

STUDENT ACTIVITIES AND ORGANIZATIONS

Background

The Division supports and encourages student participation in extra-curricular, co-curricular activities, student government and student organizations where appropriate.

Each school shall implement procedures for these activities and organizations as necessary.

Note: This Administrative Procedure does NOT address off-site activities. All off-site activities are guided by Administrative Procedure 260 - Off-site Trips, Excursions and Activities.

Procedures

1. General Student Activities

- 1.1 All school-sponsored student activities shall be supervised by teachers or responsible adults designated by a Principal, who is responsible for the conduct of the students and the general care of the property.
- 1.2 A lead teacher must ensure that they have clearly communicated the post-event pick-up procedure to parents, and if other arrangements are made, that the lead teacher has received communication from the parents.
- 1.3 The following general student activities are recognized whether school sponsored or extra-school sponsored and these activities must be approved by the Principal or designate that ensure the activity is fair and just.
 - 1.3.1 Contests for Students.
 - 1.3.2 Student Social Events.
 - 1.3.3 Interscholastic Programs/Competitions.
 - 1.3.4 Community Events involving Students.

2. Support for Student Organizations

- 2.1 Student groups shall be facilitated and led by a staff member, approved by the Principal.
 - 2.1.1 The facilitator(s) shall attend every meeting.
- 2.2 In each student group, issues that result in discrimination and bullying may be addressed, including, but not limited to:
 - 2.2.1 Sexual orientation, gender identity, gender, body image, race, culture or language, performance in school, social rejection, peer acceptance.
- 2.3 The purpose of the student group shall be identified through conversations with the students involved. Student groups may be formed for Advocacy, Peer Support or

General Youth Support.

- 2.4 The purpose of Peer Support Groups is to connect with students who experience discrimination, isolation or exclusion within the school community or society with students who offer support via active advocacy
- 2.5 The purpose of General Youth Support Groups is:
 - 2.5.1 To support students experiencing a variety of challenges related to feelings of belonging, self-worth, identity, friendship, etc.; and/or
 - 2.5.2 To support students who may be marginalized as a result of bullying or social exclusion based on gender, sexual orientation, culture, size, physical or academic ability, etc.; and/or
 - 2.5.3 To support students in understanding their sexual identities who may be experiencing a variety of challenges related to their sexuality or gender identity (e.g. how to talk to parents, friends, etc.).
- 2.6 General norms will govern all types of student groups. Groups shall:
 - 2.6.1 Support the mission, vision and core values of the school and Division while upholding the dignity of individuals in the context of a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging in the group's discussions, activities, and social action.
 - 2.6.2 Establish boundaries prior to the discussion of sensitive topics.
 - 2.6.3 Invite, not pressure, other students to join.
 - 2.6.4 Maintain the right of confidentiality (unless student wellbeing is at risk).
 - 2.6.5 Be sensitive to the safety of students at risk.
 - 2.6.6 Refrain from labelling or discussing students who are not members.
- 2.7 Activities must be facilitated by the staff member who is supporting the group and who ensures that activities reflect the norms defined above. Activities could include but are not limited to:
 - 2.7.1 Exploring how inclusive practices enhance the life of a student at school.
 - 2.7.2 Sponsoring activities throughout the school year to address issues such as bullying awareness week, guest speakers, and liaison with the Principal.
 - 2.7.3 Promoting social justice activities to address local, national and international issues.
 - 2.7.4 Providing group support strategies to address group needs.

3. Informing Parents

If a student group is formed under the above conditions, notification of the formation of the club shall be shared with all parents in the school.

- 3.1 This notification will describe the responsibility of parents to discuss with their child the purpose and nature of the club, whether their child wishes to become a member and their child's obligation to both refrain from bullying behaviour and contribute to a safe learning school environment that respects diversity.
4. Resources for teachers: Please consider the ATA Publication, "GSAs and QSAs in Alberta Schools: A Guide for Teachers" (2015).

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Reference: Section 11, 21, 31, 33, 35.1, 32, 52, 53, 58.1, 58.2, 68, 196, 197, 204, 222, 225 Education Act
Alberta Bill of Rights
Alberta Human Rights Act
Ministerial Order on Student Learning 001/2013
Guide to Education ECS to Grade 12
Canadian Charter of Rights and Freedoms
Truth and Reconciliation Commission Final Report
Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientation, Gender Identities and Gender Expressions