) Account to the student's teachers for the student's conduct;
 - (f) Respect the rights of others;
 - (g) 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;
 - (h) 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;
 - (i) Positively contribute to the student's school and community.
 - (j) Personal Communication Devices (PDC) are to be used only when it is to achieve the learning outcomes in the Program of Studies, which has been chosen by the teacher.
- (Section 12 of the Alberta School Act)*

The Learning Centres are intended as places where students can receive assistance from their teacher, write an exam, and access computers or course materials. They are also intended as a quiet workspace for students. All students are welcome, but only those who work quietly and independently may stay. Students who disrupt the work of others will be asked to leave immediately.

-FOCUSED AND EFFECTIVE COMMUNICATION-



EQUITY, DIVERSITY, INCLUSION, AND HUMAN RIGHTS

The Learning Centres are a welcoming, caring, respectful working and learning environment for ALL students and staff. Staff and students are expected to report all incidents of discrimination, intimidation, and bullying to administration. Students and parents/guardians can expect that an investigation will be completed, and consequences enforced as appropriate.

HEALTHY RELATIONSHIPS

Students learn to the best of their abilities when they feel safe. Students are expected to maintain respectful relationships with their peers and to manage conflict in productive ways. Frothing, harassment, verbal/physical threats, violence, intimidation, and bullying are unacceptable and will result in consequences that may involve the RCMP, Edmonton Police Service, or any other law enforcement agency, depending on the severity of the situation. Behaviours that involve intimidation and bullying not only in-person situations, but also include digital platforms such as texting and social media. Physical altercations are counterproductive to the purposes of education in a safe

learning environment and serious consequences will result from this kind of behaviour.

APPROPRIATE DRESS

Students are expected to be neat and clean in overall appearance and be dressed in a manner that is conducive to the professional learning environment of the Learning Centres. This includes wearing items of clothing that are inclusive and ensure that all people that learn, work, and visit the Learning Centres are assured a safe and caring learning environment. Any student that is not dressed in a manner that is conducive to the professional learning environment will be asked to make efforts to correct the situation immediately. If a correction is not possible in the building, the student will be asked to leave and return with a solution to the concerns raised.

ALCOHOL, TOBACCO, VAPES, ILLICIT DRUGS, AND OTHER HARMFUL SUBSTANCES

The use or possession of alcohol, vapes, illicit drugs, other harmful substances, and/or drug paraphernalia while under the school's jurisdiction, will result in one or more of the following: transfer of the student to the custody of parents, suspension from school, a recommendation for expulsion from school, or involvement of law enforcement agencies. The Learning Centres are tobacco-free facilities. All tobacco products are prohibited from use in the school. The use of any type of e-cigarette or vaporizer is prohibited. Students are encouraged to seek help from school staff if they have substance related issues. Students that are expelled for substance related issues will be asked to seek addictions counselling before returning to school. School staff will contact parents/guardians of students suspected of being under the influence of a substance. In the event the student is an adult learner, an emergency contact will be called to pick up the student. Please be aware that graduation, field trips and other school sanctioned events are included.

PLAGIARISM AND CHEATING

Plagiarism is defined as the following from Oxford University (2024): "Presenting work or ideas from another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition, as is the use of material generated wholly or in part through use of artificial intelligence (save when use of AI for assessment has received prior authorisation e.g. as a reasonable adjustment for a student's disability). Plagiarism can also include reusing your own work without citation. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence" (Plagiarism section, <https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>). Cheating includes, but is not limited to, gaining access to answer keys and bringing answers into a secure testing situation. Parents/guardians will be notified if plagiarism and/or cheating occurs. Consequences will be assigned by the teacher in consultation with administration. A mark may be awarded when an alternative assignment or test is completed by the student. A record of the incident will be kept, and repeat offences will be dealt with by school administration.

WEAPONS

A weapon is anything used, designed to be used, or intended for use in causing injury or death to any person, or for the purpose of threatening or intimidating another person. Any student found in

possession of a weapon, or replica of a weapon, whether on their person, in their vehicle, or in their locker, desk, or personal belongings, may be suspended and/or recommended for expulsion. Contact with the RCMP, Edmonton Police Services, or other law enforcement agency may also be required based on the severity of the offense and VTRA (see: <https://www.ctipractices.com/courses/violence-threat-risk-assessment-vtra>) protocols may be enacted.

ELECTRONIC USE

Cell phones and other devices may be used for personal use on breaks or in the classroom for learning, when authorized by the teacher. If electronic use is an issue, a member of our staff will speak with the student and provide strategies to remediate the situation. If students have challenges with personal use of electronic devices during learning, students may be asked to put the device away for a specific time period. Students may also be asked to leave their electronic devices at home if persistent issues exist. We value the use of technology as a tool in the learning process. Please note that Alberta Education policy states that students may not bring cell phones and/or personal audio devices into the examination room. Electronic use is for learning. If students access inappropriate content at school, regardless of whether the device or the internet connectivity is school property or not, students will be held responsible for their conduct; consequences will be the decision of administration. Inappropriate content includes, but is not limited to, excessive violence, sexuality and prejudice.

FIELD TRIPS

The Learning Centres may plan field trips throughout the school year to enhance learning and are an important part of the academic experience. Students are representing the Learning Centres when in the community. Our expectation is that students represent themselves and their school with the level of conduct communicated in the Student Code of Conduct.

LEARNING CENTRES EXPECTATIONS

Students, staff and parents make learning happen in our schools. As a learning team:

- We agree that education must be a top priority for students.
- We commit our energy and resources to the common goal of giving everyone the best possible educational experience.
- We recognize and support each other's efforts and achievements.
- We strive for continual improvement.
- We make decisions in the best interests of our students.

EXPECTATIONS FOR STUDENTS

As a student at the Learning Centres:

- I will respect my peers and their rights to the highest quality education.
- I will respect staff, peers and all others who make up the Learning Centre community.
- I will use appropriate language while at school or involved in school related activities.
- I will dress in a manner that is conducive to the professional nature of my school.
- I will be prepared for class, be on time with my assignments, and be an active learner.

- I will do my part to look after the school building and property.
- I will be a good citizen of the Learning Centre and the connected communities.

EXPECTATIONS FOR PARENTS/GUARDIANS

As a parent/guardian:

- I will help ensure that students are meeting their educational goals.
- I will discuss and monitor my students' assignments and achievements.
- I will actively work to overcome issues that may hinder student progress.
- I will help students to make program choices and set career goals.
- I will respond to communication from the school.

EXPECTATIONS FOR STAFF

As a staff member at the Learning Centres:

- I will model the behaviour that is expected from all students.
- I will be positive and promote growth in others.
- I will continually strive to improve the educational processes that take place at the Learning Centres.
- I will keep students and their parents informed of student progress.
- I will be committed to building the capacity of students to achieve at the highest level possible.
- I will respect students as individuals.
- I will consistently enforce policies adopted for our school.

CELL PHONE USE POLICY

Effective September 1, 2024, as per the directive of the Honourable Demetrios Nicolaides, Minister of Education, the following guidelines will be implemented:

- Children and students may not use personal mobile devices during instructional time. If they have personal mobile devices with them during instructional time, they must keep these devices on silent or powered off and stored out of view in accordance with the school authority's policies and/or procedures. Children and students may not access social media on school networks or on school devices.

School authorities are required to allow for the following limited use exceptions, as determined by a principal or equivalent:

- Limited use of personal mobile devices must be permitted for health or medical reasons or to support special learning needs.
- Limited use of personal mobile devices may be permitted for educational or other purposes.
- Limited access to social media platforms may be permitted.

Students that attend our learning centres will be required to leave their cell phone in a location indicated by staff and may pick it up before they leave.

Students that need to contact home may do so with staff permission.

The following policy will be used for every student that attends the Learning Centres:

- Student will be reminded that their cell phone is not to be used during their time at the Learning Centre and will be asked to put their cell phone in the staff indicated location.
- Student will be reminded a second time of the cell phone use policy and if he/she/they chooses not to listen, then they will be asked to leave and parents will be contacted regarding the incident.

- If student continues to use their cell phone, then he/she/they will be asked to leave the Learning Centre and parents will be contacted regarding a plan forward on the prevention of cell phone usage during class work at the learning centres.
- If student continues to ignore the policy after three attempts of corrective measures, then he/she/they will not be allowed to work at the Learning Centres and will work from home.

CONSEQUENCES

The Learning Centres focus on correcting measures to ensure students are aware and can meet the Student Code of Conduct. Corrective measures are teaching consequences to support growth. If teaching consequences are not successful, discipline will be more corrective to ensure the safety of all students and staff. Staff, students and parents/guardians are partners in providing the best possible learning opportunities for everyone.

INVESTIGATION OF INAPPROPRIATE BEHAVIOR

Students and parents/guardians can expect timely and a thorough investigation into inappropriate behaviour. Please contact the school principal to initiate an investigation into behaviour that is concerning and not meeting the expectations of communication in this Student Code of Conduct. You can expect a response within two working days of a concern being raised.

NOTIFICATION OF STUDENT CONDUCT POLICY

The Student Code of Conduct will be shared with students and their parents/guardians upon registration at one of the Learning Centres; it is also available at www.sturgeonlearning.ca.

REFERENCES FOR STUDENT CODE OF CONDUCT

- Alberta School Act (Sections 12 and 24)
- Sturgeon School Division Board Policy
 - F/IV/7 Student Conduct
 - F/IV/1 Student Attendance
 - F/IV/2 Restricted and Illicit Drugs
 - F/IV/5 Student Suspensions and Expulsions
- Sturgeon School Division Administrative Practices
 - Student Services 8 - Student Conduct
 - Educational Services 16 – Student Attendance at School

