

School Operations

Administrative Procedure #210 Welcoming, Caring, Respectful, and Safe Learning and Working Environments

Purpose

This administrative procedure outlines the processes by which Thrive Elementary Charter School implements Policy 210, ensuring the creation and maintenance of a welcoming, caring, respectful, and safe environment for all students and staff.

1. Roles and Responsibilities

1.1 Principal:

- a. Lead the development and annual review of the Student Code of Conduct.
- b. Establish clear communication protocols for staff, students, and families.
- c. Ensure staff are trained annually on the policy and related expectations.
- d. Oversee the consistent implementation of this procedure and the resolution of reported incidents.

1.2 Staff:

- a. Model and reinforce positive behaviours aligned with the Student Code of Conduct.
- b. Intervene and report incidents of bullying, harassment, discrimination, or violence.
- c. Apply progressive discipline and document student behaviour where necessary.

1.3 Students:

- a. Demonstrate behaviour consistent with school policies and expectations.
- b. Report unsafe or disrespectful conduct to a trusted adult.

1.4 Parents/Guardians:

- a. Support their child in understanding and following school expectations.
- b. Engage respectfully with staff to address behavioural or safety concerns.

2. Reporting and Responding to Incidents

2.1 Reporting Procedures:

- a. Reports of unacceptable behaviour may be made in person, in writing, or using the reporting form (see Appendix A).
- b. Anonymous reporting is permitted, though it may limit the ability to investigate thoroughly.

- c. Reports must be taken seriously and forwarded to the principal or designate within one school day.

2.2 Investigation Process:

- a. The principal (or designate) will initiate an investigation within 24 hours of receiving a report.
- b. Investigations will be documented, timely, and respectful of privacy.
- c. All involved parties will be provided an opportunity to share their perspective.

2.3 Interventions and Consequences:

- a. Responses will be guided by principles of progressive discipline.
- b. Individual student needs, age, and circumstances will be considered.
- c. Where necessary, restorative practices or mediation will be utilized.

2.4 Supports:

- a. Students impacted by misconduct will be offered counselling or other required supports.
- b. Students who engage in inappropriate behaviour will receive behavioural support and skill development opportunities.

3. Documentation and Records

- a. All reports and outcomes must be documented using the school's Incident Reporting Form (Appendix A).
- b. Documentation must be stored securely in the school's student records system (e.g., PowerSchool).

4. Annual Review and Communication

- a. The principal will coordinate an annual review of the Student Code of Conduct and this administrative procedure.
- b. The reviewed documents will be submitted to the Superintendent and Board for confirmation.
- c. Communication of the policy, procedures, and student conduct expectations will occur at the beginning of each school year and be posted on the school website.

5. Mandatory Reporting of Abuse or Neglect

- a. All staff members are legally obligated to report suspected child abuse, neglect, or any situation where a child may require intervention directly to Alberta Children's Services at 1-800-387-KIDS (5437).

- b. Reports must be made immediately and individually. Informing a supervisor or principal does not fulfill the legal requirement to formally report an incident.
- c. After making the report, school staff should notify the principal unless it would place the child at further risk.
- d. The school will maintain only a record of a reports date and time of the incident, without storing detailed notes of the suspicion or disclosure.
- e. All staff will receive annual training on mandatory reporting responsibilities as part of school-wide professional development.
- f. A good resource for reporting Child Abuse will be instructed to school staff, and is located at Educational Resources • Central Alberta Child Advocacy Centre.

Appendix A: Incident Reporting Form

Thrive Elementary Charter School Welcoming, Caring, Respectful, and Safe Learning and Working Environments

Section 1: Reporter Information

(Note: Anonymous reports may be submitted. However, anonymity may limit the school's ability to investigate.)

Name of Person Reporting: _____

Role (check one): ☐ Student ☐ Parent/Guardian ☐ Staff ☐ Other: _____

Contact Information (phone/email): _____

Date of Report: _____

Is this report anonymous? ☐ Yes ☐ No

Section 2: Incident Details

Date(s) of Incident: _____

Time of Incident (if known): _____

Location of Incident: _____

☐ Classroom ☐ Playground ☐ Hallway ☐ Bus ☐ Online/Digital ☐ Other: _____

Type of Incident (check all that apply):

☐ Bullying ☐ Harassment ☐ Discrimination ☐ Violence ☐ Sexual Harassment

☐ Other: _____

Describe what happened (include names, actions, and details):

Section 3: Individuals Involved

Person(s) impacted (victim/target): _____

Person(s) alleged to have engaged in the behaviour: _____

Were there any witnesses? ☐ Yes ☐ No

If yes, please list: _____

Section 4: Immediate Response

Was the incident reported to a staff member at the time? ☐ Yes ☐ No

If yes, to whom? _____

Immediate actions taken (if any): _____

Section 5: Reporter's Request (optional)

What outcome or support do you hope will result from this report?

Section 6: School Use Only (to be completed by staff)

Date received by Principal/Designate: _____

Investigation initiated: _____ Completed: _____

Summary of actions taken: _____

Supports provided: _____

Outcome: _____

Principal/Designate Signature: _____ Date: _____

Confidentiality Statement: This report will be handled with respect for the privacy of all parties. Information will only be shared with those directly involved in addressing and resolving the incident, except where reporting to external authorities is legally required (e.g., Alberta Children's Services).