

POLICY SPP-1: STUDENT PROTECTION POLICY

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Introduction

Alberta Ballet School is committed to providing a safe and nurturing environment for all students who attend our school. As such, we have developed a Student Protection Policy that outlines our commitment, and our staff and volunteers' responsibilities, to safeguard the welfare of all students in our care in all settings.

SPP-1.1 – ABUSE

1.1.1 Obligation to Report

All staff, volunteers and contractors are accountable for compliance with the requirements of the Child, Youth and Family Enhancement Act and must respond accordingly to any instances of suspected child abuse and neglect, or when any child is otherwise deemed to be in need of intervention. All school staff have a legal obligation to report suspected cases of abuse and neglect to the appropriate authorities.

The Child, Youth and Family Enhancement Act prescribes penalties for those who fail to report suspected cases; it also provides protection against a person reporting unless the reporting is deemed to have been done maliciously or without reasonable and probable grounds for the belief.

1.1.2 Reporting Process

Any personnel who suspect or have information that a child is being abused or at risk of being abused, must promptly notify the Alberta Ballet Student Protection Committee. This Committee is composed of the Academic Principal, School Director, and President /Chief Executive Officer. Notification should be made in person or by phone call to one of the members of the committee in addition to an email documenting all details sent to the committee at studentprotection@albertaballet.com.

If the situation is considered an emergency with imminent danger to the student, the individual should call 911.

1.1.3 Reaction Protocol

Upon receipt of a report of child abuse or risk of being abused, the AB Student Protection Committee will contact Child and Family Services, utilize the Child Abuse Hotline (1-800-387-5347), and/or notify Calgary Police Services.

When the Student Protection Committee contacts Child and Family Services, they should be prepare notes and do the following:

- Ask for an intake screener
- Give your name and location
- State that you are making a report regarding a person you believe to need protection
- Give you relationship to the person and /or family
- Indicate what was reported by the child/youth, or what was observed and by whom.

- Offer facts such as dates, descriptions and identifying facts about people who were involved
- Provide any relevant background information

The Student Protection Committee will promptly notify Alberta Ballet's Insurance Provider of the potential incident.

Records of the report and subsequent actions of reporting to Child and Family Services, as well as records of any other pertinent information shall be maintained in a confidential file, separate from the student record.

School staff members making reports related to suspected child abuse or neglect shall keep such reports confidential and shall provide such information only to those who need to know in order to help protect the safety and welfare of the child

1.1.4 Investigation Protocol

An investigation for child intervention services is the responsibility of Child and Family Services, who may, if appropriate, be supported by the police. Children's Services is responsible for:

- Determining whether the child is in need of intervention services;
- Contacting the police if a criminal investigation is required; and
- Coordinating a response with other agencies, if necessary

Following an initial assessment by a child intervention officer, the case may proceed to an investigation and there may then be circumstances in which the case worker or intervention officer seeks to interview a child in the school building. Should this occur:

- The Academic Principal or member of the Student Protection Committee may ask the intervention officer or case worker to present identification and to provide the reasons for conducting the interview on school property;
- The case worker may advise that they wish, in the interests of confidentiality, to meet alone with the child; or
- The case worker and Student Protection Committee shall determine together the appropriateness of having a school representative present during the interview; or
- The child may request that a staff member be present and, if so, the Academic Principal or member of the Student Protection Committee shall comply with the request.

It is the responsibility of the Children's Services case worker and/or the child intervention officer to determine when to notify the parent about any steps or outcomes associated with the investigation; School personnel shall not assume this responsibility.

School personnel directly involved may expect follow-up communication from Child and Family Services that provides relevant information, determined on a "need to know" basis, about the disposition of the investigation;

Following the investigation, the staff member, members of the Student Protection Committee, any other identified school personnel should, with input from the Children's Services case worker, meet to discuss

any ongoing steps that might be taken to ensure the provision of necessary supports and services for the child.

1.1.5 Allegations against Alberta Ballet Employees, Contractors or Volunteers

If the abuse occurs in a setting such as the School, Residence, the Company studios, or on a field trip at a performance or other venue, the Student Protection Committee is responsible for responding as outlined in 1.1.3 Reaction Protocol. It is the legal responsibility of School officials and employees to provide a safe learning environment for students. If the school officials and/or employees believe that a child is being abused or at risk, there is a legal duty to report the concern to the Child and Family Services and the police if the child is in imminent danger.

Where the allegation of child abuse is against any member of the Alberta Ballet Organization staff or volunteers, the Director of Human Resources will be immediately notified and will work alongside the Student Protection Committee.

Where there are allegations of child abuse by a staff member, the Student Protection Committee is responsible to implement the reaction protocols and report the matter to Child and Family Services if there is reason to believe that the child is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed. The Director of Human Resources, in consultation with the Student Protection Committee, has the authority to suspend a school staff member whose presence threatens the safety and welfare of students.

Where there are allegations of child abuse by a volunteer, contract worker, or other person at school or on a field trip of the school, the Student Protection Committee is responsible to implement the reaction protocols and report the matter to Child and Family Services if there is reason to believe that the child is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed. Alberta Ballet has the authority to issue a "No Trespass Order" prohibiting attendance at school or any other Alberta Ballet premises by a volunteer whose presence threatens the safety and welfare of students.

Where an allegation of child abuse involves a member of the Student Protection Committee, that member shall be excluded from the reaction protocols and the Director of Human Resources shall take his or her place on the committee

1.1.6 Types of Abuse and Indicators

PHYSICAL ABUSE

Physical abuse is a deliberate physical assault or action by a person that results in, or is likely to result in, physical harm to a child. It includes the use of unreasonable force to discipline a child or prevent a child from harming themselves or others. The injuries sustained by the child may vary in severity and range from minor bruising, burns, welts or bite marks to major fractures of the bones or skull, to, in the most extreme cases, death.

Under no circumstances are staff, volunteers or contractors to employ corporal or physical punishment to students.

Possible Physical Indicators of Physical Abuse

- *injuries for which there is no explanation, the explanation does not fit with the injuries, or the story keeps changing*
- *injuries at different stages of healing*
- *injuries that have a pattern or look like they may have been caused by an object (hand, stick, buckle, stove element)*
- *bruising in unusual places such as ears, trunk, neck or buttocks*

Possible Behavioural Indicators of Physical Abuse

- *afraid or reluctant to go home, or runs away*
- *shows unusual aggression, rages or tantrums*
- *flinches when touched*
- *has changes in school performance and attendance*
- *withdraws from family, friends and activities previously enjoyed*
- *poor self-esteem (e.g. describes self as bad, feels punishment is deserved, is very withdrawn) suicidal thoughts or self-destructive behaviour (e.g. self-mutilation, suicide attempt, extreme risk-taking behaviour)*

Please note that in order to properly teach and correct dance movement and technique, physical contact between the participant and the instructor is necessary. Such contact, as is considered necessary by the instructor, is consented to by the Participant and/or the Parent/Guardian in the Waiver Consent for Physical Contact.

SEXUAL ABUSE

Sexual abuse occurs when a child is used (or likely to be used) for the sexual gratification of another person. It includes:

- touching or invitation to touch for sexual purposes
- intercourse (vaginal, oral, or anal)
- menacing or threatening sexual acts, obscene gestures, obscene communication or stalking
- sexual references to the child's body/behaviour by words/gestures
- requests that the child expose their body for sexual purposes
- deliberate exposure of the child to sexual activity or material
- sexual aspects of organized or ritual abuse

SEXUAL EXPLOITATION

Sexual exploitation is a form of sexual abuse that occurs when a child engages in a sexual activity, usually through manipulation or coercion, in exchange for money, drugs, food, shelter or other considerations.

Sexual activity includes:

- performing sexual acts
- sexually explicit activity for entertainment
- involvement with escort or massage parlor services
- appearing in pornographic images

Possible Physical Indicators of Sexual Abuse and Exploitation

- *unexplained or persistent pain, bleeding or unusual discharge in the genital or anal area*
- *pregnancy*
- *sexually transmitted diseases*

Possible Behavioural Indicators of Sexual Abuse and Exploitation

- *exhibits age-inappropriate sexual knowledge*
- *directs sexually intrusive behaviour to adults*
- *has unexplained gifts, new clothes or money*
- *has changes in school performance and attendance*
- *is secretive about "new" friends, activities, phone calls or internet use*
- *is involved in sexually exploitive activities, such as performing sex acts for money*
- *is involved in behaviours such as misuse of drug or alcohol, stealing, fire-setting*
- *flinches when touched*

EMOTIONAL ABUSE

This is the most difficult type of abuse to define and recognize. It may range from ignoring to habitually humiliating the child to withholding life-sustaining nurturing. Generally, Emotional abuse encompasses actions or statements causing anguish, fear or diminished self-esteem or dignity. Examples include threatening, intimidating, harassing or humiliating. Emotional abuse may occur separately from, or along with, other forms of abuse and neglect. It includes the emotional harm caused by witnessing domestic violence. Emotional abuse can include a pattern of:

- *scapegoating*
- *rejection*
- *verbal attacks on the child*
- *threats*
- *insults*
- *humiliation*

EMOTIONAL HARM

When emotional abuse is chronic and persistent, it can result in emotional harm to the child. Under the Child, Family and Community Service Act, a child is defined as emotionally harmed if they demonstrate severe:

- *anxiety*
- *depression*
- *withdrawal*
- *self-destructive or aggressive behaviour*

Possible Physical Indicators of Emotional Abuse

- *frequent psychosomatic complaints, headaches, nausea, abdominal pains*

Possible Behavioural Indicators of Emotional Abuse

- *mental or emotional development lags*
- *isolated and has no friends or complains of social isolation*
- *behaviours inappropriate for age*
- *fear of failure, overly high standards*

- *fears consequences of actions, often leading to lying*
- *extreme withdrawal or aggressiveness, mood swings*
- *overly compliant, too well-mannered*
- *excessive neatness and cleanliness*
- *extreme attention-seeking behaviours*
- *poor peer relationships*
- *severe depression, suicidal ideation*
- *runaway attempts*
- *violence is a subject for art or writing*
- *unusual severe anxiety or worries*

NEGLECT

Neglect is failure to provide for a child's basic needs. It involves an act of omission by the parent or guardian, resulting in (or likely to result in) harm to the child. Neglect may include failure to provide food, shelter, basic health care, supervision or protection from risks to the extent that the child's physical health, development or safety is, or is likely to be, harmed.

Possible Physical Indicators of Neglect

- *injuries where medical care has been unusually delayed or avoided*
- *injuries resulting from a lack of supervision*
- *medical or dental needs that are consistently unattended to*
- *"failure to thrive" where no medical reason has been found*
- *clothing consistently inadequate for weather conditions*
- *persistent hunger*
- *poor or inadequate nutrition*
- *poor personal hygiene*

Possible Behavioural Indicators of Neglect

- *forages for, hoards or steals food*
- *developmental delay or setbacks related to a lack of stimulation*
- *poor school attendance*
- *inappropriately takes on a caregiver role for a parent or siblings*
- *tired or unable to concentrate at school*
- *appears sad or has flat affect*
- *reluctant to go home; speaks of being or appears to be left alone at home a lot, unsupervised*
- *is involved in behaviours such as misuse of drugs or alcohol, stealing, fire-setting*
- *does not respond to affection or stimulation*

SPP-1.2 – POLICE BACKGROUND & VULNERABLE SECTOR CHECK

Full Policy: AB-HR-PY-033 Police Background & Vulnerable Sector Check Policy & Procedures - signed.pdf

1.2.1 Police Background Checks

As specified in employment and contractual agreements, individuals must successfully pass a criminal record check (and potential vulnerable sector check if required) every three (3) years. The checks must be provided to the Alberta Ballet Company, the results of which must satisfactorily meet the requirements of the Company. Failure to comply with this requirement renders the offer of employment null and void.

1.2.2 Vulnerable Sector Checks

A Vulnerable Sector Check is required when an individual will be in a position of trust or authority of vulnerable persons. A vulnerable person is defined as a person who:

- Because of their age (under 18 or over the age of 65),
- Disability (physical or mental)
- Or other circumstances, whether temporary or permanent,
- are (a) in a position of dependence on others or (b) are otherwise at a greater risk than the general population of being harmed by a person in a position of authority or trust relative to them

A position of trust or authority is more than just having incidental contact with children or vulnerable persons. The nature of the position must cause the person to have authority over, or trust of, a vulnerable person(s).

1.2.3 Active Employees

Employees who are currently active with Alberta Ballet will have a copy of their police check credential saved to their employee file in Kronos with an activation and expiry date (3 years from date of issuance).

Kronos will activate an automatic reminder ninety (90) days prior to the set expiry date to request a renewal background check to be completed by the Employee. Copies of the instructions are included in the notification. A copy of this notification is sent to the following: Employee, Human Resources, and the Employee's Direct Manager / Supervisor.

The Employee is responsible for activating on the processing request with their local police detachment as soon as possible.

Please note that the Employee is required to share the results with Alberta Ballet either through the electronic police system or by sending a copy of the scanned document to HR@albertaballet.com. The new document is due at the date of expiry of the previous background check / VSC document. Alberta Ballet will cover the cost of processing fees.

1.2.4 Volunteers

All Volunteers are required at minimum to complete a Police Background Check. Some roles may also require a Vulnerable Sector Check for those in direct contact with students.

SPP-1.3 –STUDENT/STAFF MEETINGS AND COMMUNICATION

1.3.1 Individual Student/Staff Meetings

Staff should avoid being alone with a student whenever possible. Exceptions may be made for the School Director, Academic Principal, and residence staff when it is deemed necessary and appropriate.

During school hours and at school-sponsored events, a minimum of two adult supervisors must be present at all times. Supervisory ratio guidelines are outlined in the Safety for Outdoor Education and Field Trips Policy. In residence settings, one supervisor may be present where appropriate.

Staff are expected to exercise caution and sound professional judgment when meeting with individual students. Whenever possible, meetings should occur in public, visible, and accessible locations - such as an office with the door open or a designated meeting space - where interactions can be observed by others.

Staff and students must not meet alone in closed or private locations, such as offices with closed doors or unoccupied classrooms. If a private conversation is required to address sensitive matters, an additional staff member must be present.

1.3.2 Staff and Student Communication

Staff and volunteers should communicate with students in a respectful and appropriate manner at all times. Staff and volunteers should not engage in any form of communication that could be considered inappropriate, including making sexual or suggestive comments or engaging in romantic relationships with students.

Employees, volunteers and contractors should behave in a professional and courteous manner at all times while on the premises of Alberta Ballet School or at any school sponsored event. This includes treating all students with respect, dignity, and kindness and refraining from using foul or inappropriate language.

All staff, volunteers, and students are required to adhere to a code of conduct that prohibits any form of abuse, harassment, discrimination, or bullying. We have a zero-tolerance policy towards any breaches of this code of conduct, and any such incidents will be immediately reported to the appropriate authorities.

Staff and volunteers should maintain appropriate professional boundaries with students at all times. They should not engage in behavior that could be perceived as favoritism or that could be misconstrued as a romantic or inappropriate relationship.

Staff are not to engage in any communication with a child within or outside of work that may make the child uncomfortable or that may be seen by an independent observer to be violating personal boundaries. This includes communication through electronic means such as email.

1.3.3 Disclosure of Student Information

Staff are expected to maintain the confidentiality of all student information, including personal and medical information. Students' information should not be shared with anyone who does not have a legitimate need to know and without the express permission of the parent/guardian or student (if over 18 years old).

In accordance with the Education Act, students over the age of 18 are "independent students". As such, the school may not disclose any student records information including attendance, grades, etc., to parents of a student who is over 18. Should a student wish to grant the release of information to their parents or other agents, they must have completed and signed the *Consent to the Release of Information for Students Over 18* form.

SPP-1.4 – PHYSICAL TOUCH & HANDS-ON CORRECTIONS

This policy is designed to protect students and staff by clearly defining acceptable practice, ensuring transparency, and aligning ballet-specific instruction with best-practice safeguarding standards. It ensures any physical contact supports learning and safety, respects students, and complies with student protection standards.

1.4.1 Principles

- Student comfort & choice: Students must feel safe refusing hands on correction/touch at any time without penalty.
- Transparency: Touch is predictable (announced), purposeful, and visible (in open, observable environments).
- Professionalism: Hands on correction/touch is delivered confidently, clearly, and never to cause pain.
- Equity: Hands on correction/touch is applied consistently to avoid favoritism or bias in perception.

1.4.2 Consent and Communication

- Annual consent: Parents/guardians (for minors) and adult students sign the Hands-On Corrections & Touch Consent form. An opt out option is available.
- Cultural/religious & neurodiversity needs: Note and honor restrictions/preferences in the student file and class roll (discreet symbol).
- Boundary concerns or refusals: If a student withdraws consent or reports discomfort, note discreetly and adjust practice immediately.

1.4.3 Acceptable Purposes for Physical Contact

Physical contact may occur only for the following purposes:

A. Education (technique)

Examples include:

- Developing movement/technique.
- Correcting body alignment or placement with hands on corrections.

B. Safety (injury/first aid/support)

Examples include:

- Assessing or stabilizing a suspected injury.
- Providing first aid within certification.
- Briefly guiding a distressed student

Requirements: When feasible, ensure two adults present (or open-door/line-of-sight supervision).

C. Prevention (averting harm)

Examples include:

- Preventing a fall or collision.
- Spotting/helping to avoid acute injury during a risky balance/transition

D. Congratulatory/Community Moments

Examples include:

- Hugs or similar gestures that are ideally student-initiated, rare, and brief.
- For photos: recommended arms over shoulders only.

Outside these purposes, physical touch is not required.

1.4.4 Delivery Standards

Use these four considerations:

- Duration: Contact lasts no longer than necessary. Disengage once the point is made.
- Perception: If observed on camera or by a parent, stakeholder, consider if it would look clear, professional, and necessary. Avoid both overly gentle/ambiguous contact and harsh/aggressive force.
- Frequency: Don't repeat the same touch on the same student excessively (e.g., repeated poking) which can be frustrating and potentially painful.
- Observation: teachers are expected to remain attentive and discerning when working with students and to exercise sound professional judgment in determining whether a student is comfortable with physical touch for correction. If a student displays any hesitation or uncertainty, hands-on correction should be immediately withdrawn.

1.4.5 Areas Requiring Extra Caution (“Proceed with Caution”)

- Hips/turnout/gluteal area: Permitted for alignment or muscle activation to encourage muscle awareness and activation.
- Neck/face/head: Announce first; approach slowly due to sensitivity, adjust and correct slowly.
- Dynamic centre work (jumps/turns): Avoid hands-on corrections during large or fast movements; they’re often ineffective and can increase risk. Use pre or post verbal cueing instead.

1.4.6 Prohibited Contact

- Any contact intended to cause pain or delivered with anger/frustration.
- Any contact on or near genital areas or the female chest.
- Behind closed doors one-to-one without visibility (unless an acute medical emergency demands otherwise; restore visibility ASAP).
- Massage or therapeutic manipulation beyond first-aid scope (refer to a qualified practitioner). Only school authorized therapists can provide massage or therapeutic manipulation.
- Retaliatory or disciplinary touch of any kind.

SPP-1.5 - DIGITAL AND ONLINE SAFETY

1.5.1 Safe Communication

Employees **MUST** use Alberta Ballet School computers and devices only unless personal devices are approved by their manager.

Alberta Ballet email **MUST** be used for all communications with students, parents, staff, or contractors. Use of personal email accounts is **PROHIBITED** for communication with students and/or parents. When emailing an individual student, staff should consider cc’ing parents (for students under 18 years of age) and/or another staff member on correspondences for added protection.

Company licensed Zoom, Teams, and United Cloud (Alberta Ballet phone) platforms should be used when communicating with students, parents, and contractors.

Staff are **PROHIBITED** from using personal cell phones for communication with students and parents, including via text messaging.

Students and staff can form a group chat for logistics and safety purposes while travelling for performances or auditions if there is a Tour Agreement in place. There must be at least two staff members on the group chat/messages.

1.5.2 Online Protocols

Access to work-related websites and searches only should occur on Alberta Ballet School devices. When composing emails or communication to anyone within the organization, employees should always be mindful of professional communication.

All company emails should be worded respectfully and written in full sentences. Slang and emojis should be avoided.

1.5.3 Social Media

Staff members are encouraged to maintain a clear separation between their personal and professional online presence. It is acceptable for staff to connect with students on social media by following, friending, or being followed, provided that appropriate professional boundaries are maintained at all times.

Staff who use social media must ensure that all content—whether on personal or professional accounts—reflects the professional standards and image of Alberta Ballet School. Content must not be inappropriate, offensive, discriminatory, or otherwise inconsistent with the values of the school. Staff should exercise sound judgment and recognize that their online presence may be visible to students, families, and the broader community. When in doubt, staff are encouraged to use privacy settings for personal accounts and consider maintaining a professional account for any school-related visibility.

While following or friending is permitted, staff members and students must not engage in direct or private communication through social media platforms, including but not limited to Facebook, Instagram, or similar services. This includes direct messaging, private chats, or any form of one-on-one communication.

All communication between staff and students or their parents/guardians must occur exclusively through official Alberta Ballet School communication channels, such as school-issued email. The use of personal messaging apps or social media platforms for communication with students is strictly prohibited.

1.5.4 Photography and Videos

Staff may use personal devices to take and store photographs or videos of school events for personal or professional purposes. Acceptable uses include capturing memories of celebratory gatherings, performances, school events, or for professional purposes such as choreographic reference, training, or archival material for the yearbook.

Images and videos of students may not be posted on personal social media accounts or shared publicly without express written permission from Alberta Ballet School's Marketing Department. Staff should be mindful that any photographs or videos containing students are considered sensitive and must be handled with care to protect student privacy.

Staff with official professional social media accounts may share images of students only when deemed appropriate and approved by Alberta Ballet School. Any sharing must align with the school's values, privacy policies, and professional standards

Outside of the purposes outlined above, staff should not store images or videos of students on personal devices. Staff must ensure that any media stored is securely protected and deleted when no longer required for professional or authorized personal use.

SPP 1.6 HEALTH PROTOCOLS

The protocols listed below are intended for the purposes of helping Alberta Ballet employees to monitor, maintain and, when necessary, participate in the rehabilitation of students' mental and physical wellness. Employees are reminded that it is not within their purview to diagnose students or determine student treatment. Diagnosis and treatment is only under the direction of licensed medical professionals.

1.6.1 How to identify Disordered Eating

Disordered eating has many serious implications on both short- and long-term health and compromises optimal health and performance. Disordered Eating includes anorexia nervosa, bulimia nervosa, binge eating, and other unspecified eating disorders. Failure to eat sufficiently and nutritiously may also lead to Relative Energy Deficiency in Sport (RED-S). RED-S is a syndrome of poor health and declining athletic performance that happens when athletes do not get enough fuel through food to support the energy demands of their daily lives and training.

The following signs and symptoms could be indicative of disordered eating:

- Preoccupation with weight, food, calories, carbohydrates, fat grams, and dieting
- Refusal to eat certain foods, progressing to restrictions against whole categories of food (e.g., no carbohydrates, etc.)
- Appears uncomfortable eating around others
- Skipping meals or taking small portions of food at regular meals
- Withdrawal from usual friends and activities
- Frequent dieting
- Extreme concern with body size and shape
- Frequent checking in the mirror for perceived flaws in appearance
- Extreme mood swings
- Noticeable fluctuations in weight, both up and down
- Stomach cramps, other non-specific gastrointestinal complaints (constipation, acid reflux, etc.)
- Menstrual irregularities or missing periods
- Difficulties concentrating
- Dizziness, especially upon standing
- Fainting/syncope
- Feeling cold all the time
- Sleep problems
- Muscle weakness

1.6.2 Relative Energy Deficiency Protocols

If it is suspected that a student has Relative Energy Deficiency in Sport (RED-S) or any pattern of disordered eating, the student's primary ballet teacher should be notified as well as the School Director.

The School Director or designate must contact the parents and provide written notification of the concern and directions. Parents will be required to take the student to see a doctor and provide a doctor's note stating significant findings including blood work and BMI.

For the safety of the student, Alberta Ballet School will modify or remove dance programming until a doctor's note clearing the student to return to dance has been provided.

This doctor's note must clearly indicate that the student can return to dance and include a solid and respected eating and/or treatment plan that will be monitored by a registered dietician. Guidance will be taken from the physician or psychologist as to how best to proceed and what treatment measures should be followed. In some cases, adjusted training can occur under the supervision of a medical professional.

1.6.3 Disbursement of Medications

See also: ABS-5 – Health Protocol Policy

School Reception has a limited amount of over-the-counter medication for emergency treatment headaches, pain, nausea, allergy etc. (Tylenol, Advil, Gravol, Benadryl). Residence students may request medication which will be given to the students directly by the staff and recorded on the medication sheet including the date, time and type of medication given. Local students will only be administered medication with written permission of parent or guardian to the School Reception email or if they are over the age of 18 years old.

Students with anaphylactic allergies must carry an EpiPen with them at all times while at school and have a current Anaphylaxis Emergency Plan on file with the school. An additional EpiPen is kept at school reception in case of emergency.

At residence, all over the counter and prescription medication must be handed over to the residence staff. Staff will label medication with their names and provide them with the doses at prescribed hours. No medications, whether prescribed or over-the counter, may be kept in a student's unit without parental permission communicated to the Residence Team. If parental permission is granted, students cannot administer any medications to other students. Students must only take medications from School or Residence Staff and not from other students. Only vitamin supplements can be kept with the student.

Staff at residence will maintain procedural forms and medication documentation to indicate proper dosage administration as well as to be aware of potential side effects and to ensure the medication is safe and protected. All medications dispensed are recorded in a medication binder – If medication is given while students are at school, the school staff emails residence with the details (student name, name of medication, time etc.)

At residence, pharmacist provided proper use and side effect documentation written in English must accompany all prescription medications. All non-Canadian, over-the-counter medications must also be accompanied by English translations for proper use, or the medications will not be dispensed, and Canadian equivalents will be sought.

Residence students who require over the counter medications such as acetaminophen and ibuprofen may be given from Alberta Ballet Staff.

1.6.4 Mental Health

School personnel have a legal and ethical responsibility to recognize and respond to suicidal thinking and behavior. Any warning signs should not be ignored.

When a student is identified by a peer, educator or other source as potentially suicidal – i.e. verbalizes thoughts about suicide, presents overt risk factors such as agitation or intoxication, an act of self-harm occurs, or expresses or otherwise shows sign of suicidal ideation, it must be reported immediately to the Academic Principal and/or School Director.

Educators shall also be aware of written threats and expressions about suicide and death in school assignment which also require referral to a mental health professional.

The Academic Principal and/or School Director will have the student seen by a mental health professional within the same school day who will assess risk and facilitate referral if necessary. For all students under the age of 18 years old, a parent/guardian will also be contacted.

Warning signs that might suggest someone is at risk of suicide include:

- Thinking or talking about suicide
- Having a plan for suicide
- Withdrawal from family, friends or activities
- Feeling like you have no purpose in life or reason for living
- Increasing substance use, like drugs, alcohol and inhalants
- Feeling trapped or that there's no other way out of a situation
- Feeling hopeless about the future or feeling like life will never get better
- Talking about being a burden to someone or about being in unbearable pain
- Anxiety or significant mood changes, such as anger, sadness or helplessness

Self-harming actions include deliberately mutilating or inflicting an injury to one's body. Self-harm can be either non-suicidal or suicidal. The most common manifestation is behaviour that includes cutting or mutilation of the wrist. Students who do this attempt to avoid exposing their injuries or scars. Other signs a student could be self-harming include becoming withdrawn or depressed or sudden mood changes. Youth with any type of self-harm should receive mental health care.

1.6.5 Injury Prevention

In order to ensure physical and mental wellbeing of all students, Alberta Ballet School prioritizes injury prevention and proper accommodation and treatment should an injury occur. Students and parents are strongly encouraged to do so as well. Alberta Ballet School faculty is required to implement safe and healthy training practices in order to maximize injury prevention at all times.

If a student is injured, their teacher should be informed immediately. Faculty should not ask the student to perform more than they are comfortable with and need to approach the injury with caution by making training accommodations. If a student asks to stop due to injury, faculty must permit this. If both faculty and students are unsure how to proceed, a consultation with the physiotherapist is required.

1.6.6 Disclosure of Health Information

In order to provide appropriate care for students, it is the responsibility of the parent/guardians and student to disclose any pre-existing health concerns. Health concerns must be noted on the student's school registration form or yearly demographic verification. Students with severe allergies must also have a complete Anaphylaxis Emergency Plan on file with the school.

Students who live at residence will have a Custodial (international students) or Care (domestic students) Agreement Waiver on file with the school. This agreement allows the residence staff to monitor the overall safety and wellbeing of an unaccompanied minor living in residence. This agreement also serves to verify that parents have provided information on any medically significant conditions including but not limited to any pre-existing medical conditions (major or minor), allergies and/or dietary considerations or prescription medication as described in the Medical, Allergy, and Dietary Restriction Form.

All information pertaining to student health is confidential and is disclosed to staff only on an as-needed basis in order to ensure adequate medical response in an emergency.

1.6.7 Safety Incident Reporting

All safety or injury incidents involving students should be submitted through the online form in Smartsheet. This will provide a detailed ongoing summary of all incidents for audit and review purposes.

Incident reports are required to be completed by the School Administrative Assistant or Front Desk Reception or Academic Program Assistant with cooperation from the class instructor or teacher who has supervision responsibility over the time student at the time of incident. Information about the incident / occurrence will need to be collected from the student and class instructor.

The Incident Report will automatically send a copy to the School Director and Academic Principal. For any High-Risk Incidents, the School Director is required to provide sign off / signature request to confirm review of the information.

The incident report form can be accessed here:
[Student Injury / Incident Report](#)

1.6.8 Emergency Procedures

See also: ABS-5 – Health Protocol Policy

In the event of a potential life-threatening situation or a very serious illness, accident or injury, or where there is uncertainty about the seriousness of an accident, the principal or attending staff member shall call 911 immediately.

The Academic Principal or designate shall make a call to the parent (and/or residence staff in the case of a student who resides in school residence) as soon as possible thereafter and shall maintain adult supervision of the student until relief is provided by medical personnel, the parent, or residence staff.

If medical personnel take a student for medical care without parents having been successfully contacted, the principal or designate will endeavor to arrange for the student to be accompanied by an adult until a parent arrives, or a member of the residence staff arrives, or medical staff assume responsibility for the care of the student.

SPP 1.7 STUDENT SUPERVISION

1.7.1 Supervision of Students

When students are at school or at any school-sponsored event, a minimum of two staff members must be present for supervisory purposes (see Two-Person Policy).

The suggested student to adult ratio is 2 adults per 15 students. Based on the activity and inherent risk assessment, a ratio of 1 adult to 15 students is acceptable providing there is a minimum of two staff members present.

1.7.2 Transportation

The parents/guardians of students living in residence consent (via the Custodial or Care Agreement Waiver) to the student travelling by any form of public and/or private transportation driven by a responsible adult who is duly licensed and insured to drive a vehicle in Alberta, Canada. The transportation may include but is not limited to a vehicle owned by an employee of Alberta Ballet School (for example, for short non-emergency trips to medical clinics close to residence) or a taxi service.

There are occasions when a student may be unchaperoned during transit. For senior students (grades 10–12), travel between residence and school by taxi, rideshare (e.g., Uber), or similar means may occur without direct staff supervision, but only with prior parental or guardian permission. When a student is being sent home due to illness or any other reason, a school staff member must escort the student to the taxi or rideshare, ensuring the student boards safely. Residence staff must then receive the student upon arrival and confirm that the student has arrived safely. The same procedure applies when students travel from residence to school, ensuring accountability at both ends of the journey.

For junior students (grades 7–9), traveling alone by taxi or rideshare is strongly discouraged and is permitted only in urgent or exceptional circumstances, with explicit parental or guardian approval. In these cases, the student must remain in continuous phone contact with residence staff for the duration of the journey. Staff must provide clear instructions and maintain oversight to ensure the student's safety until they have reached their destination and been formally received.

1.7.3 Leaving Campus

When a minor student needs to leave the campus during school hours for personal appointments etc., parents/guardians are required to notify our Reception of the student's absence. Until written or verbal notification is received from the parent/guardian, the student is not allowed to leave campus.

Students with parental permission must sign out at Reception prior to leaving the school and sign back in upon their return.

Online registration packages include a Consent Form for those parents who permit their child to leave the school campus to visit nearby amenities during lunch break. To ensure their safety, students with this consent form are still required to complete a Sign In/Out Form when they leave and return to campus. All amenities are within a two-block radius of the school.

Students are not permitted to go out by themselves; Junior students must be in groups of no less than three, Seniors in groups of two or more. At minimum, one student in each group is required to have a cell phone with them at all times.

Students who reside in residence may be given permission by their parent/guardian to go off campus. Parents/guardians may submit a blanket permission or a one-time permission (via form or email). Missing meals, not taking the bus between school and residence, staying overnight off campus, staying out past curfew and traveling alone are not covered by blanket permission and require parental permission detailing specifics of the outing.

1.7.4 Field Trips

See also: ABS-4 – Safety for Outdoor Education and Field Trips

Parents/Custodians must provide written consent if they wish to have their child go on a School organized Field Trip or excursion. Parents shall be given prior information and opportunity to make informed decisions about their child's participation in any off-campus activities, including the right to withdraw their child from such activities.

Parents/guardians for students who may be asked to travel for performance tours with Alberta Ballet Company will be provided with consent information separately through a tour agreement.

Parent consent forms will be distributed at least three to five (3-5) days prior to the excursion. The consent forms will be sent via Google Forms and relevant information and electronic signatures provided.

The Academic Principal shall take into consideration and ensure, with the Key Supervisor, that the number of supervisors present on the off-campus activity is reasonable to provide supervision for each activity and ensure effective response to emergency situations. The acceptable ratio for an outing with minimal risk is 15 to 1, students to teacher or chaperone. Outings with significant risk will require a smaller student to teacher/chaperone ratio as determined by the Academic Principal. A minimum of two adult chaperones is required.

1.7.5 Changerooms

At times there is a need for supervision backstage in the changing rooms. All students must wear a nude leotard for privacy and coverage. No student will or should be required to change in front of volunteers, staff, teachers/faculty or volunteers. Private bathrooms or stalls shall be available to students and should be used in the event that the nude leotard is not sufficient or needs to be removed.

Filming or photography are strictly prohibited in changerrooms.

1.7.6 Supervision at Residence

Residence supervision is provided by two staff members whenever possible. However, due to the practical limitations of the living arrangements, there may be times when only one staff member is present. Parents and guardians are informed of this in the Custodian Agreement and Residence Handbook to ensure full transparency regarding supervision practices.

While any minor is present at residence, a residence staff member must be present.

At night, all students are required to report for a curfew check at 9:00pm. At 9:30pm and 10:30pm, beds are checked to ensure all juniors and seniors (respectively) are present and accounted for. A Residence staff member is present overnight in the staff unit and students can call the residence phone number should they require any assistance after bed check.

Along with appropriate parental permission (see 1.7.3 Leaving Campus), students who are leaving residence must meet face-to-face with a staff member, have an adequately charged cell phone with them, must have their key and must sign out on the board before leaving residence.

SPP 1.8 SCHOOL SECURITY AND EMERGENCY PROCEDURES

1.8.1 School Security

To mitigate any unwanted entry into the school, the school is equipped with the following:

Locked Doors and Controlled Access

- Exterior Main Front Door
 - Keypad entry for students and staff with code
 - Staff access via fob
 - Visitor buzzer and camera system
 - monitored by school reception personnel
- Exterior Glass Doors (3 – off classrooms)
 - Remain closed and locked at all times
 - Emergency exit use only
- Academic Front Door (from Foyer)
 - Keypad entry for students and staff with code
 - Staff access via fob
- Academic Rear Door (from parking garage)
 - Staff keypad entry with code
 - Staff fob access
- Artistic Lobby / School Reception Entry Door
 - Keypad entry for students and staff with code
 - Staff access via fob
 - Visitor buzzer monitored by School Reception
- Artistic Rear Door from Courtyard
 - Staff keypad entry with code
 - Staff fob access

Security Cameras

- Live and Recorded Coverage:
 - Exterior Front Door
 - Front Door Entry foyer/stairwell
 - Courtyard

- Artistic Rear Door foyer
- Monitoring Locations:
 - School Reception
 - Academic Office

Additional Security Measures

- Keypad codes changed monthly
- All visitors must:
 - Check in/sign in at School Reception
 - Wear a visible visitor pass while in the building
- Artistic and Academic spaces secured with monitored alarm system when vacant. This includes sensor for broken glass on main floor.

1.8.2 Emergency Procedures

This plan includes procedures to prepare for and respond to emergency situations. Responses include procedures for:

- Lockdowns – occupants stay in their room or area to provide protection from a threat (e.g. intruder) when it is safer to stay in the building than evacuate.
- Evacuation – occupants leave the building by a route designed to avoid contact with a potential threat (e.g. fire)
- Shelter-In-Place – occupants stay in their room, area or the building to provide protection when it is safer to remain in the building than evacuate (e.g. severe weather, hazardous materials spill, police activity or community threat outside of school campus)

1.8.3 Lockdowns

A lockdown is a procedure which is initiated when School officials believe that there is a credible threat to student and staff safety. Lockdowns are used to protect students from school shooters, bomb threats, and other forms of violence. They can also be used when police are engaged in an operation nearby, or when a national disaster has been declared.

Drills:

Lockdown drills will Calgary Police Service will take place 1 time per school year.

Roles:

- School Administrators (School Director, Academic Principal or designate)
 - Assess the situation and determine need
 - Initiate and communicate the lockdown to all staff
 - Initiate Visiplex loudspeaker announcement
 - Verbal Instructions “Lock Down”
 - Contact Emergency Services, 911
 - Meet with Emergency Personnel (police, fire, ambulance) if safe
 - Refer all media inquiries to Alberta Ballet Communications
- Teachers (Artistic and Academic), Accompanists
 - Instruct students on lockdown procedures

- In case of a lockdown drill or event, follow the lockdown procedure below
- Keep students away from doors and windows
- Ensure absolute quiet
- Remain calm

Procedure:

1. Announcement
 - The Visiplex loudspeaker or a staff member will initiate a lockdown by firmly calling “Lock Down! Lock Down!”
2. Immediate Action
 - Remain in your room or move to the nearest room that is safe (washroom, studio, classroom, office)
 - Teachers quickly check the hall for students
 - close and lock the door
3. Secure the Room
 - Switch off the lights and close the blinds
 - Move to the lock down area of the room marked by a sign with a green lock. Students and teacher should be on the floor.
 - Take cover out of sight.
 - Be quiet and remain calm
 - Turn cell phones to silent
4. Remain Secure
 - Stay in the room and do not open the door even if they claim to be police/firemen.
 - The lockdown is over when a police officer opens the door.
5. Contacting 911
 - Call 911 if necessary. Avoid unnecessary phone use.
 - Report the following to 911:
 - Your specific location, building address, floor, office/room number
 - Our building address is 920 12 Ave SW
 - The number of people you have in your specific location
 - If there are any injuries, the number of and types of injuries
 - If you have seen an assailant or identified threat
 - Location and number of suspects
 - Direction of travel
 - Their clothing and description
 - Their identity, if known,
 - Any weapons or accessories (e.g. backpack)
 - Any unusual or threatening sounds (e.g. gun fire or explosion)
6. Special Situations
 - If someone is injured, report it to 911. If possible, place a sign in an exterior window to identify the location of the injured people while maintaining lockdown.
 - If the fire alarm sounds, remain in your lockdown secure area. Fire alarms can sometimes be a ploy by an armed intruder. If you do smell smoke call 911 and, if you are advised to leave by the 911 operator, follow established Fire/Evacuation procedures.
 - If you happen to be in the washroom at the time of a lockdown, move to the stall making sure to close and lock the stall door.

- Should you enter the school and recognize that a lockdown is in effect, phone 911 and immediately report to the CBE muster point.

1.8.4 Evacuations

The purpose of a school evacuation is to move students, staff, and visitors from a dangerous location to a safer one in order to protect life and reduce the risk of injury. Students and staff exit the school building and report to the muster point in the CBE building.

Drills:

Evacuation drills (i.e. fire evacuations) will take place 6 times per school year.

Roles:

- School Administrators (School Director, Academic Principal, or designate)
 - Assess the situation and determine need
 - Initiate and communicate the evacuation to all staff
 - Initiate Visiplex loudspeaker announcement
 - Verbal Instructions
 - Contact Emergency Services, 911, if necessary
 - Record attendance at muster point
 - Meet with Fire Warden and Emergency Personnel (police, fire, ambulance) if safe
 - Refer all media inquiries to Alberta Ballet Communications
- Fire Wardens
 - Assess the situation and determine need
 - Communicate fire evacuation to school administrators and all staff in clear language
 - Conduct Fire Evacuation – wearing high visibility vest, ensure all rooms are empty including dressing rooms and washrooms
 - Take visitor log if possible
 - Contact Emergency Services, 911, if needed
 - Meet with Emergency Personnel (police, fire, ambulance) if safe to provide a facility and demographic update
- Teachers (Artistic and Academic), Accompanists
 - Instruct students on evacuation procedures
 - In case of a fire evacuation or evacuation, follow the procedure below
 - Remain calm

Procedure

1. The loudspeaker, fire alarm, or staff member will initiate the evacuation
2. Teachers line up in students in single file by the classroom door. Each teacher should have a student list (red folder or attendance binder) with them to be used for taking attendance.
3. Follow the emergency exit route posted and move quietly to the assigned emergency exit.
4. As you exit turn off the lights in the classroom/office/etc. and close, but do not lock the door.
5. Proceed to the muster point in the LINK room in the Calgary Board of Education building located across the street on 8th Street & 12th Avenue SW. Enter from the East Entrance, proceed past the reception desk, turn right, walk to the end of the hallway, and enter LINK room.

6. In the CBE LINK room, students line up in single file starting on the 12 Ave side of the room facing the center of the room. Teachers take attendance and report “all accounted for” or the names of any students who are not accounted for to the academic principal.
7. When directed to do so, exit through the building’s North Entrance onto the 12th Ave, cross the street, and re-enter Alberta Ballet School.
8. Staff who do not have a class must still check in with the academic principal at the muster point.
9. Students should remain quiet at all times.
10. Do not re-enter the building until Emergency Services have declared it safe to do so. In the case of a fire drill, teachers should debrief with students once you have returned to class.

1.8.5 Shelter In Place

Shelter In Place is used to protect students and staff by keeping them safely inside the building during environmental or external hazards (e.g., severe weather, hazardous materials release, police activity nearby, medical emergency that requires hallways to be clear of traffic).

Roles

- School Administrators (School Director, Academic Principal or designate)
 - Assess the situation and determine need
 - Initiate and communicate the shelter-in-place to all staff
 - Verbal Instructions
 - Telephone/Text
 - Email
 - Contact Emergency Services, 911, if necessary
 - Refer all media inquiries to Alberta Ballet Communications
- Teachers (Artistic and Academic), Accompanists
 - Instruct students on shelter-in-place procedures
 - Follow the shelter-in-place procedure below
 - Remain calm

Procedure

1. Shelter In Place will be initiated by verbal direction from School Administration or through email, text alert, PA announcement, or other official communication.
2. Upon notification, teachers must stop instruction immediately.
3. Bring all students inside the classroom including students who may be in the hallway or in a common area.
4. Close and lock classroom doors.
5. Close and secure all windows and blinds.
6. Take attendance immediately and report any missing or extra students to School Administration using email, phone or text.
7. Do not allow anyone to leave the room unless directed by School Administration.
8. Maintain a calm environment and continue quiet classroom activities as appropriate.
9. Remain in place until School Administration issues an official “All Clear.”

SPP 1.9 TRAINING

1.9.1 Position of Authority

Employees, contractors and volunteers acknowledge that they are acting *in loco parentis*: an adult, in a position of authority, acting in place of the parent while the student is in school. It is imperative that this responsibility be acknowledged and utilized only to promote the health and well-being of any students under our care.

1.9.2 Respect in School/Respect in Sport Program

Additional training with the Respect in School or Respect in Sport training program is required for any employee, contractor or volunteer who begins their role at Alberta Ballet School. This is a requirement of employment and a prerequisite to volunteering.

1.9.3 Annual Training and Review

This policy will be reviewed annually.

To ensure adherence to policies, protocols and best practices to ensure students safety, Employees, contractors and volunteers must review the policy herein each year. Opportunities for training will be made available on an as needed basis.

1.9.4 Annual Acknowledgement

Each year, employees, contractors and volunteers must sign and acknowledge that they have reviewed and understood this policy.