Administrative Procedure 111
School Operations

AT-HOME LEARNING

Background

The Board recognizes that under certain circumstances, the school may need to be closed to students. To minimize student learning disruption, at-home learning will be made available to students to ensure students continue to receive high-quality instruction. The purpose of this administrative procedure is to outline the expectations, responsibilities, and processes the guide at-home only learning as required by *Education Amendment Act*, 2024 (SA 2024, c 14) and the In-person Learning Regulation (Alta Reg 13/2025).

Procedures

1. STEM Collegiate will consider the following factors when deciding if learning should be in-person or at-home, or a combination of both.
    a. Health and Safety Factors
        i. Public Health Emergencies as declared under the *Public Health Act*.
        ii. Environmental hazards such as
            1. natural disasters (e.g. floods, fires, etc.)
            2. infrastructure failures (e.g. unsafe building, HVAC breakdown, contaminated water, etc.)
    b. Operational Capacity Factors
        i. Staffing shortages if illness, emergencies, or workforce shortages prevent the school from operating safely and adequately supervising students
        ii. Facility closure of the building is temporarily unusable due to safety concerns or emergencies (e.g. prolonged power outages, water access, structural issues, pest infestations, etc.)
    c. Government Mandates
    d. Community-Wide Crisis
        i. In situations of collective trauma (e.g. local disaster or tragedy), at-home learning may provide students and families the opportunity to recover with education still available.

2. Optional Facilities for In-Person Learning
    a. Should any of the above factors close the school to students, STEM Collegiate will consider these options to provide an in-school learning environment:
        i. Facility sharing with other Charter Schools
        ii. Use of public buildings such as community halls and conference facilities
    b. The Principal will make prior arrangements with the supporting facility and review the arrangements on an annual basis.

3. Meeting Minimum Hours of Instruction
    a. The school will maintain a daily/weekly schedule that mirrors in-person learning.
    b. Blended Synchronous and Asynchronous Learning
        i. Use Teams Meetings (synchronous) for direct instruction and independent assignments (asynchronous) to ensure total instructional minutes align with provincial requirements.
    c. Recorded Lessons
        i. Teachers will record the direct instructional component of their lessons for absent students.

4. Ensuring Attendance
    a. Because STEM Collegiate is a Bring-Your-Own-Device school, all students have access to their Teams account and their digital classrooms.
        i. Students with internet access difficulties should immediately inform the school who will arrange for an alternate learning arrangement.
    b. Students are required to meet with cameras on in their digital classroom at the start of each class and again at the end of the class period.
        i. Students must remain on-line during any independent work time, but cameras may be turned off.
        ii. Whenever possible, teachers will require timely assignment submissions such as at the end of a class period.
    c. Teachers will continue to track attendance and normal attendance protocols will be followed.

d. Students who were receiving specialized learning supports such as students with English as an Additional Language needs will continue to receive those supports virtually.
e. If the specialized support was physical in nature, the Principal and support team will meet with the parents to determine the degree to which those supports can be continued at home.

5. Ensuring Access and Supports for Provincial Assessments
    a. Students will be required to write their Grade 9 PATs and Grade 12 Diploma Exams in-person at a designated site.
    b. Transportation supports will be considered for students who face transportation barriers.
    c. Online preparation sessions will be offered to students.
    d. Arrangements will be made for students who receive approved accommodations, so they are in place during the time of the assessment.

6. Student Supervision and Evaluation
    a. Teachers remain the primary supervisors of learning, assessing student work, providing feedback, and monitoring progress.
    b. Teachers will be required to schedule weekly, or more frequent, one-on-one or small group check-ins to monitor academic progress and well-being.
    c. Teachers will use a mix of project-based, oral, and written tasks to evaluate student learning without an over-reliance on online quizzes.
    d. Teachers maintain professional responsibility for student safety during online interactions (e.g. not holding one-to-one calls without transparency such as parent awareness or or recorded sessions)
    e. The Principal will provide guidelines for parents/guardians to support student routines and study habits while making clear that teachers are responsible for evaluation.

7. Digital Safety
    a. Students and staff must use only school-approved secure platforms for online learning.

b. Students should not be required to share personal phone numbers, social media accounts, or private emails with teachers and peers.
c. Digital citizenship guidelines will be taught and reinforced by teachers.
d. The Principal will develop and share a clear way for students and staff to report cyberbullying, harassment, or unsafe interactions.
    i. Included is a reminder about staff and students maintaining appropriate professional/educational boundaries in digital communication.

8. Physical, Emotional and Mental Well-Being
    a. Teachers or support staff schedule weekly well-being check-ins to identify students who may be struggling with isolation, anxiety, or workload.
    b. STEM Collegiate will provide parents with information about local crisis lines, community supports, and the school's process for handling emergencies.
    c. Encourage a balance of screen time with physical activity. Teachers may build movement breaks into online classes.

9. Legal and Policy Alignment
    a. Teachers will ensure that learning activities comply with Alberta's Freedom of Information and Privacy Protection Act (FOIP).
    b. Teachers remain mandated reporters of any suspicion of abuse or neglect.